

Р.В. Резник,
Т.С. Сорокина, Т.А. Казарицкая

ПРАКТИЧЕСКАЯ ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

A GRAMMAR OF MODERN ENGLISH USAGE

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Книга представляет собой первый полный функциональный курс практической грамматики английского языка. Данное издание отличает от предшествующих наличие последовательного и систематического изложения всех основных грамматических явлений современного английского языка. Все разделы теоретической части полностью охвачены соответствующей системой упражнений для закрепления материала, постепенного вывода его в речь, повторения и самоконтроля. Пособие снабжено развернутым грамматическим справочником, а также списком рекомендованной литературы для более углубленной проработки тем курса.

Для факультетов иностранных языков высших учебных заведений, а также для самостоятельной работы совершенствующихся в английском языке.

ПРЕДИСЛОВИЕ

Учебное пособие «Практическая грамматика английского языка» (авторы: профессор Резник Р.В., профессор Сорокина Т.С., профессор Казарицкая Т.А.) предназначено для широкого круга изучающих английский язык — как для студентов институтов и факультетов иностранных языков, так и для всех, кто стремится не только овладеть основами языка, но и совершенствоваться в нем.

«Практическая грамматика английского языка» базируется на ведущем и получающем все большее распространение в учебной практике функционально-коммуникативном направлении современной лингвистики и методики преподавания иностранных языков. В отличие от большинства существующих учебников по практической грамматике данное пособие является не традиционным описанием грамматического строя как абстрактной схемы, а практическим руководством по изучению живого языка, обеспечивающим овладение им как средством общения.

Книга представляет собой нормативный курс практической грамматики английского языка и состоит из трех частей: теории, упражнений и приложения.

В каждом разделе теоретической части проводятся описание и систематизация основных сведений по одной из ключевых грамматических тем. Изложение теоретического материала в виде словесных правил, речевых образцов, а также систематизирующих таблиц предоставляет возможность учета индивидуальных особенностей восприятия и памяти обучающихся. Особые случаи употребления грамматических явлений, вынесенные в «Примечания», развиваются и углубляют основные положения, изложенные в параграфах, что позволяет более гибко дозировать информацию с учетом подготовленности работающих с книгой и этапа обучения.

В пособии осуществлен единый подход к изложению материала. Грамматические явления излагаются по единому плану. Так, например, все части речи описываются с точки зрения их семантики, морфологических признаков и синтаксических характеристик, а также их коммуникативных и прагматических возможностей в предложении и тексте. Однако единство подхода к материалу не означает, что одним и тем же сторонам различных явлений уделяется одинаковое внимание. При этом учитывается характер самого явления, его употребительность и значимость для практического владения языком.

Для создания у обучающихся целостного представления о грамматическом строе английского языка все грамматические явления трактуются как элементы единой системы, что предопределяет регулярное сопоставление грамматических явлений как в пределах английского языка, так и под углом зрения интерферирующего влияния русского языка.

Пособие представляет собой неразрывное единство, единый комплекс двух составных частей — грамматической теории и упражнений. Оба раздела имеют единую рубрикацию (в разделе «Упражнения» присутствуют указания на соответствующий параграф теоретической части).

Упражнения практической части обеспечивают усвоение каждого теоретического положения. В соответствии с задачами учебной функциональной грамматики выделяются: а) упражнения с преимущественной ориентацией на форму и б) упражнения с преимущественной ориентацией на значение. При выполнении упражнений первой группы в центре внимания оказываются та или иная форма во всей ее многогранности, осознание связи формы, представленной в минимальном контексте, со значением, а также дифференциация категориальных форм в контрастирующих парах. Упражнения второй группы направлены на употребление грамматических явлений в соответствии с их коммуникативными возможностями, а также на осознанный выбор грамматических средств в зависимости от коммуникативной задачи. Следует особо отметить наличие в пособии большого числа упражнений, ориентированных на связный текст (анализ текстов, в том числе и параллельных), составление диалогов, ситуаций с заданным коммуникативным заданием, вызывающим необходимость или предпочтительность употребления тех или иных грамматических явлений.

Для каждого раздела части II выделен специальный блок для систематизации материала, повторения и самоконтроля. Он содержит вопросы для контроля усвоения теоретического материала и упражнения обобщающего характера (многие из них с ключом).

Упражнения содержат аутентичный материал — образцы современной английской устной и письменной речи, взятые из произведений авторов XX века (более 200 источников). Широко привлекаются тексты познавательного и справочного характера, что имеет целью развитие интереса к предмету в целом.

Пособие содержит также грамматический справочник, в котором можно найти дополнительную конкретную информацию по различным разделам курса.

Представляется, что глубокое и всестороннее усвоение грамматических явлений, осознание места каждого конкретного явления и их взаимосвязи позволит обучающимся и в дальнейшем непрерывно расширять и дополнять свое знание грамматики английского языка, занимаясь самообразованием.

От авторов



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THEORY

One. Parts of Speech

PARTS OF SPEECH

Words of the English language may be grouped into classes, called “parts of speech”. Each part of speech has a set of features: semantic, morphological and syntactic, typical of this particular class of words.

In accordance with these criteria (semantic, morphological and syntactic) English words form the following classes: the noun, the adjective, the adverb, the pronoun, the numeral, the preposition, the conjunction, the verb.

The description of each part of speech given below is based on these above-mentioned criteria.

I. THE NOUN

1.0. GRAMMATICAL DESCRIPTION

1.1.0. Semantics

The noun is used to name physical objects (concrete nouns) or abstract notions (abstract nouns).

1.1.1. Concrete nouns may be further subdivided into:

- “thing” nouns — denoting single physical objects (animate or inanimate) having a certain shape and measurements
boy, girl, dog, table, chair;
- mass nouns — denoting a physical substance having no particular shape or measurements, “materials”
bread, butter, sugar, tea, copper, timber;
- collective nouns — denoting a group of objects (animate or inanimate) or paired objects

family, crew, jury, shorts.

Abstract nouns do not denote physical objects. They denote “objects of thought”, i.e. states, actions, qualities abstracted in thought from the physical objects possessing these qualities, performing these actions or experiencing these states:

- “thing” nouns — single states, actions or qualities
colour, smell, height, length, movement, thought;
- collective nouns — groupings of features or qualities
tactics, politics, contents, looks.

1.1.2. Nouns (concrete and abstract) may be subdivided into common nouns and proper nouns.

Common nouns do not refer to any particular object; they may refer to any and every object of the same kind:

boy, table, butter, family, smell.

Proper nouns refer and give a name to one particular object:

John, the Thames, London.

Proper nouns are generally concrete “thing” nouns:

- names of individuals, animals, celestial bodies, ships, hotels, newspapers, etc.

John, White Fang, Mars, “The Queen Mary”, “The Guardian”, “The Metropole”;

- place names:

London, the Thames.

Note:

Proper nouns may be also collective nouns — concrete (the British Isles) or abstract (the Renaissance, the Reformation).

In writing proper nouns should always have a capital letter.

A noun may have different kinds of meanings, and depending on the meanings you wish to convey it will function differently.

Concrete nouns

a beauty (красавица)
an authority (влиятельный человек)
a witness (свидетель)

Abstract nouns

beauty (красота)
authority (влияние)
witness (свидетельство)

Concerete thing nouns

a lemon (лимон)
 a chicken (цыпленок)
 an iron (утюг)
 a wood (лес)

Concerete material nouns

lemon (сок или мякоть лимона)
 chicken (мясо цыпленка)
 iron (железо)
 wood (древесина)

Proper nouns

John Ford
 (Джон Форд)
 Charles Macintosh
 (Чарльз Макинтош)

Common nouns

a Ford
 (машина марки “Форд”)
 a macintosh
 (макинтош, непромокаемый
 плащ)

Father when used by
 Mother members of the
 family

a father when used without
 a mother reference to one's
 own family

Table I.1
Semantic Classification of Nouns

	Common			Proper	
	“Thing” nouns	Collective nouns	“Mass” nouns	“Thing” nouns	Collective nouns
Concerete:					
• Animate	boy girl dog	family crew	—	John Brown	
• Inanimate	book pen pencil	clothes greens savings goods dominoes	bread sugar copper	London the Thames The Times	the British Isles the Azores
Abstract	idea colour love hatred	tactics politics	—		the Renaissance the Reformation

1.2.0. Morphological Characteristics

The English noun has two grammatical categories: number and case.

1.2.1.0. Number

Nouns (though not all of them) have two numbers: singular and plural.

1.2.1.1. Nouns which have two number forms are called countable nouns, or “countables”. The majority of countable nouns form their plural form by adding the ending “-s” to the singular:

boy — boys, girl — girls, dog — dogs.

If the singular form ends in “-y” preceded by a consonant, the “-y” will be changed for “-i” and the ending “-es” will follow:

family — families.*

When used in the singular form the nouns:

- may be modified by the demonstrative pronouns in the singular — “this” or “that”;
- agree with the verb in the singular;
- may have the indefinite article.

When used in the plural form the nouns:

- may be modified by the demonstrative pronouns in the plural — “these” or “those”;
- agree with the verb in the plural;
- cannot have the indefinite article.

1.2.1.2. Uncountables have only one form:

1. Singularia Tantum

These nouns generally have no grammatical ending. Nouns belonging to this group:

- may be modified by the demonstrative pronouns in the singular — “this” or “that”;
- agree with the verb in the singular;
- cannot have the indefinite article.

To this group there belong:

- common concrete “mass” nouns
bread, butter, sugar, tea, copper;

* For more specific cases see Appendix 1.

- common abstract nouns
news, knowledge, information, progress, advice;
- proper concrete “thing” nouns
John, White Fang, London, the Thames;
- proper abstract nouns
the Renaissance, the Reformation.

2. Pluralia Tantum

These nouns generally have the ending “-s” (“-es”). They:

- may be modified by the demonstrative pronouns in the plural — “these” or “those”;
- agree with the verb in the plural;
- cannot have the indefinite article.

To this group there belong:

- common concrete collective nouns
clothes, greens, savings, goods, dominoes, etc.;
- common abstract collective nouns
tactics, politics;
- proper concrete collective nouns
the British Isles, the Azores, the Andes.*

1.2.1.3. Some nouns can be countable or uncountable depending upon the meaning in which they are used in the context. To this group there belong:

1. Common concrete collective nouns

family, crew, committee.

If they denote all the people forming the collective taken together, they function as countables:

This **family** is large. These **families** are large.

If they denote members of the collective viewed separately, they are uncountable and function as Pluralia Tantum (see 1.2.1.2).

My **family** are early risers.

The Rainbow **family were** well known timber merchants. (*Eyre*)
“I”, I said, “am going to take care of a little boy on San Cristobal. The **family** is kin to my mother.” (*G.*)

Note:

Among collective nouns there is a group of words which always denote members of the group taken separately

* For more specific cases see Appendix 2.

(“names of multitude”):

police, gentry, cattle, poultry, etc.

They always function as Pluralia Tantum:

Charles, the **police** are interested. That's why I ran away. (*Eyre*)

Some collective nouns always denote the collective as one undivided whole and thus are Singulalia Tantum:

the bourgeoisie, the aristocracy, the peasantry, machinery, foliage.

I have looked at the **machinery** of the sugar mills myself, and none of it is new. (G.)

2. Abstract nouns, denoting feelings, emotions, qualities

love, hatred, joy, pleasure, strength, weakness

These nouns are generally used as Singulalia Tantum.

Occasionally, however, when they indicate special manifestations of the abstract ideas, they become countables, may be used in the singular with the indefinite article and are sometimes pluralized.

He hates **weakness**.

She had a **weakness** for good clothes.

She had many small vanities and **weaknesses**.

What did she know of the possible **hatreds** in or against the family? There had been one fall already, accident or not. **Hatred** or something deeper. (*Crb.*)

Note:

Abstract nouns ending in “-ics” (acoustics, phonetics, mathematics, etc.) when used as names of sciences often agree with the verb in the singular.

Phonetics is a branch of linguistics.

But they agree with the verb in the plural when denoting the quality of somebody or something.

Her **phonetics** have become much better this year.

1.2.2. Case

The nouns (though not all of them) have two cases: the common case and the genitive case. The common case has no ending; the genitive case is formed by adding “-'s” to the stem of the singular or the apostrophe -' to the plural stem.*

* For the formation of case forms see Appendix 3.

the boy	—	the boy's books
the boys	—	the boys' books

The common case has a wide range of meanings and applications. The English noun in the common case (alone or preceded by a preposition) will be found in contexts similar to those in which in Russian there will be different cases: nominative, dative, accusative, instrumental or prepositional.

The boy was reading a book.	мальчик
I gave the book to the boy .	мальчику
I saw a boy there.	мальчика
I went there with the boy .	с мальчиком
I spoke to her about the boy .	о мальчике

The genitive case, on the contrary, is very much restricted in its meaning and application. As a rule, it will be formed from concrete nouns denoting living beings (persons or animals). The English genitive case partly corresponds in its use to the Russian genitive case.

The boy's book was lying on the table. (книга мальчика)
At first I didn't recognize the boy's voice. (голос мальчика)

Note:

The genitive case is also sometimes formed from inanimate nouns, especially the following:

- the nouns "world", "country", "nation", "city", "town", "government", "society", etc.
the world's politics; the government's committee;
the nation's prosperity, etc.
- nouns — names of countries, cities, towns
England's prime minister; London's municipal buildings
- nouns (substantivized adverbs) denoting time or distance
a moment's delay; a mile's distance; today's newspapers
- nouns denoting planets
the sun's rays.

1.3.0. Syntactical Characteristics

1.3.1. Combinability

Nouns are seldom found without pre- or post-modifiers. As a rule they are used as part of a noun phrase, i.e. a group of words, the head word of which is a noun. Other words in the group may be articles, adjectives, pronouns, prepositions, numerals, participles or other nouns, etc.

This is **a letter**.

This is **a letter to my sister**.

I wrote **a long letter**.

They were **long letters**.

I got **two letters**.

Nouns can also be used not as part of a phrase.

I saw **John** in the room.

1.3.2. Functions

The noun may be found in the sentence in any function with the exception of that of a simple verbal predicate.

His sister left yesterday.	subject
I saw his sister yesterday.	object
This is his sister .	predicative
This is his sister's letter.	attribute, etc.

A noun in the common case preceding another noun is viewed as its attribute.

He touched the **door** handle.

She was sitting on a **stone** bench.

If the prepositive attribute is expressed by a proper name in the common case, the noun phrase begins with the definite article.

We visited the new exhibition at the **Pushkin** museum.

(but:

Pushkin's works are translated into many languages both here and abroad.)

The **MacDonald** speech produced a deep impression upon **them**.

(but:

MacDonald's family is not very large.)

2.0. USE IN COMMUNICATION

In the process of communication the noun will be generally used to name the following.

2.1. The doer of the action (mainly concrete nouns denoting living beings)

a)

This boy	wrote me letters
The boys	
Peter	

Neville was beside her in an instant. (*Hwt.*)

b)

The letter was written by	Peter
	the boys
	this boy

"We got stopped **by the cops**," I said. (*Bld.*)

c)

The boy's	handwriting looked very good
The boy's	
Peter's	

She really did believe her husband to be involved in **April's** disappearance. (*Hwt.*)

2.2. The object (objects) of an action (any noun)

a)

I say	the boy	there
	the boys	
	Peter	
	light	
	water	

Then I will leave **the matter** in your hands. (*Wd.*)

The paper said: "Call **Bertha Cool**, at once." (*Grd.*)

b)

The boy			
Peter			was seen there (by me)
Light			

Mr. Turner has been seen since — but I can't find anyone who has seen **Mrs. Turner**. (*Chr.*)

The real car was found in a side road. (*Chr.*)

2.3. The addressee (addressees) of an action (mainly concrete nouns denoting living beings)

I wrote a letter			to the boys
			to the boy
			to Peter

"We were cut off," she said to **the operator**. (*Ed.*)

Note:

Nouns may be used to denote similar notions also in constructions with verbals. (See below "The Non-Finite Forms (Verbals)", 1.3.2.6)

2.4. Somebody (something) possessing something — thing, quality or feature (any noun)

a)

The boy		had		many books
The boys				blue eyes
Peter				good friends

The house		had		a red roof
The car				big doors

Why do some **people** have exciting lives and other people dull ones? (*Chr.*)

This particular letter was signed "A Friend.". **Justice** has many such friends. (*Wll.*)

b)

The boy's books			were very good
The boy's eyes			
Peter's friends			

At this first dinner, **George's** partner was Emeline. (*Hx.*)

c)

The boy	looked very stubborn
The boys	
Peter.	

The smile	seemed very soft
The fur	

Henry Wimbush was also happy. (*Hx.*)

The night was hot and oppressive. (*Hx.*)

d)

We were surprised at	the boys	stubborness
	the boy's	
	Peter's	

The last item, in **George's** estimation, had almost compensated for the tediousness of the rest of the concert. (*Hx.*)

Note:

With inanimate nouns an “of-phrase” will be preferable in patterns (b) and (d):

She nodded and went on her way down the narrow quiet streets [...] past the glossy *doorways of expensive houses*. (*Ed.*)

On Mary the sleep-compelling *charm of the open air* did not work its expected magic. (*Hx.*)

but also:

For my *country's sake* I dare not trouble trouble. (*Gdn.*)

The sudden deliverance from the *wind's fury* was almost uncanny. (*Stv.*)

2.5. A quality or feature of somebody (something) (generally abstract nouns used as part of an “of-phrase”)

He is a man	of great strength
	of many talents
	of exceptional courage

Perhaps Mrs. Hoag — a **woman of rare beauty and wit**, by

the way — would be happier in the milieu of another university. (*Gdn.*)

Note:

A quality or feature of something may also be expressed by nouns (alone or in a phrase) used in the genitive case:

a women's magazine, a clown's costume; Britain's Prime Minister, a two-minutes' walk, a two-miles' distance.

As the Russian equivalent in this case you will generally find an adjective and not a noun:

женский журнал, клоунский костюм, британский премьер-министр, двухминутная прогулка, двухмильное расстояние (расстояние в две мили).

He thought she must at least get a **driver's** license. (*Blw.*)

They remembered Emily when she checked into the Connaught, that small and highly individual hotel in **London's** fashionable Mayfair district. (*Ed.*)

It gave Iain a **moment's** pleasure to think that this man — so well-known in sporting circles — was going to shoot his birds. (*Stv.*)

2.6. To denote the place, time or some other circumstances of an action (mainly inanimate nouns in a prepositional noun phrase)

He wrote something	in his notebook	(Where?)
	for two minutes	(How long?)
	without interruption	(How?)

In the **autumn** he went back to **London** for a **holiday**. (*Hx.*)

Note:

Sometimes a noun in the genitive case used absolutely will be found here:

at the baker's, at the hairdresser's, at my friend's, at the Browns'.

It has here a certain local meaning.

Where?

at the baker's
at the hairdresser's
at my friend's
at the Browns'

She next saw him a week later, at his parents'. (*Drb.*) On the other side [...] was half a dozen other shops. They included a **butcher's**, a **baker's**, and, if not a **candlestick maker's**, at least one where one could buy practically everything. (*Mcl.*)

The moment she was old enough she had started her training at **St. Christopher's**, the great teaching hospital whose nurses had a world-wide reputation for efficiency and service to their profession. (*Blc.*)

II. THE ADJECTIVE

1.0. GRAMMATICAL DESCRIPTION

1.1. Semantics

The adjective is used to denote a quality or feature of an object.

She is a **pretty** girl.

The vase stood on a **low round** table.

His arrival came as a **complete** surprise to me.

He is an **English** novelist.

This is a **good** idea.

The adjective may qualify an object either directly by denoting its shape, size, colour or some other more general characteristics — qualitative adjectives ("pretty", "low", "complete", "round", "good"), or indirectly, through its relation to another object — relative adjectives ("woolen", "wooden", "silver").

Note:

Among qualitative adjectives it is necessary to single out a special group of adjectives generally called "intensifiers". These words do not give an additional characteristics to the object denoted by the noun, but "intensify" the meaning of it ("a complete surprise").

The following words are generally used as such:

certain, sure, pure, sheer, real, undoubted, complete, extreme, great, perfect, mere, close, utter, entire, etc.

1.2. Morphological Characteristics

Adjectives (but only qualitative) change their form to express degrees of comparison. They generally speak about the following

forms: the positive degree, the comparative degree, the superlative degree.*

The comparative degree will be used to indicate a higher degree, the superlative degree — the highest of the quality expressed by the adjective. The positive degree, however, does not indicate the degree of the quality, but only the quality itself.

Positive degree	Comparative degree	Superlative degree
-----------------	--------------------	--------------------

pretty	prettier	prettiest
good	better	best
pleasant	more pleasant	most pleasant

1.3.0. Syntactical Characteristics

1.3.1. Combinability

The adjective may be used in isolation or as part of a phrase.

The book is interesting .	(the adjective is used here in isolation)
This is an interesting book.	(part of a noun phrase)
There was nothing interesting there.	(part of a pronominal phrase)
The book is interesting to read.	(part of an adjective phrase)

Sometimes, but only in formal written English, it can form an adjective phrase with a conjunction.

When (if) **unhappy**, he turned to her for consolation.

The adjective is sometimes substantivized, it is used in this case to denote a group of objects or an object possessing the quality. The adjectives may be substantivized fully or partially.

Partially substantivized adjectives often denote the following:

- a class of persons possessing the same quality
the old, the young, the rich, the poor, the aged, the unemployed, the wounded, the sick, etc.;
- nationalities
the English, the French, the Dutch;

* For the formation of the forms of the degrees of comparison see Appendix 4, 5.

- abstract notions

the beautiful, the plural, the impossible, the inevitable, etc.

What are the gaieties of **the rich**, the splendour of **the powerful**, what is the pride of **the great?** (*Hx.*)

They co-occur in the text with the definite article.

Wholly substantivized adjectives may denote:

- persons

a relative, a conservative, a native, a savage, a criminal, a European, a liberal, a progressive, etc.

- nationalities

a Russian, a German, an Italian, an American, etc.

- objects with a collective meaning (used only in the plural)
goods, valuables, sweets, eatables, etc.

They are used in the plural and the genitive case forms and co-occur with articles like nouns.

And now they were in the midst of the Market's clamour.
Greeks, Italians, French, Negroes, Indians. (*Fr.b.*)

1.3.2.0. Functions

Adjectives have two main syntactical functions: they may be used as attributes or predicatives.

This is an **interesting** book. (attribute)

This book **is interesting**. (predicative)

In the majority of cases every adjective can be used in both these functions, but certain peculiarities must be mentioned here.

1.3.2.1. There is a group of adjectives which are always or preferably used predicatively:

afraid, alert, alive, alone, aloof, ashamed, asleep, averse, awake, aware;

and also: faint, glad, ill, unwell, well, etc.

I didn't foresee that. I was not **aware** of it until lately.
(*Eyre*)

Another group of adjectives is formed by those which are preferably used attributively:

- relative adjectives

criminal, atomic, medical, etc.

He was a nice boy, a **friendly** boy, and very shy. (*Hm.*)

- “intensifiers”

close, entire, great, strong, mere, sheer, utter, etc.

Utter and complete disaster! I've left every package I bought in Florence in that hotel in Perugia. (*DuM.*)

- “adverbial” adjectives

former, occasional, late, hard, fast, etc.

She looked [...] at the portraits of the **late** Queen and the **late** Poet Laureate. (*Frs.*)

- emotionally coloured epithets

poor, dear, honest, wretched, etc.

I don't know what you've heard so far, but I'll rough it out as it's come to me. It began with **poor little old** Doctor Smith. (*AI.*)

Note:

The words “poor”, “dear”, “little”, “honest”, etc. when used attributively may or may not be emotionally coloured epithets. Compare:

“Have you had a good night's sleep, you **poor old** thing?” she asked concernedly. (*Eyre*)

— emotionally coloured epithets

There's a **poor old** woman, very ill. (*DuM.*)

— not emotionally coloured epithets

The man is **poor**. (The man is not rich.)

1.3.2.2. When used as attributes, adjectives generally precede the noun they modify. In postposition they will be found in the following cases:

a) when the adjective is part of an **adjectival phrase**

It was a book **easy** to read.

b) when used as attributes to pronouns

something **interesting**, nothing **important**

c) in special combinations generally standing for terms in legal language

attorney general, court **martial**, postmaster **general**.

Note:

The adjectives "absent", "present", "concerned", "involved" are preferably used in postposition.

He asked to have the names and addresses of all the people **present**.

In cases where there is more than one adjective used as a prepositive attribute to a noun, the order of the adjectives generally depends on the semantics, the following scale being preferable:

1. "intensifying" adjectives
2. adjectives denoting temporary qualities or expressing the subjective attitude of the speaker
3. adjectives denoting size and shape
4. adjectives denoting age
5. adjectives denoting colour
6. adjectives denoting material
7. adjectives denoting nationality or style

The first type of adjectives in this scale is the farthest, the last — the nearest to the noun modified by the adjectives.

1 2 3 4 5 6 7

a real beautiful big old red woolen Oriental carpet

I can remember [...] the **big white shabby untidy** house. (*Chr.*)
This made me give the **shabby little middle-aged** woman a second and longer look. (*Pr.*)

2.0. USE IN COMMUNICATION

The grammatical properties of the adjective will enable the speaker (writer) to use it to communicate the following:

2.1. to qualify somebody, something

The girl was	good	(temporary or permanent quality)
	pretty	
	clever	

She was a	good	(permanent quality)
	pretty	
	clever	

"You think Charles was **careless**?" I asked and gave Larry a

thin smile. "I don't think my husband is a **careless** man." (*Eyre*)

The qualification may be also given by comparison. In this case the adjective is used in the comparative or the superlative degree.

She was cleverer than her sister.

She was the cleverest of all.

We only went along with it while we were young, to please all of you. Now we're older we want to choose for ourselves. (*Cm.*)

It would have been the **easiest thing** in the world to let us assume the obvious. (*Eyre*)

The form of the superlative degree of an adjective, however, is sometimes used to denote not the highest, but a very high degree of a quality. In the former case the noun modified by the adjective will co-occur with the definite article, in the latter case—with the indefinite article.

This is **the most interesting** book. (The speaker thinks that there is no other book as interesting as this one.)

This is **a most interesting** book. (The speaker thinks that this book is very, extremely interesting, but there may be other books as interesting as this one or even more so.)

Thank you so much, Charles, for **a most excellent** meal. (*Hwt.*)

The form of the comparative degree may be used to indicate choice among many objects. The indefinite article will be used with the noun modified by the adjective in this case.

He is **a better** man (than your friend).

She is **a cleverer** woman (than her sister).

But the form of the comparative degree of the adjective may be used to indicate choice between two objects. The definite article will be used with the modified noun in this case.*

* See also "The Article" 2.1.1, Note 1.

Yet of the two Elise was **the stronger, the more stubborn-willed**. It was Elise who always won. (*Wtn.*)
 It was perhaps natural that the Air Marshal would find his right-hand neighbour **the pleasanter**. (*Chr.*)

Note:

The degree of the quality denoted by the adjective may be intensified not only by using the comparative or the superlative degree but also by such intensifiers as “so”, “very”, “too”, “that”, “ever so”, “all the more” — with adjectives in the positive degree and “still”, “much”, “so much”, “by far” — with adjectives in the comparative or the superlative degree.

so interesting, very good, too good, that interesting, ever so interesting, all the more interesting, still better, much better, so much better, by far the best

I’m **so anxious** to give you a whole garden of flowers. (*O’M.*)

I’m not going till I’m summoned [...] Leila made that **quite clear**. (*Crb.*)

2.2. to intensify the quality expressed by a noun

The book was a	complete	
	great	
	utter	
		surprise

That week was **sheer** nightmare. Pru had pneumonia, they said. (*Eyre*)

2.3. to express some circumstances of the event: condition, time or cause

Unhappy,	the boy	
Ashamed,	he	
Frightened,		rushed home

The adjective is generally placed before the word it modifies and may be preceded by “if” or “when”. In writing it will be separated from the rest of the sentence by a comma.

When (if) unhappy, he did not know what to do.

Dazed and **unbelieving**, the three men returned to the desk and once more turned over the papers. (*Chr.*)

She had dropped the button, **alert** and knowing what she was about, the night before. (*Crb.*)

III. THE ADVERB

1.0. GRAMMATICAL DESCRIPTION

1.1. Semantics

The adverb is generally used to denote some circumstances or characteristic features of an event, its time, place, manner, etc.

Adverbs may be subdivided into the following groups:

1. adverbs of time or frequency

now, then, after, before, yesterday, tomorrow, often, always, seldom, ever, never, already, still, etc.

2. adverbs of place or direction

outside, inside, up, down, here, there, forward, backward, north, south, etc.

3. adverbs of manner

well, badly, quickly, slowly, kindly, beautifully, etc.

4. adverbs of measure or degree

half, much, little, nearly, almost, quite, hardly, exceedingly, enough, too, rather, etc.

5. interrogative adverbs

where, when, why, how.

Note 1:

Sometimes they also speak about "connective adverbs", such as:

otherwise, however, nevertheless, yet, still, therefore.

Note 2:

It should be mentioned, however, that in actual language functioning there are no hard and fast lines between the groups of adverbs. Thus, for example, the adverb "otherwise",

generally used as an adverb of manner, will function as a connective adverb when used to join clauses within a compound sentence:

He did not want to follow her advice. He wanted to do it **otherwise**. (adverb of manner)

He did not know about your coming, **otherwise** he wouldn't have left. (connective adverb)

The adverbs "when", "where", "why", "how" are interrogative when forming questions. But they will be connective while joining clauses within a complex sentence:

When (Where) did he see her? (interrogative adverbs)

I do not know **when (where)** he will see her.
(connective adverb)

Note 3:

Some adverbs have as homonyms adjectives, prepositions or conjunctions (see below Appendix 11, 12).

1.2. Morphological Characteristics

Some adverbs (mainly those of manner) may change their form to express degrees of comparison.*

Positive degree	Comparative degree	Superlative degree
quickly	more quickly	most quickly
slowly	slower	slowest
well	better	best

1.3.0. Syntactical Characteristics

1.3.1. Combinability

Adverbs in the majority of cases refer to verbs (in their finite or non-finite form).

He went **there yesterday**.

He smiled **kindly**.

He did not speak **much**.

I heard him speaking **slowly** over the telephone.

* For the formation of the degrees of comparison see Appendix 6.

Adverbs of degree or measure, however, will generally modify an adjective (qualitative, not relative) or another adverb.

He was **rather** slow.

He went there **rather** slowly.

Note 1:

Occasionally, however, adverbs may refer to nouns.

The streets **below** were quieter — in October the noise of the traffic lessened. (As.)

Note 2:

Adverbs “today”, “yesterday”, “tomorrow” when referring to nouns may be substantivized and used with the genitive ending “-’s”.

yesterday’s (today’s, tomorrow’s) newspaper.

The position of the adverb in the sentence is relatively free, especially that of adverbs denoting time, place or manner of the action. Adverbs denoting frequency are generally placed before the verb to which they refer or, if the form of the verb is analytical, after the first auxiliary.

He **often** went there.

He has **often** gone there.

Adverbs of degree are placed directly before the word they modify.

He spoke **very** slowly.

Adverbs denoting direction are placed immediately after the word they modify.

He went **forward**.

Interrogative adverbs are placed at the head of the sentence (the word order in this case will be inverted).

When (Where) did he do it?

1.3.2. Functions

The main syntactical function of the adverb is that of an adverbial modifier of time, place, degree or manner.

She always does everything very well there.
 | | | |
 time degree manner place

2.0. USE IN COMMUNICATION

The grammatical properties of the adverb will enable the speaker (writer) to use it to communicate the following:

2.1. to denote the time of an event

He went there		yesterday
		before
		afterwards

He was about to telephone, then supposed that **by now** she should have found out what had happened. He would talk with her **tomorrow**. (*H.*)

2.2. to denote the frequency of an event

He		often		went there
		seldom		
		never		

He [...] thought he didn't have to tell her, that she knew, as she had **always** known, everything about him. (*Hl.*)

2.3. to denote the place of somebody (something)

He		is		'here
The book				there
				inside

At five o'clock I was in the Hotel Crillon waiting for Brett. She was not **there**. (*Hm.*)

2.4. to denote the direction of an action

He went		up
		down
		forward
		backward
		south
		north

I swam **up** and **down**, then climbed **out**. (*Eyre*)

2.5. to intensify a feature of somebody (something) or that of an event

He is		very		
		too		slow
		rather		
		very		
He spoke		too		slowly
		rather		

He said he was going to miss the swimming and hoped the winter wouldn't last **too** long. (*Eyre*)

2.6. to express in what way or manner the event is performed

He spoke		quickly	
		slowly	
		beautifully	
		angrily	
		quietly	

I went **quietly** across the hall and climbed the stairs to my room. (*Eyre*)

2.7. to ask about the time, frequency, place, direction, manner of an event

When		
Where		did he do it?
How		
Why		

— She might have gone away and locked her door before going.

— **Why** should she lock it? (*Chr.*)

“**Where** are we going with the Commandant?” I asked my mother. (*DuM.*)

IV. THE PRONOUN

1.0. GRAMMATICAL DESCRIPTION

1.1. Semantics

Pronouns, unlike nouns or adjectives, do not denote substances or qualities, but they refer to the substances or qualities expressed by nouns and adjectives in the same context or situation.

Peter went to Mary's place yesterday.

He (Peter) went to **her** (Mary's) place yesterday as **he** (Peter) wanted to tell **her** (Mary) the news.

According to their meaning pronouns are generally subdivided into:

- | | |
|-----------------|--------------------------------------|
| • personal | I, you, he, she, it, we, they; |
| • possessive | my (mine), your (yours), etc.; |
| • demonstrative | this, that, these, those; |
| • indefinite | each, either, both, some, any, etc.; |
| • negative | neither, nobody, nothing, none; |
| • reflexive | myself, yourself, etc.; |
| • interrogative | who, what, whose, which; |
| • reciprocal | each other, one another.* |

Note:

The words "who", "what", "which", "whose", which are used to connect the subordinate clause to the principal clause, are generally called connective pronouns.

* For a complete list of pronouns see Appendix 7.

1.2.0. Morphological Characteristics

Pronouns, though not all of them, have the categories of number and case.

1.2.1. Number

Personal and demonstrative pronouns have two number forms: singular and plural.*

Personal: I — we; you — you; he, she, it — they

Demonstrative: this — these; that — those**

1.2.2. Case

The personal pronouns and the interrogative or connective pronoun “who” have two cases: the nominative case and the objective case.**

Nominative: I, you, he, she, it, we, you, they; who

Objective: me, you, him, her, it, us, you, them; whom

The negative pronoun “nobody” and the indefinite pronouns “everybody”, “somebody”, “anybody” have the common case and the genitive case; their use is similar to the use of cases in nouns.

nobody — nobody’s; somebody — somebody’s;

everybody — everybody’s; anybody — anybody’s.

1.3.0. Syntactical Characteristics

1.3.1. Combinability

Pronouns are used either absolutely or as part of a phrase.

They wrote letters to **each other**.

He wrote a letter to **his** brother.

Either of **them** could have written **this** letter.

(“They”, “he” — absolute use, “each”, “other”, “his”, “either”, “them”, “this” — part of a phrase.)

All pronouns, with the exception of possessive, have the same form whether they are used absolutely or as part of a phrase.

* And also: “yourself” (singular) and “yourselves” (plural).

** For the formation of number and case forms see Appendix 8.

Possessive pronouns, however, will have two forms: the absolute form and the conjoint form, the latter being found only within a phrase or construction.

Conjoint form

This is **my** book.
 This is **your** pen.
 This is **his** bag.
 This is **her** ribbon.
 He is **my** friend.

Absolute form

This book is **mine**.
 This pen is **yours**.
 This bag is **his**.
 This ribbon is **hers**.
 He is a friend of **mine**.

1.2.0. Functions

Pronouns may be used in the sentence in functions similar to those of nouns and adjectives. In accordance with their typical functions pronouns are sometimes subdivided into noun-pronouns and adjective-pronouns.

1.3.2.1. Personal, reflexive and reciprocal pronouns — noun-pronouns — generally function as:

- subject (personal pronouns in the nominative case)
She washed the baby.
- object (personal pronouns in the objective case and other noun-pronouns)
She talked about **herself**.
They met **him** (**each other**) in the street.
- predicative (mainly personal pronouns in the nominative case)
It was **she who** did it.
It was **herself** **she** blamed.
- adverbial modifier (reflexive pronouns)
She did it **herself**.

Note 1:

When the personal pronoun functions as predicative, the objective case “me” and “him” is permitted, though the nominative case is considered more accurate and “grammatical”.

It is I. = **It is me.** **It is he.** = **It is him.**

Note 2:

The reflexive pronouns (“myself”, “herself”, etc.) may be

used as adverbial modifiers without a preposition or when preceded by the preposition "by". But the meaning in each case is slightly different. Compare:

She did it **herself**. = She participated in the work.
She did it **by herself**. = She performed something without any outside help.

1.3.2.2. Demonstrative, possessive, indefinite and occasionally some other pronouns — adjective-pronouns — generally function as attributes (possessive pronouns — in their conjoint form).*

I gave him **my (that)** book.

Note:

Possessive pronouns when used in their absolute form will function like noun-pronouns.

Hers was a happy life. — subject

I don't want your pen. Give me **hers**. — object

1.3.2.3. Indefinite, negative and interrogative pronouns function either like noun-pronouns or like adjective-pronouns.

I saw **nobody**.

Everybody was present.

Who was there?

but:

This is **nobody's** fault.

Whose fault is it?

Some people like it.

2.0. USE IN COMMUNICATION

Pronouns are mainly used for the following:

2.1. to refer to an object (person, thing, abstract notion) already mentioned in the text or specifically known to the listener (reader)

The pronoun (personal or possessive) will be used in this case as a "substitute" for a noun to avoid the unnecessary repetition of the word in the same utterance or in a close context.

Peter wrote a letter to Mary. **He** (Peter) wrote **it** (the letter) to **her** (Mary) to inform **her** (Mary) of **his** (Peter's) arrival.

* See Appendix 9.

Table IV.1

**Morphological and Syntactical
Characteristics of Pronouns**

Characteristics Class	Grammatical categories	Combinability	Functions
personal	number, case (nominative and objective)	absolute	subject, object, predicative
possessive	—	part of a substantive phrase or absolute	attribute (unless used absolutely)
demonstrative	number	part of a substantive phrase or absolute	attribute (unless used absolutely)
indefinite	case (some of them — common and genitive)	part of a substantive phrase or absolute	subject, object, predicative, attribute
negative	case (some of them — common and genitive)	part of a substantive phrase or absolute	subject, object, predicative, attribute
interrogative	case (some of them — nominative and objective)	part of a substantive phrase or absolute	subject, object, predicative, attribute
reflexive	number	absolute	object, adverbial modifier
reciprocal	case (common and genitive)	absolute	object
connective	case (nominative and objective)	absolute	connects clauses

Andrew Maxwell stood on the lowest step as if **he** had followed **his** son down to emphasize what **he** was saying. (G.)
("he" — Andrew Maxwell, "his" — Maxwell's)

2.2. to refer to a previously made statement

The demonstrative pronouns "that" or "it" will be generally found in this case.

Mary got a letter from Peter. **That** I understood when I looked at her face. (= I understood that she got a letter from Peter.)

Mary got a letter from Peter. I understood **it** when I looked at her face. (= I looked at her and from the expression on her face I understood it.)

He must be growing impatient. As a matter of fact, I did not notice **it**, and the girl didn't say anything. (G.)

Note 1:

"That" will be used in this case to stress, to emphasize the previous statement. "It" — something that is further said about it.

— I do not want to go there. — That is quite clear to me: (Это-то мне вполне ясно. Мне ясно, что ты не хочешь туда идти.)

— I do not want to go there. — It is quite clear to me. (Это мне вполне ясно. Зачем это объяснять?)

Note 2:

The pronoun "that" is sometimes used to emphasize the degree of a quality mentioned previously.

I couldn't believe that anything was **that** wrong. (Ss.)

2.3. to specify the objects from the point of view of their number or quantity

Indefinite pronouns will be generally used here.

All

Some

Both

Few

Many

Several



students knew about the news

Each		
Either		
Any		student knows about the news
Every		
The other		
Another		
All		
Some		
Much		information seems quite necessary
Little		
Everything		is very good
Somebody		
Everybody		knows about the news

I felt as if I had unwittingly stepped into **some other** time, **some other** place. (G.)

Mr. Fabbio, someone **should do something**. (DuM.)

I wasn't risking **anything**. (M.)

But there was **other** news that disturbed the household and **every other** household through the island. (G.)

Note:

Special attention should be given to the use of some indefinite pronouns in some types of sentences.

a) "Any", "anybody", "anything" are employed in affirmative sentences to stress, to emphasize the object to which they refer.

I can say it to **anybody**. (= I can say it to any person.)

I can give him **anything**. (= absolutely anything)

Now, if there is **anything any** of you have to say, say it now, and let's have no more. (Eyre)

b) "Any", "anybody", "anything" are employed in interrogative sentences to stress, to emphasize the object denoted by them.

anything

(что-нибудь,

хоть что-нибудь)

Did you see any person there?

(кого-нибудь)

anybody

(хоть кого-то)

"Some", "something", "somebody" will indicate that the speaker assumes, is almost sure that there was something (somebody) to see there, and he expects to hear a confirmation of his assumption or some further details about the object.

Did you see	something
	some person
	somebody

"Perhaps **someone** let you in?" — "No, I have my key." — "Meet **anybody** while you were walking?" — "No." (Chr.)

c) In affirmative sentences the phrasal quantifiers "plenty of", "a number of", "a lot of", etc. are preferable to "much" and "many", especially in colloquial speech.

— Did you see many students there? — Yes, I saw **plenty of (a lot of, a number of)** students there.

On the walls there were **a lot of** water colours of Australian outback scenes. (Eyre)

2.4. to specify the object, showing its relation to other objects within the same class

Possessive pronouns, demonstrative pronouns or the indefinite pronouns "somebody", "someone" in the genitive case will be used here.

On the table I saw	this	letter
	my	
	somebody's	

(= Which of the letters did you see on the table? — This letter (not some other), my letter (not somebody else's), somebody's letter (that of a person whom I do not want or cannot mention).)

"**This** meat has surely been used for soup," said Miss Bartlett, laying down **her** fork. (Frs.)

You know, I never really saw you until **this** evening. (Ed.)

Note:

In English possessive pronouns will be used as "specifiers" to nouns denoting relationship, parts of the body or personal belongings much oftener than in Russian.

Compare:

Ask **your** father about it.

Спроси об этом (своего) отца.

She gave him **her** hand.

Она протянула ему руку.

He entered **his** house.

Он вошел в дом.

But the definite article will be used with these nouns to stress that the speaker has in view this particular object and no other.

The father did it (not the son).

He was wounded in the arm (not the leg).

She stayed in the house (not in some other place).

The contrast may be expressed or clearly implied in the context.

If she offers to return the plans, it means that they were taken by **her husband** or **her son**. Now Sir George Carrington was out on the terrace with you. That leaves us **the son**. (*Chr.*)

It was **the son**, not **the mother**, who didn't like being crossed. (*Cw.*)

2.5. to deny the performance of some action

Negative pronouns will be used here.

Nobody saw him there. (= He wasn't seen there.)

He saw nobody. (= He didn't see anybody.)

There was nothing interesting there. (= There wasn't anything interesting there.)

This use of negative pronouns is mainly typical of written literary English. In colloquial oral speech the corresponding constructions with the verb in the negative form are preferable.

He saw nobody. (*written*) = He didn't see anybody.
(*colloquial*)

They did not say **anything**. They did not move a muscle.
(*Eyre*)

He was talking now, and **nothing** would stop him. (G.)

2.6. to make statements of a general character

The pronouns "one", "you", "we", "they" will be used in this case.

One does such things sometimes.

Так иногда делают. Человек так поступает иногда.

You do such things sometimes.

Так некоторые иногда поступают. (Может быть, я так бы не поступил.)

We do such things sometimes.

Мы так иногда поступаем. (Разные люди, и мы в том числе.)

They do such things sometimes.

Люди так иногда поступают. (Но мы с вами, возможно, нет.)

“**They** say the planters are rich.” — “Who says?” my father insisted. “I beg you, Dorothy, not to make these generalizations.” (G.)

For the beginning I would have to let it go; **you** did not change a child in an hour. (G.)

2.7. to emphasize a person (thing), place, time or some other circumstances of an action

The pronoun “it” will be used in this case.

It was Peter who invited the guests.

It was the guests that he invited.

It was there that he invited the guests.

It was then that Peter invited the guests.

It was in such words that he worded his invitation.

If I had my choice, **it** is to London I would go. (G.)

It wasn’t till that last evening that she realized that she was exposing Charles, too, to the risk of scandal. (Chr.)

2.8. to form questions about objects or qualities of objects

Interrogative pronouns will be found in this case.

What

Who (Whom)

Which of them

Whose book

||| did you see there?

She called before opening, “**Who** is there?” — “It is I.” (Hgs.)

“All right,” he said without preliminaries. “**Who** shall we ask?” — “**Whom** shall we ask,” said a voice. (Kwl.)

2.9. to connect elementary utterances into a composite utterance
 Connective pronouns are specifically used for this purpose.

I don't know the man **who** is sitting next to Peter.

All he knows is **what** he's read in a book. (*O'M.*)

What happened to the sheet of paper on **which** she had blotted her letters? (*Chr.*)

For connective pronouns, connection of utterances is their principal function. But all pronouns due to their "referential" meaning are a means of connecting elementary utterances into a text.* The meaning of pronouns becomes definite only in the given context.

I gave Peter a letter. He read it. (He = Peter)

I gave John a book. He took it. (He = John)

To avoid ambiguity in the same context the same pronoun must have the same referent.

I gave Peter a letter and I gave John a book.

You cannot use in the next utterance the pronoun "he" or "it":

★ *He read it*

as "he" may mean here either "Peter" or "John", and "it" — either "a book" or "a letter". You must either repeat the noun or use the words "the former", "the latter". (The former here will be Peter, the latter — John.)

- You've the look of **her**.
- Who? Who have I the look of?
- *Your mother* — though she was more delicate-looking. (*G.*)
- Do you live at home?
- No. I have a flat. And a part-time girl, and a part-time job.
- How soon could you leave **it** — *the job*? (*Eyre*)

* See below "The Text" 4.1.

V. THE ARTICLE

1.0. GRAMMATICAL DESCRIPTION

The article is a word which generally precedes a noun. There are two material articles in English: the definite article “the” and the indefinite article “a” (“an”). The absence of the article before a noun is also meaningful. The meaningful absence of the article we call here the “zero” article.

The type of the article (definite or indefinite) and its absence are very important for understanding and communicating information, so a student of English must understand the difference between the definite article, the indefinite article and the absence of the article before a noun — the “zero” article. To attain this aim one must know the following:

- what the articles indicate;
- what set of features is typical of each article;
- in what one article differs from another.

The articles (definite, indefinite or “zero”) may indicate the following:

1.1. the place of the given word within the system of the parts of speech

The material articles (definite or indefinite) show that the word with which they co-occur belongs to the part of speech called “noun” or that this word functions as such in the context.

This is **the boy** I spoke about. This is **a boy**.
“the boy”, “a boy” → nouns.

The young must help **the old**.

— here the adjectives “young” and “old” are substantives, i.e. they function in the given context similarly to nouns, and they mean here “the young people”, “the old people”.*

* See above “The Adjective” 1.3.1.

The absence of the article does not indicate whether the word is a noun or not. Not every noun is always preceded by an article, but generally the form of the word (genitive ending or plural ending), the presence of other modifiers or the semantics of the noun clearly marks the word as “noun”.

1.2. the place of the noun within the part of speech called “noun”, i.e. its countability or non-countability and its number: singular or plural

The indefinite article generally shows that the word belongs to the group of countable nouns and is used here in the singular. The absence of the article before a noun indicates that the noun is either uncountable or is used here in the plural.

This is **a boy**.

— countable singular

This is **butter**

} uncountables

This is reliable **information**

— countable plural

These are **boys**.

The definite article does not indicate either the group of the noun (countable/uncountable) or its number form (singular/plural).

This is **the boy**.

— countable singular

These are **the boys**.

— countable plural

This is **the butter**.

— uncountable

1.3. relationship between the specific object (the boy, the butter) and all other objects that may be denoted by the same word (boys, butter, etc.)

The definite article shows that the thing denoted by the word with which the article co-occurs is presented here as in some way “unique” (under the circumstances, in general or specifically known to the speaker and the listener).

The butter on the table has melted. (But the butter in the fridge is OK.)

— the thing is unique under the circumstances.

The sky is blue.

— the thing is unique in general.

This is the boy we spoke about yesterday.

— the object is specifically known to the listener and the speaker: the speaker reminds the listener of the circumstances (“we spoke about yesterday”) when this object was previously mentioned.

The indefinite article or the absence of the article do not indicate whether the thing or person is presented here as unique or not, or as specifically known or unknown to the speaker and the listener.

This is **a boy** I spoke about yesterday. (Possibly I spoke about more than one boy yesterday.)

Peter and John are young **boys**. (There may be other young boys there.)

The speaker considers it irrelevant here whether the object is unique or not. He just names the objects.

1.4. relationship between the idea, concept (“boy”, “butter”) denoted by the noun and the other concepts expressed in the same sentence

The indefinite article or the absence of the article show that the noun denotes “the centre of communication”, something that is brought forward for future discussion and comment, something new, with which the listener may not be acquainted.

Yesterday I met **a boy**. The boy was very young. (*Whom* did you meet yesterday? — I met a boy.)

I bought **butter** and **cheese** yesterday. I put them in the fridge. (*What* did you buy yesterday? — I bought butter and cheese.)

but:

The boy left. (*What* did the boy do?)

The boy went out. (*Where* did the boy go?)

The boy met his friends there. (*Whom* did he meet there?)

— the boy’s actions, the objects of his actions or the circumstances are the centre of communication here.

The definite article does not indicate whether the object is the centre of communication or not.

The boy I spoke about was there in my absence. (Who was there in my absence? Where was the boy? What boy was there in my absence? What did the boy do there in my absence?)

— “the boy” in this case may be the centre of communication, but not obligatorily.

Thus each article has its own set of features.

The **definite** article will indicate that the word is a noun, the object presented by it is “unique” from some point of view or in general.

The *indefinite* article will indicate that the word is a countable noun, used in the singular, the object presented by it is the centre of communication.

The “*zero*” article will indicate that the word is a countable noun used in the plural or an uncountable noun, the object presented by it is the centre of communication.

The main difference between the *indefinite* and the *definite* articles is that the definite article does not indicate the place of the noun within the part of speech called “noun” or its number. It does not indicate the relationship between the notion expressed by the noun and the other notions expressed in the same sentence, which the indefinite article does. But the definite article indicates the relationship between the specific thing and all other things denoted by the same word, which the indefinite article does not.

The main difference between the *indefinite* article and the “*zero*” article is the place of the noun within the part of speech called “noun” and its number.

The *definite* article and the “*zero*” article have no indications in common.

Table V.1

Article Indications

Articles Indications	the	a	“zero”
Place of the given word within the parts of speech	the word is a noun	the word is a noun	—
Place of the noun within the part of speech called “noun”	—	countable singular	uncountable or countable plural
Relationship between the specific thing and all other things denoted by the same word	the thing is “unique”	—	—
Relationship between the notion and the other notions expressed in the same sentence	—	centre of communication	centre of communication

2.0. USE IN COMMUNICATION

The general characteristics of articles predetermine their functioning in the utterance and the use in the process of communication.

2.1.0. The general characteristics of the **definite** article enable the speaker (or writer) to communicate to the listener (or reader) the following:

2.1.1. to present the object (person, thing or abstract notion) as unique under the circumstances

The noun (countable/uncountable, singular/plural) in this case will be generally modified by a limiting attribute. A limiting attribute denotes such a feature of the object which only the given object in the same subclass of objects possesses under the circumstances. The limiting attribute thus specifies the object in the text and makes it possible for the listener/reader to identify it. The limiting attribute may be used to specify the object when it expresses:

a) the exceptional degree of a quality or the exact place of the object in the numerical order of objects

It was the	best	thing to do
	first	
	only	
	same	
	very	
	right	
	wrong	

“Those were the days!” he said. “Perhaps **the happiest days** of all.” (Stv.)

He wished he’d had a bet on Clarigold, who was **the second favourite**. (Chr.)

b) the whole of which the object is a part

The roof	of the house	was painted red
	of the cabin	
	of the car	

Jane stole a glance out of **the corner of her eye**. (Chr.)

c) the doer of the action

The song || of the young girl ||
 || of the children || was heard through the open window
 || of the birds ||

It's not **the act of an angry lover?** I agree. (*Chr.*)

d) the person or thing possessing the quality

The beauty || of the young girl || attracted my attention
 || of the scenery ||

You don't suppose I would wreck **the happiness of my best friend?** (*Wd.*)

Burnett, who had been wounded in the war, had instantly recognized **the smell of chloroform.** (*Wil.*)

e) the owner of something

The house || of my friend || was near ours
 || of Peter ||

I even found a pool that was **the home of a small octopus.** (*G.*)

f) the time or the place of the object

The snow || this winter ||
 || today ||
 || on the ground ||
 || in the mountains || is very thick

She looked at **the note-book in her hand** and checked off the items she had written there. (*Mc.*)

g) the meaning of the noun (a verbal or a clause standing in appositive relations to the noun)

The thought || of going there ||
 || that they should go there || was strange

She did not consider **the idea** of finding Rupert Baxter and trying to argue him out of his opinions. (*Wd.*)

Note 1:

Mind that the definite article will be used with the noun modified by attributes similar to those given above only if they are really limiting, i.e. if they denote a feature that is true in the given text only of this particular object.

Compare:

1. **This is the most interesting book I've ever read.**
(I've never read as interesting a book as this one.)
— the limitation is given not only by the attribute, but also by another element of the text — "*I've ever read*".

But:

- This is a most interesting book.**
(I find this book very interesting but there may be books as interesting for me as this one or even more so.)

She had a quarrel, I believe, with her young man at the garage — Jim Harvey — a most steady, superior young man. (Chr.)

2. **The first cup of coffee was given to my friend, the second — to his wife. I took the third cup.**
— the implication in the text is: the third cup in the order they were given.

But:

- I had a third cup of coffee.**
— the implication in the text will be: I took one more cup of coffee in addition to the two I had already had.

Man has a sixth sense the scientists ignore — a sense of the nearness of things. (Rn.)

3. **The door of the house was open.**
— the implication is: I saw at the moment only one door and it was open.

But:

- A door of the house was open.**
(I saw at the moment more than one door and only one of them was open.)

The man at the stairhead opened a door on the left and they found themselves in a small bedroom. (Chr.)

4. **The wall by the window was painted yellow.**

But:

- A wall in the room was painted yellow.**
— the implication in the text is that possibly all the rest of them were painted white or green, etc.

Sitting at a table by the wall, hemmed by the standing crowd, was a superior little party. (D.)

Note 2:

The limiting attribute is unnecessary if the object in the situation described in the text is the only one of its class there and thus specifying is not required. The limiting attribute "under the circumstances", "there" will be clearly implied in the situation and may be added if necessary.

I knocked and entered. The room was brightly lighted. There were many pictures on the walls, the floor was carpeted. (The room, the walls, the floor *there.*)

This view of Crome was pleasant to linger over. **The facade** with its three projecting towers rose precipitously from among the dark trees of **the garden.** (Hx.)

2.1.2. to present the object as something specifically known to the listener or reader, as something already mentioned, discussed

The attribute, if used here, will be kind of a reminder of the circumstances under which the object was first introduced into the situation.

In him I recognized	the man	we had met the day before you had described you had spoken about
---------------------	---------	--

Sue, come and meet Matt Wells, **the man** Jules has been telling us about. (Lane)

Note 1:

Compare :

The man you had spoken about. = The only man you had spoken about at the time.

A man you had spoken about. (Possibly you had spoken about more than one man and this is just one of them.)

The man who is dead, whose death you are looking into, is **a man** we know. (Frl.)

Note 2:

When the word is used with the definite article and no limitation is expressed in the utterance or in the near context the implication "the object previously mentioned" will be meant.

Yesterday I bought a book. **The book** is very interesting. (i.e. the book I bought yesterday)

Mind that the limitation will refer to a previously mentioned object, and not a previously mentioned word. The actual words denoting the object may be different.

When leaving the house I saw a small dog near the door. I thought that **the animal** had got lost.

The girl returned with a small red dressing-case. Cicely Horbury took it and dismissed **the maid**. (*Chr.*)

2.1.3. to present objects considered or treated as unique on the basis of experience common to mankind as a whole

a) to present such material objects as "the sun", "the moon", "the sky", "the earth", "the universe", "the world"

The sun .		
The moon		was bright
The sky		

He was sitting in the gardens enjoying **the sun** and reading a two-days' old Daily Mail. (*Chr.*)

Note:

The indefinite article is possible with these words to present a certain aspect of the object and not the object itself.

A full moon, a three-quarter moon, etc. (Different phases of the moon are meant here, not different moons.)

There was **a full moon**. White light steamed across the bare moorland of the valley. (*Hwt.*)

b) to present the concept, the set of features characterizing a class of objects taken as a whole — mainly typical of official English (science, technique, etc.)

Old-fashioned in many ways Windyvale might be, but its inhabitants appreciated modern inventions like **the telephone** to the utmost. (*Mlc.*)

Syntactic descriptions, on the other hand, have traditionally taken **the sentence** as their starting point. (*Art.*)

2.2.0. The general characteristics of the **indefinite** article enable the speaker (or writer) to communicate to the listener (or reader) the following:

2.2.1. to name and classify an object that the listener (reader) does not or may not know

The indefinite article in this case will be used with countable nouns in the singular (class nouns, collective nouns) having no attribute.

This is	a book a table a noun a sentence
---------	---

(What is it? — It is a thing that may be classified as one of similar things, one of books, tables, nouns, sentences, etc.)

I have to go home and write **an article**. — **An article**, on what? (G.)

I might have been a success as **a general** but not as **a private**. (D.)

2.2.2. to name and classify an object as having some additional characteristics that the listener or reader does not or may not know

The indefinite article here will be used with countable nouns in the singular having a non-limiting attribute.

A non-limiting attribute denotes such a feature of the object which this object may have in common with other things of the same class, under the circumstances or in general.

This is	an interesting book · a round table a countable noun a simple sentence
---------	---

(What is it? What kind of thing is it? — It is a thing that may be classified as one of “interesting books”, “round tables”, “countable nouns”, “simple sentences”, etc.)

The speaker here is often more interested in the quality denoted by the attribute than in the object denoted by the noun.

Beside him sat **a tall gray-haired man** with an *authoritative* face. (Chr.)

Melissa lived above the shop in **a modern sophisticated and expensive flat**. (Hwt.)

Note:

Compare cases with the same noun, modified by a limiting or a non-limiting attribute and mind the difference.

(1) Give me a red apple.

(2) Give me the red apple.

1 — there may be other red apples and any of them will do now provided it is red;

2 — there must be only one red apple in the given situation. I want this particular apple, no other apple, red or not, will do.

(1) I went to the hotel that had been recommended to me.

(2) I went to a hotel that had been recommended to me.

1 — only this particular hotel had been recommended to me and I went there;

2 — it is irrelevant how many hotels have been recommended to me, one or more, but I went to a recommended hotel.

It was an exceptionally attractive face, the face of a **man of impulse and action**, of a **man who could make decisions**. (Btt.)

2.3.0. The general characteristics of the **absence** of the article before a noun (the “zero” article) enable the speaker or writer to communicate to the listener or reader the following:

2.3.1. to name a group of things, an abstract notion or a material of which the listener or reader does not or may not know

Countable nouns in the plural or uncountables having no attribute will be found here.

I like	apples vegetables butter milk kindness honesty
--------	---

(What do you like? — I like apples, vegetables, etc.)

Marney always noticed **trees**. Trees were his business. (Hwt.) She thought — I am not enough for Richard — not enough. There was **pain** in the thought and **happiness** too. (Stv.) They both ordered **chicken**, baked **potatoes** and **salad**. (Arc.)

2.3.2. to name a group of things, an abstract notion or a material as having some additional characteristics that the listener or reader does not or may not know

Countable nouns in the plural or uncountables having a non-limiting attribute will be found here.

I like	red apples pickled vegetables sweet butter condensed milk real kindness true modesty
--------	---

(What or what kind of apples, vegetables, etc. do you like? — I like **red apples**, **pickled vegetables**, etc.)

They went for *long walks up the stream* or by the lake. (*Hwt.*) They were passionate readers of *women's magazines* and did all they were told therein. (*D.*)

Note 1:

If there is no limiting attribute to the uncountable noun or the noun in the plural and the contrast to other things is not stressed, the word "some" may be used.

Give me tea and sandwiches. (Not milk and cakes.)

Give me some tea and some sandwiches. I am hungry.

The whole place needs airing. — Then let's open some windows. (*Ed.*)

Note 2:

Care should be taken not to mix up names of materials, with which the indefinite article is not common, with homonymous countable nouns with which the indefinite article is found if necessary (see above, "The Noun" 1.1.2).

Note 3:

The indefinite article may be sometimes used with uncountable abstract nouns if a special aspect of the notion is meant.

I saw **light** in the distance (not darkness).

(What did you see in the distance?)

I saw a **dim light** in the distance (not a bright light).

(What kind of light did you see?/What light did you see in the distance?)

There was a *short, electric silence*. Karen found herself speechless, unable to meet either Neville's or Leonie's eyes. (*Hwt.*)

Note 4:

With some abstract nouns the absence of the article is traditional in the following structures:

with nouns denoting

- meals (breakfast, dinner, supper, lunch);
- parts of the day (morning, evening, day, night, sunset, sunrise, etc.);
- seasons (summer, winter, autumn, spring).

Mind that the words in this case have no attribute or the attribute "early" or "late".

a) when these words are used as subject, the predicate denoting the beginning, end or continuation

Dinner (supper, etc.)	began is over is on the way
-----------------------	-----------------------------------

Morning (evening, etc.)	came
-------------------------	------

Winter (summer, spring, etc.)	came was over
-------------------------------	------------------

b) when the word is used as predicative

It was dinner (supper, morning, winter, etc.)

c) when the word is used as part of a prepositional phrase, functioning generally as an adverbial modifier

at dinner, at night, in summer

but:

in the morning, in the evening, in the afternoon

I used to walk late at night, when I was able. I used to swim early in the mornings. (*G.*)

Breakfast will be ready at half past seven, but I thought you might like some coffee. (*A.W.*)

It was early afternoon when I found myself driving down the hill. (*Eyre*)

but:

It was a balmy evening. (*I.Sh.*)

It was a fine clear morning in early spring. (*DuM.*)

The men returned the next afternoon, excitement in their voices. (*O'M.*)*

Note 5:

The "zero" article is sometimes found with countable nouns in the singular within a homogeneous group of words.

* See also Appendix.

She could only see sea and sand and sunlight and the blue-gray peaks that crowned the island. (Cn.)
 Arrayed in silk shirt, khaki knickers and hip boots... (Lr.)

Articles	the	a	“zero”
Use in communication			
Presenting an object as “unique” or specifically known to the listener (reader)	+	—	—
Naming and classifying an object that the listener (reader) does not (or may not) know	—	+	—
Naming and classifying an object as having some additional characteristics that the listener (reader) does not (or may not) know	—	+	—
Naming a group of objects, an abstract notion or a material that the listener (reader) does not (or may not) know	—	—	+
Naming a group of objects, an abstract notion or a material as having some additional characteristics that the listener (reader) does not (or may not) know	—	—	+

Table V.2

2.4.0. With common nouns, as was shown above, the articles are generally variable. Different articles are possible with the same word depending upon the aim of communication.

With proper nouns the article is generally invariable, independent of the aim of communication, i.e. one and the same word is used always either with the definite article or without articles, depending on what it denotes, its “referent” in the objective reality.

2.4.1. No article is generally found:

1) with names of living beings

Proper nouns will be used here either without modifiers or when they are preceded by:

a) words denoting rank, title or relationship

I spoke about	Tommy
	Mr. Smith
	King Lear
	Queen Mary
	Uncle Jack
	Sister Carrie

It was **Captain Stewart** who joined me at the bulwark.
(G.)

“Am I interrupting you, Ann?” — “Not a bit. I’m only copying out a story for **Aunt Nesta**.” (Wd.)

but:

The girl Dana was a model. Her husband played the violin in a television orchestra. (Rb.)

b) emotionally coloured epithets, such as “young”, “old”, “good”, “poor”, “little”, “honest”, “kind”, “dear”

I spoke about	young	Tom
	poor	
	dear	
	honest	

You’re getting a complex about **poor old Charlotte**. She is not so bad. (Eyre)

2) names of countries, cities or towns, streets and squares:

Russia, Latin America, South Africa, New Zealand, London, Moscow, Fleet Street, Piccadilly Circus, etc.

Berkeley Square lay on one side, **Park Lane** on the other. That quaint ancient labyrinth of streets called **Shepherd Market** was just beyond. (Ed.)

Note:

With some of such words the definite article, however, is

used, which is explained by the existing tradition:

the Crimea, the Argentine (but: Argentina), the Riviera, the Hague, the Haymarket, the Strand, the Mall (street names in London).

2.4.2. The definite article will be used with names of:

1) water basins or deserts

the Volga, the Thames, the Black Sea, the Mediterranean, the Atlantic (ocean), the Sahara

After we had left **the Clyde** the thrust of **the North Atlantic** had produced the expected seasickness in the four passengers.
(G.)

But no article will be used when the proper name is preceded by the word “lake”:

Lake Ontario, Lake Erie, etc.

This year it [his aim] was the St. Lawrence River, between **Lake Ontario** and Quebec. (Mns.)

2) chains of islands or mountains

the Urals, the West Indies, the Philippines, the British Isles

The cabin [...] had not seem to have a whisper of fresh air since we passed **the Azores**. (G.)

But with single mountains or islands no article is used:

Everest, Elbrus, Sardinia, Manhattan

We'll ask them to stay with us at **Malta**. (M.)

but:

There were miles of the Clyde yet to come, and **the Isle of Anan**. (G.)

3) the four cardinal points

the North, the South, the East, the West

There was a warm wind blowing from **the north**, and I had all the windows open. (*Eyre*)

But if the “direction” is meant, no article is used.

He went north. = He went “northwards”.

He travelled **east**, heading for the southmost tip of the great range of mountains that skirted the coast. (*Eyre*)

4) the names of ships, hotels, and the majority of English and American newspapers and magazines
the **Titanic**, the **Waldorf-Astoria**, the **Times**

But:

Iinvestia, Nedelya

The Clyde Queen was an island ship, delivering and taking on the cargo from all over the Indies. (*G.*)

They remembered Emily when she checked into **the Connaught**, that small and highly individual hotel in London’s fashionable Mayfair district. (*Ed.*)

5) different proper names expressed by a phrase the headword of which is a common noun

the United Kingdom, the Union of South Africa, the Russian Federation

Note:

When a proper name in the common case is used as an attribute to another noun, the definite article is generally used:

the Tretyakov Gallery, the Minsk road (i.e. the road to Minsk), the Beetles show.

“I will take the coach, Mr. Barr,” she said, “but for Bristol, not for London” — “**The Bristol coach** doesn’t go through Benterdon.” (*Hrb.*)

2.4.3. The invariable use of articles with proper nouns is communicatively neutral, as it does not depend upon the conditions

of communication. In some cases, however, proper nouns may undergo a change of meaning and will function in the utterance and the text similarly to common countable nouns. As such they may be used in the singular or in the plural, and they may co-occur with different articles, similarly to common countable nouns in general. This use of articles with proper nouns will be communicatively valid.

The noun or the noun with an attribute will be used in this case to communicate the following:

1) to imply that there is more than one person bearing the name

June was **a Forsyte**. Holly and Jolly were **Forsytes**.
Soames was **the richest Forsyte**.

When **a Forsyte** was engaged, married or born, **the Forsytes** were present. (*Gls.*)

His three children were **Forsytes**, after all. (*Gls.*)

2) to qualify a person, to express the attitude of the speaker (writer) to the person

He is **a Mr. Smith**. (= He is a person who goes under the name of Smith, of whom I know nothing but the name.)

He is **the Mr. Smith**. (= He is the person, Smith by name, the listener or reader is supposed to know. The speaker/writer is sure of it.)

“**A Mr. Ross** telephoned — twice, as a matter of fact.” — “Ross? I don’t think I know anyone called Ross.” (*Drbr.*)
The second room was Hugo’s bedroom, and furnished with the sparse simplicity characteristic of **the Hugo I had known**. (*Mrd.*)

3) to present somebody as resembling a well-known or outstanding person or a character in fiction

Some people said that the voice of Mario Lanza resembled the voice of Caruso, and even called him **the Caruso of their time**.

I’m not a **Michael Angelo**, no, but I have something. (*M.*)

4) to present a temporary state, position of somebody or of some place

The Clyde whom he saw now was different from **the Clyde of three years before**. He saw a *different Clyde*. **The London of twenty years ago** was different from **the London of today**.

A rather exhausted **Della Street** entered the office at ten o'clock the next morning. (*Grd.*)

It seemed to him that **the England of today** had lost a good deal of what he had loved in **the England of his youth**. (*M.*)

5) to denote a piece of work, a collection of works of some writer, painter, outstanding engineer, scientist, etc.

In the Hermitage collection there is a **Goya** — one of the best portraits by the famous master.

The Goya bought by Soames was a copy, not the original of the picture.

She has a complete **Shakespeare**. (= a complete set of his books)

He travelled in a '**Ford**'. (= the make of a car)

I had acquired a second-hand **Austin**; a **Ford** was too expensive for me, even a second-hand one. (*Chr.*)

A number of original paintings hung on the wall. I identified two small **Renoirs**, a **Minton** and a **Miro**. (*Mrd.*)

Dorinda laughed. "It [the rubber] has certainly been useful for other things since!" — "One of the most useful, although I cannot imagine you in one, is of course a **mackintosh**," Maximus Kirby remarked. "I have read about that," Dorinda said, pleased she could show her knowledge. "The man who discovered how it could be manufactured was a Scottish chemist called Charles *Mackintosh*." (*Crt.*)

VI. THE NUMERAL

1.0. GRAMMATICAL DESCRIPTION

1.1. Semantics

Numerals are words which denote the number of some objects — ***cardinal*** numerals or the place of the object (objects) in the numerical order of other objects — ***ordinal*** numerals.

He had **two** cups of coffee. (cardinal numeral)
The **second** cup tasted bitter. (ordinal numeral)

1.2. Morphological Characteristics

All numerals, whether cardinal or ordinal, have but one unchangeable form — they have no morphological grammatical categories. Ordinal numerals are formed, as a rule, from the corresponding cardinal numerals, by adding the suffix “-th” to the stem of the cardinal numeral. The exception will be the numerals “one”, “two”, “three”.*

four — fourth; six — sixth; ten — tenth, etc.

Note 1:

Numerals may be either simple (consisting of one stem) or compound (consisting of two or more stems).

He returned twenty or twenty-five minutes later.
simple compound

Note 2:

The words “hundred”, “thousand”, “million”, “billion” are generally considered to be nouns, even when used in combinations with other numerals.**

* For a complete list of numerals see Appendix 11.

** See below 2.2, Note.

Note 3:

Note should be taken concerning the so-called fractional numbers, where the numerator is a cardinal numeral and the denominator is an ordinal numeral with the ending “-s”.
two-sixths, three-fourths, etc.

1.3.0. Syntactical Characteristics**1.3.1. Combinability**

Numerals, as a rule, are used as part of a noun phrase.

He had **two cups** of coffee. The **second cup** tasted bitter.

When the ordinal numeral is used as part of a noun phrase, the noun is generally preceded by the definite article.*

Sometimes numerals may be used absolutely and not as part of a phrase. In this case the object to which the numeral refers is clear from the context.

I didn't have two cups of coffee. I had **one**. (= I had one cup of coffee.)

The first cup of coffee I rather liked, but the **second** tasted bitter. (= The second cup of coffee tasted bitter.)

1.3.2. Functions

Numerals are generally used as attributes to nouns. When used absolutely, however, they may also fulfil every other function with the exception of that of a simple verbal predicate.

I want **one cup of coffee**; **two (a second)** would be too much. (subject)

I had only **one cup of coffee**, but he had **two (a second)**. (object)

His turn was **second**. She is **twenty**. (predicate)

He came at **two**. (adverbial modifier)

* See “The Article” 2.1.1.a.

2.0. USE IN COMMUNICATION

The grammatical properties of the numerals will enable the speaker (writer) to use them in the utterance and the text for the following:

2.1. to tell the number of the objects in the given situation (cardinal numerals)

Give me **two** cups of coffee.

She looked at the **two** rows of English people who were sitting at the table. (*Frs.*)

2.2. to tell the place of the given object (objects) in the numerical order of other objects in the given situation (ordinal numerals)

He was given the **first** cup of coffee, and I was offered the **second** cup.

Aunt Emilia, her mother told her, had always wanted a daughter but had only boys, one by her **second** marriage and one by her **third**. (*Ed.*)

Note:

Numerals are not the only part of speech that can denote the number of the objects. Such words as "a hundred", "a thousand", "a million", "a score", "a dozen", etc., though morphologically and syntactically are nouns (they may be used in the singular or in the plural; they may be modified by any article, etc.), are very close to numerals semantically.

There were **half a dozen** or more attractive houses hidden among the pines. (*Eyre*)

It seems **a hundred** years ago, and I've gone over it **a million** times since so that I scarcely know what actually happened. (*Eyre*)

VII. THE PREPOSITION

1.0. GRAMMATICAL DESCRIPTION

1.1. Semantics

The preposition is a word which has a very general meaning. It denotes the relations between the given object and other objects, phenomena or events.*.

Note:

According to their meaning prepositions are often divided into those of place and direction (in, on, below, under, at, to, from), time (after, before, in, at), cause (because of, owing to), purpose (for, in order to), etc.

It will be necessary to mention, however, that such classifications are hardly adequate, at least for two reasons:

1. the same preposition may be listed under two or more headings

He went there **for** life. (time)

He shivered **for** coldness. (cause)

He did it **for** pleasure. (purpose)

2. many prepositions (by, with, of, etc.) have such a general meaning which it will be impossible to define with any precision.

1.2. Morphological Characteristics

Prepositions have one unchangeable form — they have no grammatical categories.

In accordance with their structure prepositions may be subdivided into simple or compound.

Simple prepositions consist of one element — stem (in, on, at, after, before).

* For a complete list of prepositions see Appendix 12.

Compound prepositions consist of two or more elements — stems (instead of, out of, owing to, etc.).

1.3. Syntactical Characteristics

Prepositions generally form phrases with nouns or pronouns as the head of the phrase.

He went there **for life**.

He bought it **for them**.

Prepositions can also form part of an infinitive or gerundial phrase.

After *living* there for several years he began to like the place very much.

Prepositions have no independent function in the sentence. They are found there as part of a phrase, the phrase functioning as a prepositional object, an adverbial modifier or sometimes as an attribute.

He went **to Peter**. (object)

He went **to Peter's place**. (adverbial modifier)

He was a man **of great talent and ability**. (attribute)

2.0. USE IN COMMUNICATION

Prepositions cannot have an independent communicative function. They are generally used in the utterance to indicate the following relations:

2.1. relations between two objects

The friend		my sister's				
The cover		of		the book		was very beautiful
The roof				the house		

Mrs. Medler who ran the general store was a cousin **of** Martha's. (*Mlc.*)

2.2. relations between an object and an action

a)

He was invited		by		Peter
				Mary
				them
				somebody

Their hair was silvered, not **by** time but **by** night and the natural light of night-time. (*Rnd.*)

b)

He wrote		with		a pen
				a pencil
				a chalk

In the quarry depths was a little natural lawn of turf scattered **with** harebells. (*Rnd.*)

2.3. relations between the action and its circumstances

He went **to** London **in** the morning.

She had [...] a cousin in Scotland whom she never saw, and another in Cornwall who was so old that it was no use writing any further letters **to** her. (*Crt.*)

2.4. relations between an objects and its quality

He was a man **of** talent.

Almost as her head touched the pillow she fell into a sleep **of** utter exhaustion. (*Blc.*)*

* Concerning the use of prepositions in some traditional combinations of words see Appendix 10 (a).

VIII. THE CONJUNCTION

1.0. GRAMMATICAL DESCRIPTION

1.1. Semantics

Conjunctions have a very general meaning. They indicate the existence of connection between elements within an utterance or utterances within a text.*

In accordance with their meaning they are generally subdivided into two main groups: coordinating conjunctions and subordinating conjunctions.

Coordinating conjunctions are further classified into:

- copulative (and, as well as, nor, neither...nor);
- disjunctive (or, either...or);
- adversative (but);
- causative-consecutive (so, for).

Subordinating conjunctions: that, if, as, though; as if, as though; while, when, where, after, etc.**

1.2. Morphological Characteristics

Each conjunction has but one unchangeable form — consequently, they have no morphological grammatical categories.

In accordance with their inner structure conjunctions may be subdivided into simple (consisting of one stem) and compound (consisting of more than one stem).

Simple: and, but, or, when, where, etc.

Compound: however, as well as, in case, etc.

* See "The Elementary Utterance" 1.4; "The Composite Utterance"; "The Text" 4.1

** For a complete list see Appendix 13.

Note:

Some conjunctions are used as part of a correlated pair, the elements of which are set at a distance from each other.

both...and	Both Peter and Mary went there.
neither...nor	Neither Peter nor Mary went there.
either...or	Either Peter or Mary went there.

1.3. Syntactical Characteristics

Conjunctions are never used alone in the sentence, nor do they have an independent function there. They are always used as mere connectives between different parts within a simple sentence or clause or clauses within a compound or complex sentence.

Peter and Mary went there.	subject
Peter finished his work and went there.	predicate
I saw Peter and Mary.	object
These are Peter's and Mary's books.	attribute
Peter met Mary while staying at his friend's place.	adverbial
Peter met Mary when he was staying at his friend's place.	modifiers } }
Peter met Mary after classes and clauses	
they went home together.	

2.0. USE IN COMMUNICATION

The grammatical characteristics of the English conjunctions will enable the speaker (writer) to use them in the utterance and the text for the following communicative aims:

2.1. to enumerate a number of objects, phenomena or utterances ("and", "as well as"|| "both...and", || "not only...but also")

Peter	and	Mary went there
as well as		

The engagement and the date of the wedding had been announced in **both** "The Times" **and** "Telegraph". (Rbs.)

2.2. to indicate a choice between objects, phenomena or statements (“or”, “either...or”)

Either Peter || or || Mary went there

Peter or Mary went there

Not only does she never complain but she prefers that nobody should express pity for her **either** by word or deed.
(*Mlc.*)

2.3. to contrast one utterance to another (“but”, “whereas”, “while”)

Peter went there but Mary did not
 while

Autumn had come late to the valley but it was now here.
(*Mth.*)

2.4. to indicate that the following statement results from the previous statement (“so”, “that”, “so that”)

Peter went there so that Mary shouldn't

Malinda was only four when she visited us then, so I don't suppose she remembers Aunt Fritzie. (*Wtn.*)

2.5. to indicate that the following statement expresses the cause of the previous statement (“for”, “because”, “as”)

Peter went there because as Mary didn't

The tents were empty, for their occupants sat or lay on the grass, blue now and pearling with dew. (*Rnd.*)

2.6. to indicate that the statement expresses the condition for something ("if", "in case")

Peter will go there if Mary doesn't

in case

"I promise you," he said in a quiet voice, "that if you wish me to leave you alone, I will do so." (Crt.)

2.7. to compare two statements (“as if”, “as though”)
as if

Peter went there alone as Mary didn't want
to though

As if in answer to her thoughts, Edouard said: "I am very lucky". (*Smm.*)

2.8. to indicate the time of another event (“when”, “while”, “as soon as”)

Peter went there while Mary
returned as soon as

When I realized he was going to make tea, I demurred, saying it was really too much trouble. (Arv.)

2.9. to indicate the place of another event (“where”)

Peter went where Mary asked him to go.

Why do they have to come here? There must be thousands of places all over this country where they could go without doing any harm. (Rnd.)

2.10. to name the subject, object or another event or the quality of something ("that", "if", "whether")

Mary didn't know that
 if Peter went there
 whether

It was not clear to Mary if whether Peter went there

that

He would be glad to think **that** I have employment even though it is in another country. (*Crit.*)

Note:

Note should be taken that the same conjunctions may be used for different communicative purposes. Thus the conjunction "as" may introduce statements expressing the time or the cause of an event, the conjunction "if" — the object or the condition of an event, the conjunction "that" — the subject, object of an event, the quality of something and also the result of an event previously mentioned.

IX. THE VERB

1.0. GRAMMATICAL DESCRIPTION

The English verb has two sets of forms: the finite forms and the non-finite forms (verbals): the infinitive, the gerund and the participle.

I **write** exercises.

I am **writing** exercises.

I have **written** exercises.

}

finite forms

While **writing** I used a dictionary.

After **writing** the exercise I compared my text with the key.

It was rather difficult **to write** the exercise.

}

non-finite forms

1.1.0. Semantics

In accordance with the volume of their lexical meaning the verbs may be subdivided into notional verbs (those having an independent lexical meaning), semi-notional verbs (those which have a very general lexical meaning, which needs specification in the context — modal, aspective and link verbs), auxiliary verbs (which have no independent lexical meaning whatsoever).*

He **writes** long letters.

notional verb

He **can** write long letters.

modal verb

He **began** writing a letter.

aspective verb

He **is** a writer.

link verb

He **is** writing a letter.

auxiliary verb

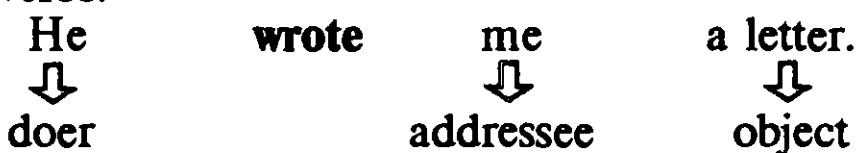
}

semi-notional verbs

* For a complete list of verbs used as semi-notional or auxiliary see Appendix 14.

1.1.1. The majority of English verbs are notional verbs. They may denote activity ("read", "write", "speak", "go", "work", "make"), i.e. dynamic verbs, or they may denote physical or mental perception, feelings, emotions ("see", "hear", "feel", "smell", "suppose", "understand", "like", "dislike") or relationship ("have", "possess", "resemble", "require", "contain"), i.e. stative verbs.*

1.1.2. Some notional verbs denote activities which involve not only the doer of the action, but also its object or addressee — transitive verbs.



Other notional verbs denote activities which do not necessarily presuppose any object or addressee — intransitive verbs.**

He left at three o'clock.

She danced very well.

1.1.3. Dynamic verbs may denote activities which presuppose a certain natural termination of the activity — terminative verbs ("arrange", "open", "take", "invite"). Other verbs denote activities which do not presuppose any definite natural termination — non-terminative verbs ("run", "sing", "laugh", "walk").***

Stative verbs are naturally always non-terminative.

*** *** ***

Different verbs and finite or non-finite forms of the same verb have many grammatical peculiarities. Further on we shall speak about the grammatical properties of the verb in accordance with the following division:

- A. The finite forms
- B. The non-finite forms (verbals)
- C. The modal verbs

* For a list of dynamic and stative verbs see Appendix 15.

** For a list of transitive and intransitive verbs see Appendix 16.

*** For a list of terminative, non-terminative and double nature verbs see Appendix 17.

A. THE FINITE FORMS

1.2.0. Morphological Characteristics

The finite forms of the verb have seven grammatical categories:*

- **person** (first, second, third)
I write — You write — He writes

- **number** (singular or plural)
He writes — They write

- **aspect** (continuous or common)
I am writing — I write

- **tense** (present, past or future)
I write — I wrote — I shall write

- **order** (perfect or non-perfect)
I have written — I write

- **voice** (active or passive)
He writes — A letter is written

- **mood** (indicative, imperative or subjunctive)
You write — Write! — You should write

To express the grammatical categories the verb uses synthetic or analytical forms.

Synthetic forms mainly employ endings. Thus, for example, to form 3rd person from the 1st you can use the ending “-s”:

I write — he writes

I speak — he speaks

to form the past tense from the present — the ending “-d” or “-ed”:

I invite — I invited

More often, however, English verb forms are built up analytically — with the help of one (or more) auxiliary verbs:

shall, will — for future tense forms;

to be — for passive voice forms or continuous forms;

to have — for perfect forms, etc.

* For details see Appendix 18, 19, 22.

The auxiliary and the main verb form one indivisible unit both lexically and grammatically. They must be viewed as one word, the same as the synthetic form.

I shall ask.	Я спрошу.	{ }	future tense forms
He will ask.	Он спросит.		perfect form
I have asked.	Я спросил.		continuous form, etc.
I am asking.	Я спрашиваю.		

1.2.1. Of the seven grammatical categories of the English verb only two, the categories of person and number, correspond roughly to similar grammatical categories of the Russian verb, and the use of the forms which build up these categories generally presents little difficulty to the Russian student of English. The remaining grammatical categories (aspect, tense, order, voice and mood) require special consideration.

1.2.2. Aspect

There are two aspect forms in English.* The choice between the forms is determined by the way the action is presented in the context, the following factors being of major importance here:

1. Number of enumerated actions. A single action may be described in the context or a chain of successive actions.

I was writing when he came.	{ }	single actions
I wrote a letter (when he came).		a chain of
I wrote a letter, put it into an envelope and posted it.		successive actions

2. Frequency of the last action. The action may be presented as done once or repeatedly, permanently.

I said that I was writing a letter to my friend.	{ }	actions done once
I wrote a letter to my friend in answer to his.		
I often wrote letters to my friend.		repeated action

3. Presence of an exact indication of time. The time of the action may be exactly indicated or not.

* For the formation of aspect forms see Appendix 18.

I wrote a letter when he came.	the time of the action is exactly indicated
I was writing a letter when he came.	the time of the action is not exactly indicated
I shall tell them that I wrote this letter.	the time of the action is not exactly indicated
I wrote a letter when he came.	a completed event
I was writing a letter when he came.	an event that is not completed

Table IX.1

Factors	Forms	Continuous	Common
Number of enumerated actions	Single action	Single action, a chain of actions	
Frequency of the action	Done once	Done once or repeatedly, permanently	
Presence of an exact indication of time	The time is indicated exactly	The time is or is not exactly indicated	
"Character" of the action	The action is not completed at the moment	The action is completed or not completed at the moment	

Thus the **continuous** form will be generally used to denote one action, done once, taking place at a moment (period) exactly indicated in the situation and presented as a continual process.

The **non-continuous** form will be used to denote a chain of successive actions, a repeated or permanent action, an action the time of which is not exactly indicated or a completed event.

1.2.3. Tense

The category of tense is formed by three tense forms: present, past and future.* The choice between forms which differentiate between tenses is relatively simple. The present tense form is generally used to express present events, the past tense — past events, the future tense — future events.

- | | |
|---|------------------|
| I write. I am writing a letter. | — present events |
| I wrote. I was writing a letter. | — past events |
| I shall write. I shall be writing a letter. | — future events |

The present tense form may also be used to express future events:

- 1) It is obligatory in clauses of time or condition
Call on me when (if) he **comes** tomorrow.
- 2) It is possible:
 - a) to indicate that the event is going to take place in the nearest future
The train **comes** at five.
My friend **is coming** at five.
 - b) for giving a more vivid description of a past situation in past time contexts
Just imagine: yesterday I **open** the door, **enter** the room and **see** a friend of mine, whom I thought to be thousands of miles away at the time.

In the past tense context there are special forms which show that the action expressed by it is posterior to another past action or situation, i.e. it denotes a “future action” in a “past situation” — the future-in-the-past form. Compare:

- He says that he will read the book as quickly as he can.
He said that he would read the book as quickly as he would be able to do it.

* For the formation of tense forms see Appendix 18.

1.2.4. Order

The category of order is built up by two forms: the perfect form and the non-perfect form.* The perfect form is different from the corresponding non-perfect form mainly in one respect: the perfect form presents events as prior to another event, situation or a certain time; the non-perfect form does not show this.

He spoke of the books he **read** with pleasure.

He spoke of the books he **had read** with pleasure.

He **reads** such books with pleasure.

He **has read** such books.

1.2.5.0. Voice

Voice is the grammatical category of the verb which shows the relation between the doer of the action and the action, or the object and the addressee of the action and the action.

Peter	wrote	a letter	to Mary.
doer	action	object	addressee

There are two voices in English: the active voice and the passive voice.** The verb is used in the active voice when the subject of the sentence denotes the doer of the action, the action proceeds from the subject.

Peter **wrote** a letter to Mary.

The verb will be used in the passive voice when the subject of the sentence denotes the object or the addressee of the action.

A letter **was sent** to her.

She **was sent** a letter.

1.2.5.1. There are two main types of passive constructions in English: the non-prepositional passive construction and the prepositional passive construction.

The non-prepositional passive construction is formed by verbs for which a prepositional object is not obligatory ("love", "do", "invite", "make", "write", "read", etc.). The subject of

* For the formation of perfect forms see Appendix 18.

** For the formation of voice forms see Appendix 18.

the sentence in this case corresponds to the direct object of the active construction (if it denotes the object of the action) or the indirect object of the active construction (if it denotes the addressee of the action).

He sent her a letter.	(active construction)
A letter was sent to her.	(direct passive)
She was sent a letter.	(indirect passive)

The prepositional passive construction will be formed from verbs for which a prepositional object is obligatory ("call upon", "look at", "insist on", etc.). The subject of the passive construction in this case will correspond to the prepositional object of the active construction.

He was called upon. = They called upon him.

The item was insisted on. = They insisted on this item.

But it should be borne in mind that these two constructions (active and passive) are not always interchangeable.

1) The passive construction is impossible with such verbs as "have", "possess", "cost", "belong", "resemble", "suit", "last" and some others (stative verbs).

2) With the verbs "teach", "ask", "answer", "envy" the passive construction will be possible only with its subject denoting a living being.

He was taught a lesson.

He was asked a question.

He was answered a question.

He was envied his good luck.

3) With the verbs "alarm", "vex", "irritate", "distress", "trouble" (causing a change of emotional state) the predicate will generally express the physical state of the person denoted by the subject and not the action which the person experiences.

I saw that he was alarmed and unhappy.

4) Indirect passive constructions and prepositional passive constructions are preferably used with a limited number of verbs.*

* For a list of such verbs see Appendix 20, 21.

1.2.5.2. Care should be taken not to mix up the passive form of the verb (a simple verbal predicate) with the homonymous combination of the link verb “be” + Participle II of the conjugated verb (a compound nominal predicate). The following may serve as a means of discrimination between them (see below Table IX.2).

Table IX.2

Types of predicates	simple predicate (passive voice)	compound nominal predicate ("be" + Participle II)
Means of discrimination		
1. The form of “to be”	any	never continuous or future
2. The character of the conjugated verb	any	never non-terminative
3. The presence of adverbial modifiers	time, place, manner	degree
4. The indication of the doer of the action	possible	impossible
5. The presence of another predicate expressed by a verb in the active voice	possible	impossible
6. The presence of a homogeneous predicative expressed by an adjective or a group of words with a noun as the head-word	impossible	possible

1.2.6.0. Mood

There are three moods in English: the indicative, the subjunctive and the imperative.* The indicative mood is used to present the event as a fact, the subjunctive — as something problematic or even contrary to fact, the imperative — as an urge.

* For the formation of mood forms see Appendix 18.

I know that you **write** such things in your notebook.

indicative

I wish you **wrote** such things in your notebook.

It is necessary that you **should write** such things in your notebook.



subjunctive

Write it in your notebook.

imperative

The indicative or the imperative mood generally present but little difficulty to the Russian learner of English, as the use of the English indicative mood roughly corresponds to that of the Russian «изъявительное наклонение», whereas the use of the English imperative mood mainly corresponds to that of the Russian «повелительное наклонение». The use of the English subjunctive mood, however, is rather complicated, as we have in English a variety of forms corresponding to the same form in Russian.

1.2.6.1. There are four principal forms of the subjunctive mood in English:

- I. I/he should go; I/he should be present
- II. I/he go; I/he be present
- III. I should/would go, I should/would be present;
he would go, he would be present
- IV. I/he went; I/he were present

Note:

These forms will be further referred to as Subjunctive, form I; Subjunctive, form II, etc.

The main difference between Subjunctive forms I and II and Subjunctive forms III and IV is the degree of probability: Subjunctive forms I and II are used to present events as probable, though problematic; Subjunctive forms III and IV present them as purely imaginary or contrary to fact. Compare:

Subjunctive
forms I and II

It is necessary that you **should write** (**write**) it in your notebook.
— the event is probable (possibly you will do it)

**Subjunctive
forms III and IV**

I wish you **wrote** it in your notebook.
You **would write** it in your notebook if you could.

— the event is presented as imaginary or contrary to fact (evidently, I do not expect such events to take place)

The choice between forms of the subjunctive mood also depends upon the type of the sentence (clause) in which the form is used.

Subjunctive, form I “I/he should go” is widely used in different structures: in complex sentences in subject, object, predicative or attributive clauses, also clauses of condition and concession; in simple or compound sentences.

It is suggested that he **should come**. (subject clause)

I suggest that he **should come**. (object clause)

The suggestion was that he **should come**. (predicative clause)

The suggestion that he **should come** was quite unexpected. (attributive clause)

If he **should come**, I shall be very happy. (clause of condition)

Even if he **should come**, I shall not be very happy. (clause of concession)

Subjunctive, form II “I/he go” is rather restricted in its use. It will be found in subordinate nominal clauses (mainly subject or object) or in the clause of purpose.

It is suggested that you **come** here soon. (subject clause)
I suggest that you **come** here soon. (object clause)
I wrote a letter so that he **come** here soon. (clause of purpose)

Note 1:

Even in these structures Subjunctive, form II is mainly found in the American variant of the English language. When used in the English variant it will make the sentence rather formal or even obsolete.

Note 2:

Occasionally the form may be found in “set phrases” in a simple sentence:

Long live our homeland!

The combination with the modal verb “may” is also possible here:

May success attend you!

Subjunctive, form III “I/he would come” is mainly used in the principal clause of a complex sentence containing a clause of condition or concession, in a simple or compound sentence.

If he came here, they **would be** very happy. (complex sentence with a clause of condition)

Even if he came here, they **wouldn't be** very happy. (complex sentence with a clause of concession)

He **would come** with pleasure. (simple sentence)

He **would come** with pleasure, but he can't. (compound sentence)

Subjunctive, form IV “I/he came” is used rather widely in complex sentences, mainly in subject and object clauses or in clauses of condition, concession, comparison, sometimes in simple sentences.

It's time he **came** here. (subject clause)

I wish he **came** here more often. (object clause)

If he **came** here more often, they would be very happy. (clause of condition)

He seems as if he **came** here rather often. (predicative clause)

Even if he **came** here more often, they wouldn't be very happy. (clause of concession)

He seems quite familiar with the place, as if he **came** here very often. (clause of comparison)

Oh if he **came** here more often! (simple sentence)

Note 1:

Care should be taken while using this or that form of the subjunctive mood to take into consideration the “introductory words”, i.e. the words immediately preceding that part of the sentence (clause), where the form of the subjunctive mood is used. Thus, in simple sentences Subjunctive, form IV will be used to express events that are desirable though contrary to fact only after “if”, “oh if”, “oh that”. (For details see below 2.3.)

Note 2:

It will be seen that in the same type of a clause (sentence) more than one form of the subjunctive mood is possible, but the event is presented differently. Compare the use of different forms of the subjunctive mood in the same type of a clause.

It is necessary that he should come. (Possibly, probably he will come).

It is time he came here more often. (He doesn't and isn't going to come here more often.)

Table IX.3

Type of clause/sentence	Form	Subjunctive			
		Form I (I/he should come)	Form II (I/he come)	Form III (I/he would come)	Form IV (I/he came)
1. Complex sentence					
1) Principal clause		—	—	—	—
2) Subordinate clause:					
a. Nominal:					
— Subject		+	+	—	+
— Object		+	+	—	+
— Attributive		+	*	—	*
— Predicative		+	*	—	+
b. Adverbial:					
— Comparison		—	—	—	+
— Condition		+	—	—	+
— Concession		+	—	—	+
— Purpose		+	*	—	—
2. Simple sentence		—	*	+	—
3. Compound sentence		—	—	+	—

* Possible, but rare.

1.2.6.2. Forms of the subjunctive mood (with the exception of form II - "I/he come") may be either perfect or non-perfect.

	Non-Perfect	Perfect
Subjunctive, form I	I/he should come	I/he should have come
Subjunctive, form III	I/he would come	I/he would have come
Subjunctive, form IV	I/he came	I/he had come

When the perfect form is used, the event is presented as prior to another event or situation (present, past or future). When the non-perfect form is used, the event is presented as non-prior to another event or situation. Compare:

I wish he **came** here more often. (I am sorry he doesn't come often enough.)

I wish he **had come** here more often. (I am sorry he didn't come often enough.)

I wished he **came** here more often. (I was sorry he didn't come often enough.)

I wished he **had come** here more often. (I was sorry he hadn't come often enough.)

also: You will wish you **had come** here more often when it is too late.

When the form of the subjunctive mood is used in nominal clauses or in the clause of comparison, the event is presented as prior or non-prior to the event in the principal clause.

I wished he **came** more often. (I was sorry that he didn't come more often at that time, the time of my "wishing".)

I wished he **had come** more often. (I was sorry about his not coming before my "wishing", I was sorry afterwards.)

In other structures (complex sentences with clauses of condition or concession, simple or compound sentences) the event is presented prior or non-prior to the moment of speaking.

They say that if he **came** more often they would be happy. (He doesn't come very often and they are unhappy about it.)

They say that if he **had come** more often they would have been more happy. (They say that he didn't come to see them very often some time ago, and it made them unhappy then.)

They said that they would be happy if he **came** more

often. (They were speaking in the past about some event that could be simultaneous or posterior to the moment of speaking, though possibly prior to the present situation.)

They said that they would have been happy if he had come more often. (The events are presented as prior not only to the present situation, but also to the moment of speaking expressed by "they said"; they were speaking about these events afterwards.)

1.3.0. Syntactical Characteristics

1.3.1. Combinability

The verb is generally used in the sentence as part of a larger syntactical unit. The finite form of the notional verb is practically always combined with some other part of speech, in fact any but another finite form of the verb, to which it stands in predicate relations.

The verb may be modified by other parts of speech (single words, phrases or constructions) standing to it in objective or adverbial relations.

He	wrote	a letter	to Peter	last Sunday.
↓		↓	↓	↓
subject		object	object	adverbial modifier

The semi-notional verbs are always used in combination with other words: modal verbs — in combination with infinitives*, aspective verbs — in combination with infinitives or gerunds, link verbs — in combination with different parts of speech functioning as predicatives.

He **can** write long letters.

He **began** to write a letter.

He **began** writing a letter.

He **is** a good writer.

The letter was long.

* See "The Modal Verbs".

The auxiliary verbs are always used as part of an analytical verb form.*

He **is writing** a letter.
He **has written** a letter.
He **will write** a letter.
etc.

1.3.2. Functions

The finite forms of the verb are always used in the sentence as predicate or part of a predicative (simple or compound).

He writes (is writing) letters.	simple predicate
He can write a letter.	compound modal verbal predicate
He began to write a letter.	compound aspective verbal predicate
He is a writer .	compound nominal predicate

Note:

There may be also some more complicated cases which are found, though rarely, mainly in written English.

- He **must begin writing** letters. (compound modal aspective verbal predicate)
- He **must be more serious**. (compound modal nominal predicate)
- He **must start being more serious**. (compound modal aspective nominal predicate)
- etc.

2.0. USE IN COMMUNICATION

The grammatical categories of the finite forms of the verb are closely interrelated, especially those of aspect, tense and order, and while using them for certain communicative purposes it will be advisable to discuss them in accordance with the following subdivisions:

- the communicative functions of the aspect, order and tense forms combined;
- the communicative functions of the passive voice forms;

* For the formation of analytical forms see Appendix 18.

- the communicative functions of the subjunctive mood forms.

2.1.0. The **aspect**, **order** and **tense** forms will be generally used to communicate the following:

2.1.1. to present events as non-prior or non-posterior to another event, moment or situation (non-perfect forms, past or present)

- a chain of successive actions (past common form)

He **read** the book and **put** it on the shelf.

"I'll find you a place," she **said**, and **led** the way up the few stairs into the room. (*Mc.*)

I saw you washing the dog. You **waved**, and I **got off** at the next station and **came** right back. (*D.*)

- b) a repeated or permanent action (present and past common forms)

He		often		reads		such books
		seldom		read		
		never				
		sometimes				

Bill's parents seldom **went** to London. (*D.*)

He had to stay in town [...] but he **comes** down at weekends. (*D.*)

- c) a single action (completed or not), the time of which is not exactly indicated (past common form)

He **read** such books.

His daughter Amy **told** him who Rose was. (*D.*)

He **seated** himself on the side of the bed. (*Mth.*)

- d) a single action completed at some definite past moment or period exactly indicated in the situation (past common form)

He **read** that book

|| then
at that time
when I gave it to him

It was you I **came** to see tonight. (*D.*)
 He **looked** up at my window as he passed. (*Chr.*)

e) a single non-repeated action in progress at a definite moment (period or the time of another action) exactly indicated in the situation (present and past continuous forms)

He was reading a book	then at that time when I returned
He is reading a book	(now)

I **was going** home when Bob sent me a message. (*D.*)
 “She **is telling** the truth now,” said Ross decidedly. “It’s a pity she didn’t before.” (*Drbr.*)

Special attention should be paid to more complicated cases.

Note 1:

A chain of successive actions cannot be expressed by the continuous form, but the continuous form may be used to express two or more parallel actions.

He **was reading** a book and **making** notes in his notebook when I returned (then, at that time, etc.).

He opened the door. Priscilla Wimbush **was lying** on the sofa [...] and she **was** thoughtfully **sucking** the end of a silver pencil. (*Hx.*)

But the common form is also possible here if the verb is non-terminative:

She **sat** and **talked** about the dinner on the train.
 [...] She was really very nervous and chattered from fear. (*Lw.*)

Note 2:

Repeated actions when presented as objective facts will be denoted by the common form. The continuous form, however, may sometimes be used to present a repeated action as if “constantly in progress” when the speaker wants to express his negative or unpleasant emotions by exaggerating the frequency of the occurrence of the action.

He **was always calling** me a kid, though I was sixteen and he only eighteen. (He called me a kid too often,

and I disliked him for it.)

She was constantly grumbling. (She grumbled too often. It got on my nerves.)

The use of the continuous form in an unusual context gives the sentence an emotive charge. But repeated events presented as objective facts in a neutral context will be denoted by the non-continuous form.

He always **called** me a kid, but he was much older than me and I did not mind.

She often grumbled. But who would have acted differently in her place?

The only fly in the ointment of my peaceful days was Mrs. Cavendish's extraordinary and, for my part, unaccountable preference for the society of Dr. Bauerstein. What she saw in the man I cannot imagine, but she **was always asking** him up to the house. (*Chr.*)

Note 3:

The exact indication of time is often not expressed, but is clearly implied in the situation. It is especially true of present time contexts, where the word "now" is generally omitted.

What are you doing (now)? — I am reading a book (now).

That is why if the Present Continuous form is used in a context having no exact indication of time the action will be understood as taking place "now", i.e. at the moment (period) of speech. The non-continuous form in a context without an exact indication of time will be understood as expressing repeated actions.

He **writes** long letters.

I am not sure we **are doing** the right thing by contacting that firm in the West. (*Crg.*)

Weeds **grow** like house afire. Can't keep even with them. (*Chr.*)

Note 4:

The continuous form is generally used to express a continual process. Consequently with verbs denoting not actions, but states and physical or mental perceptions ("stative verbs") such as "be", "see", "feel", "hear", "know", "understand", etc. this form is very rare.

I **hear** you perfectly.

I **know** him to be one of our students.

But even with these verbs the continuous form may

sometimes be used in emotive speech if the speaker wants to present this state or perception as temporary.

I know that I **am being** a baby but I can't help it. (I am grown up but at this moment I am behaving as if I were not and I am ashamed of it.)

He is being a gentleman. (He is just acting the gentleman. He is trying hard to behave like a gentleman, but I know that it won't be for long.)

"Are you an expert at skiing?" — "Me?" David grimaced. "You must be joking. It is all I can do to remain upright." — "[...] I don't believe you. I expect you're **being** modest to make me feel better." (*Mth.*)

Note 5:

Repeated actions in the past are often expressed by the constructions "used to do something" or "would do something".

He **used to** read for hours. He **would** read for hours.

There is a stylistic as well as semantic difference between them. "Used to do something" is more colloquial than "would do something", which is not only literary, but also a bit old-fashioned. But the construction "used to do something" does not simply indicate that the action was done repeatedly, as would "would do something"; it also shows that the action does not take place any longer.

After all, he **used to be** amusing and gay. He had made many friends when he was up at Oxford. (*Mc.*) And then the wild, intense games went on again under the lamp-post, surrounded by so much darkness. Mrs. Morel, going into her parlour, **would hear** the children singing away. (*Lw.*)

Note 6:

Both the continuous and the common form may be used with such indications of time as "from five till seven", "all night long", "the whole day", etc. But the presentation of the action is different.

He **was reading** a book all night long.

From five till seven he **was reading** a book.

The action is in the focus of attention here. (What was he doing all night long? — He was reading a book.)

He **read** a book all night long.

The duration of the action is in the focus of attention. (How long did he read the book? — All night long.)

2.1.2.0. events posterior to another situation

Future tense forms are generally found here.

2.1.2.1. events posterior to the present situation

- a) a chain of successive actions that will take place in future (future common)

He **will read** the book and then **hand** it back to Jane.

We'll **drive** up to Weston and **stay** the night there. (Crg.)

- b) an event that will repeatedly take place in the future (future common)

He will	often seldom never sometimes	read this book
---------	--	----------------

I had better get under that fig tree. I've been asleep. I'll never **get** my work done in this sun. (Eyre)

- c) an event completed or not that will take place in the future at some indefinite time (future common)

He **will read** this book.

How far my social security **will go** toward keeping a roof over her head with rent to pay, food to buy? (O'M.)

- d) a single event that will be completed at some definite future moment or period (future common)

He will read this book	then at that time when you give it to him
------------------------	---

When you get to know Pongo better, you **will realize** that he is always like this: moody, sombre, full of doubts and misgivings. (Wd.)

I'll **drop** you right off now so you can do whatever you need to. (Crg.)

e) a single event that will be in progress at some definite future moment (future continuous)

He will be reading a book

then
at that time
when you come

Yes, I'm on the bread line! I'll soon **be hanging** around the back door asking you for some stale bread! (C.)

2.1.2.2. an event completed or not or a chain of successive events posterior to a past event (future-in-the-past, continuous or common, will be used here)

He said he **would read** the book and **put** it on the shelf.

He said he **would often read** this book.

He said that he **would read** this book then.

He said he **would read** this book.

He said he **would be reading** this book at that time (see above 2.1.2.1.a, b, c, d, e).

Tom made me promise I **would not tell** you. (M.)

I promised I'd **take** you round after the second act. (M.)

Only a few more minutes, and then she **would be driving** away in Patrick's comfortable car. (Hnt.)

Note 1:

Occasionally present tense forms may be used to denote future events. The events are presented in this case as taking place in the near future. The time of the action is, as a rule, exactly indicated here.

It **comes** at seven.

He is **coming** at seven (soon).

The common form, as a rule, will indicate that this is one of habitual actions which is sure to take place in future, and the continuous form will indicate that something is expected to take place or has been preplanned for this particular occasion. That is why the common form is preferable when you speak about the arrival of planes, trains, ships, etc., which operate on a regular schedule. The continuous form is to be used when speaking about people.

The train **comes** at seven.

My friend is **coming** at seven.

"I have finals," I admitted. "The first starts at eight, and I'm not at all sure when I'll be free." (Crg.) Julie's coming, that's what happened. Some time next week. (Stw.)

Note 2:

Both the future continuous and the future common form may be used to denote a single action in future (see above 2.1.2.1.c, e). But the event is presented differently. The continuous form will indicate that you expect the event to begin and to be in progress in future, but you do not know whether the event will be really completed or not. The common form will indicate that the action will be completed in future.

I shall be seeing you (waiting for you, talking with him) at five. (I want, I expect to see, wait, talk at five. I hope that this action will take place, I shall try to do it, but I can't be absolutely sure that I shall succeed.)

I shall see him at five. (I am quite sure that I shall see him then.)

She'll be coming up for her summer holidays before very long. (Stw.)

Note 3:

To present events as taking place in the "immediate future" the constructions "to be going to do something", "to be about to do something" are often used in modern English.

He is going to read this book during the holidays.
He is about to finish reading it soon.

The construction "to be going to do something" in more careful speech, however, is preferable if the event is presented as not contrary to the wish of the doer.

"After I finish, I'm going to call Lawrence Strand," I announced, eyeing the clock. (Crg.)

Note 4:

If the event is presented as posterior to a past situation (in cases corresponding to those given in Notes 1, 2, 3), then the past tense or the future-in-the-past will be used.

He said that the train came at seven.

He said that his friend was coming at seven.

He said that he would see you at five.

He said that he would be seeing you at five.

He said that he was going to read the book during his summer holidays.

I told Snell about dinner and to send the chauffeur to meet the seven-fifty as a gentleman **was arriving** by it. (*Chr.*)

2.1.3. events presented as prior to a certain moment, another event or a certain situation (perfect forms will be generally found here)

a) events completed before another event, moment or situation (present, past or future perfect of the common aspect)

He had read the book	by five by that time when I returned
----------------------	--

He will have read the book	by five by that time when I return
----------------------------	--

When After	he had read the book	he gave it to me
---------------	----------------------	------------------

When After	he has read the book	he will give it to me
---------------	----------------------	-----------------------

He **had just got** back when there was a knock. (*Wd.*)

You'll **have forgotten** me by then. (*Gls.*)

"Dr. Browning **has not been** yet. **Have you spoken** to him about coming to see me?" — "I **haven't had** the chance yet." (*Dn.*)

b) an action completed before another action which was (is) in progress (present, past perfect of the common aspect)

He **had read** the book and was writing a letter at that time (when I returned).

He **has read** the book and is writing a letter now.

He **had picked up** the little piece of earth that had fallen from Ruth's shoe and was holding it thoughtfully in his hand. (*Chr.*)

c) an event presented as being in progress for some time

before another event, moment or situation and still in progress at that moment, event, situation (generally present or past perfect continuous)

He had been doing it for two hours when I came. (He began doing it two hours before and was still doing it when I came.)

He has been doing it for two hours. (He began doing it two hours ago and is still doing it.)

I'd **been living** in the house about a week when I noticed that the mailbox belonging to Apt. 2 had a name slot fitted with a curious card. (*Cpt.*)

"My wife and I want to go West." — "Your wife does!" exclaimed Tom, startled. "She's **been talking** about it for ten years." (*Ft.*)

Note:

But with stative verbs the perfect common form will be used.

"He is not well, you know," he said. "I **haven't seen** him about the village for some months now." (*J.S.*)

d) an event presented as being in progress for some time before another event which interrupts it or as immediately preceding a certain moment or situation (present or past perfect continuous)

The boy gave him the book he **had been reading**. (The boy interrupted his reading and gave him the book.)

Tell me what you **have been doing in** my absence. (My absence is "just over". I have just come in.)

but:

What were you doing in my absence? (I returned some time ago. But I am asking you only now, some time later, what you were doing when I was away.)

Perry shut the magazine she **had been reading** and glanced up at the clock. (*Bl.*)

e) an event, sometimes repeated, which has been in progress and completed at some indefinite time before another situation arose (present or past perfect continuous)

Your hair is wet. I think you **have been swimming**.
He had been running too fast and he was red in the face.

The speaker wants to emphasize a close connection between the preceding action expressed by the perfect continuous form and the following action.

Your hair is wet because you have been swimming.
He was red in the face because he had been running too fast.

"I'm stiff," she complained. "**I've been lying** on this sofa for as long as I remember." (*Ft.*)
That she had been crying bitterly, I could tell by the redness of her eyes. (*Chr.*)

Note 1:

The use of the perfect form very much depends on the structure of the sentence in which the form is used.

1. No perfect form is used to denote an event which has been in progress for some time before another event if these events are denoted by homogeneous predicates and not by predicates used in different clauses. Compare:

He **walked** about the city for some time and returned to his hotel.

but:

He **had walked** about the city for some time when he decided to return.

or:

When he **had walked** about the city for two hours he decided to return.

2. No perfect form is generally used in a clause of time introduced by the conjunctions "after", "before", "till", "until", "as soon as", unless you want to stress the priority of the event denoted by the form in the subordinate clause to the event denoted by the form in the principal clause. Compare:

After **he walked** about the city for two hours he **decided to return** to his hotel.

После того как он побродил по городу два часа (Побродив по городу два часа), он решил вернуться в гостиницу.

He did not return to his hotel before (until) he walked about the city for two hours.

Он вернулся, побродив по городу два часа.
but:

After he **had walked** about the city for two hours he decided to return.

Только после того как он побродил по городу два часа, он решил вернуться.

He did not return before (until) he **had walked** about the city for two hours.

Он не вернулся, пока (прежде чем) не побродил по городу два часа.

I love this room. [...] As soon as we **came** here I told my husband: "This is where I shall have the piano." (*DuM.*)

As soon as they'd **swallowed** their breakfast they bolted off in Roger's car. (*M.*)

3. No perfect form will be generally used in an object clause if the time of the action expressed by the verb form in this clause is exactly indicated by a date or a clause of time.

He said that he **met** them *in 1974*.

He said that he **met** them *when he was on a holiday*.

but:

He said that he **had met** them.

He said that he **had met** them in his early days.

That's what they said we **did** in 1914. (*Mc.*)

Note 2:

Note should be taken of such cases when two parallel events begun before another situation and still in progress at the time of the situation are expressed.

He **has been sitting** here since (all the time) you **have been talking** over the telephone.

Note 3:

A special construction is used to show that the event in the principal clause immediately precedes the event of the subordinate clause.

Hardly (Scarcely) had he reached the hotel when he rushed to the telephone.

No sooner had he reached the hotel than he rushed to the telephone.

Едва он вернулся в отель, как бросился к телефону. Не успел он вернуться в отель, как бросился к телефону.

I had hardly read more than the first three chapters when my attention was diverted by a conversation. (*Ls.*)

They had no sooner sat down to table than he went straight to the point. (M.)

Note 4:

Special care should be taken not to mix up the present perfect and the past non-perfect forms. Both these forms may be used to denote a past action, but with a difference. The present perfect form will be used only if there is a connection between the past action and the present situation and if you want to emphasize this connection. Otherwise the past non-perfect form will be used.

How have you painted the walls in the room?

— the speaker wants to emphasize the close connection between the previous event and its consequence in the present situation. He is interested in the colour of the walls, the quality of painting, etc. The answer will be:

I have painted the walls white (well, etc.). (= The walls are white, well-painted now, etc.)

but:

How did you paint the walls in the room?

— the speaker wants to know how the action was performed, the circumstances of the action. The answer will be:

I painted them standing on a ladder. (or: My friend helped me.)

2.2.0. The forms of the **passive voice** will be used with the following communicative aims:

2.2.1. to denote an action, the doer of which is unknown or cannot be easily stated

The letter was written in a neat beautiful handwriting.

“Why were you here this afternoon?” — “We were directed to Mespelbrunn from Innsbruck.” (Mc.)

2.2.2. to denote an action, the doer of which is evident from the situation and the mention of it would be redundant

She got a letter from Peter in May. It was written before his departure to Manchester.

He was rung up by Miss Marple and asked if he should come even at a quarter past three. (Chr.)

2.2.3. to denote an action, the doer of which is of major importance for the given communication, to draw the attention of the reader/listener to the doer

The letter **was written** by Mary (not by Peter).

The letter **was written** by Mary. It was from her letter that we learnt about Peter's departure to Manchester.

"We'll go there tomorrow. We **have been recommended** by one of your school friends — Mary What-d'you-call-her to stay at the Gasthof Bozen." Frances nodded. "Mary Easton will do." (Mc.)

Note:

The passive voice is sometimes formed with the help of the auxiliary "get", but this passive voice form is rather restricted. It is mainly found in colloquial American English.

She eventually ended up in San Francisco and **got paid** for hanging around a ship yard. (Bld.)

He was such a nice fellow. He **got asked** to almost everything at the mount. (Brw.)

2.3.0. The forms of the **subjunctive mood** will be generally used to communicate the following:

2.3.1. to present an event as necessary or desirable and possible (Subjunctive, form I or II in nominal clauses or the adverbial clause of purpose)

a) subject clause

It is suggested that you		should come		here soon
	come			

It's necessary that she **should pay us** a visit. (Sh.)

It is Dr. Alma and he says it's very important that he **talk to** you immediately. (Grd.)

b) object clause

I suggest that you		should come		here soon
	come			

He was the only son and his parents had determined that he **should go** to the University. (*Ht.*)

Charles suggested that they **have** lunch before doing anything further, but Daniel had little enthusiasm for the idea. (*Hwt.*)

c) predicative clause

The suggestion was that you || **should come** || **come** || here soon

The order was that the children **should stay away** from that house until they were invited there. (*H.L.*)

d) attributive clause

The suggestion that you || **should come** || **come** || here soon was unexpected

He's always been strong and very active, and he seems to resent any suggestion that he **should do** less. (*Stw.*)

I followed his suggestion that I **learn** to type, and now [...] I can type nearly seventy-five words a minute. (*Ks.*)

e) clause of purpose

I sent a letter to him so that he || **should come** || **come** || at once

I crouched against the wall of the gallery so that I **should not be seen**. (*DuM.*)

Note 1:

Form II "I/he come" is more restricted in its use here than form I "I/he should come" by the following:

1. the type of the clause (form II is preferably used in subject and object clauses);

2. the variant and the style of the language (form II is preferably used in the American variant of the language; in the English variant it will be mainly restricted to the more official style).

Note 2:

Occasionally the indicative mood is found in the subject clause:

It's important that he **gets** some rest. (*Cw.*)

Note 3:

In the clause of purpose constructions with "may" in present time context or with "might" in present or past time contexts are definitely preferred to the forms of the subjunctive mood, especially in informal (colloquial) speech.

I want to send a letter to him so that he **may (might) come.**

I sent a letter to him so that he **might come.**

He got up cautiously so that he might not wake the sleeping boy. (Cm.)

2.3.2. to present an event as necessary or desirable, but contrary to fact (Subjunctive, form IV in subject and object clauses)

a) subject clause

It's time he came here more often.

It's time I thought it out from the beginning. (Sn.)

It was time she pulled herself together and ceased to give full rein to her imagination. (Hwt.)

b) object clause

I wish he came here more often.

I hate telephones. I wish I had never had one put in. (M.)

The speaker expresses his regret that something does not (did not, will not) happen.

Note 1:

If the event is presented as probable, the modal verbs "might", "could" or "would" will be found here.
Compare:

I wish he came. = He doesn't come and I don't think he will.

I wish he could (might, would) come. = Probably he will.

Radley, darling, how ridiculous you are. I do wish you'd be sensible for once. (Crt.)

I wish we could stay here for ever. (Crt.)

Note 2:

Occasionally form I “I/he should come” may be used to present events as highly improbable (mainly in the subject clause).

I think it very doubtful that she **should not have heard** what her kind neighbours were saying. (*Daly*)

That such a change **should have taken** place was incredible to him. And yet it was a fact. (*Wld.*)

Some grammarians consider it to be a case with a compound modal predicate, where “should” has an emotive charge.

2.3.3. to present an event as something expected with fear or apprehension, something that one “wouldn’t believe” as possible (Subjunctive, form III mainly in the object clause)

I || fear || dread || lest he should come so soon

He feared lest they **should search** for him. (*V.*)

Note:

This use of the subjunctive mood is rather literary. In more informal colloquial speech structures with “may” in present time contexts or “might” in present and past time contexts are preferable.

I am afraid that he **may (might) come** too soon.

I was afraid that he **might come** too soon.

They fear that the vehemence of his tone **may give** offense. (*V.*)

2.3.4. to present an event comparable to another event (Subjunctive, form IV in predicative clauses and the clause of comparison)

a) predicative clause

He feels as if he **came** here too often. (His feelings can be compared to the feelings of one who comes somewhere too often.)

What's up? She looks as if she **had seen** a ghost. (*Bw.*)

b) clause of comparison

He behaves as if he **came** here too often. (His behaviour

can be compared to the behaviour of one who comes somewhere too often.)

His face was tanned as if he **spent** most of his time in the open. (*Stw.*)

Note:

Sometimes the indicative mood is used here to present the event as a fact.

He feels (behaves) as if he **comes** here too often. (He comes here too often and he feels it or behaves accordingly.)

"You look as if you **have been working** too hard." —
"Yes, I have." (*D.S.*)

2.3.5. to present an event as an imaginary condition or motive for some other event (Subjunctive, form IV in clauses of condition or concession)

a) clause of condition

If he **came** they would be very happy. (His coming could lead to their being happy.)

If it **were** my own secret I could do what I liked, but it's not mine, it's his. (*Btt.*)

b) clause of concession

Even if he **came** they wouldn't be happy. (His coming could not lead to their being happy.)

"I knew you'd come, Johnny," she said. "I couldn't stay away even if I **wanted** to." (*Rb.*)

Note:

In emphatic speech the speaker may present a condition as highly desirable but contrary to fact by using a simple sentence beginning with "oh if", "oh that", "if only", etc. The sentence is generally exclamatory.

Oh if he **came** more often!

If only Alec would write more often or better still, not at all! If only she **had never met** him! (*Wlk.*)

2.3.6. to present an imaginary event for the realization of which

there is no condition (Subjunctive, form III in the principal clause of a complex sentence, simple sentence or compound sentence)

a) principal clause

If he came they **would be** very happy.

I **would never have asked** you if the whole thing weren't so urgent. (*Mc.*)

b) simple sentence

They **would be** very happy but for him.

"Don't go yet. My car's here, I can run you back." — "I **wouldn't think** of letting you." (*Stw.*)

c) compound sentence

They **would be** very happy, but he is not here.
He is not here, or they **would be** very happy.

I am afraid he's quite out of touch, or he **would have answered** my cable. (*Kv.*)

Note:

To present a condition as highly improbable but still possible Subjunctive, form I is sometimes used followed by the indicative, imperative or subjunctive mood (form III) in the principal clause. Thus in accordance with the probability of the events expressed in them complex sentences with subordinate clauses of condition or concession form a certain "scale of probability".

1. If the weather **is** fine, you **will go** for a walk.
(is — indicative; will go — indicative)
If the weather **is** fine, **go** for a walk.
(is — indicative; go — imperative)
Even if the weather **is** fine, you **will not go** for a walk.
(is — indicative; will not go — indicative)
Even if the weather **is** fine, **don't go** for a walk.
(is — indicative; don't go — imperative)
2. If the weather **should be** fine, you **will go** for a walk.
(should be — Subjunctive, form I; will go — indicative)
If the weather **should be** fine, **go** for a walk.
(should be — Subjunctive, form I; go — imperative)

Even if the weather **should be** fine, you **will not go** for a walk.

(**should be** — Subjunctive, form I; **will not go** — indicative)

Even if the weather **should be** fine, **don't go** for a walk.
(**should be** — Subjunctive, form I; **don't go** — imperative)

3. If the weather **should be** fine, you **would go** for a walk.
(**should be** — Subjunctive, form I; **would go** — Subjunctive, form III)

Even if the weather **should be** fine, you **would not go** for a walk.

(**should be** — Subjunctive, form I; **would not go** — Subjunctive, form III)

4. If the weather **were** fine, you **would go** for a walk.
(**were** — Subjunctive, form IV; **would go** — Subjunctive, form III)

Even if the weather **were** fine, you **would not go** for a walk.

(**were** — Subjunctive, form IV; **would not go** — Subjunctive, form III)

The probability of the events ranges from equal with doubt (1) to zero (4).

Table IX.4

Use in communication	Form	Structure
1. Event necessary or desirable and possible	Subjunctive, form I ("I/he should come") or modal verbs	nominal clauses or clause of purpose
2. Event necessary, desirable but contrary to fact	Subjunctive, form IV ("I/he came")	mainly subject or object clauses
3. Event expected with fear or apprehension	Subjunctive, form I ("I/he should come") or modal verbs	mainly object clauses
4. Event comparable to another event	Subjunctive, form IV ("I/he came")	predicative clause or clause of comparison
5. Imaginary condition or motive	Subjunctive, form IV ("I/he came") or form I ("I/he should come")	clauses of condition or concession
6. Imaginary event for the realization of which there is no condition	Subjunctive, form III ("I/he would come")	principal clause, simple sentence, compound sentence

B. THE NON-FINITE FORMS (VERBALS)

1.0. GRAMMATICAL DESCRIPTION

There are the following non-finite forms of the verb, or verbals: the infinitive, the gerund and the participle (participle I or participle II).*

The verbals have much in common in their grammatical features, therefore a comparative survey of the verbals will be given here.

1.1. Semantics

The verbals (like the finite forms of the verb) express actions, states or processes (see above, "The Verb", 1.1.0).

1.2.0. Morphological Characteristics

The three verbals: the infinitive, the gerund and the participle I — have the grammatical categories of order and voice. The infinitive has also a third grammatical category — aspect.*

1.2.1. Order

The category of order is built up by two forms: perfect and non-perfect.

	non-perfect	perfect
Infinitive	to ask, to give	to have asked, to have given
Gerund	asking, giving	having asked, having given
Participle I	asking, giving	having asked, having given

The perfect form is used to present the event as prior to another event (generally prior to the event expressed by the predicate verb).

* For formation of the forms of the verbals see Appendix 23.

I am glad **to have given** her this book. (I am glad that I gave her the book. I gave her the book then, and now I am glad.)

I was glad **to have given** her this book. (I was glad that I had given her the book. I gave her the book and was glad afterwards.)

The non-perfect form will be generally used to present the event as non-prior to another event (simultaneous, posterior or referring to no particular time).

I enjoyed **reading** the book. (While reading the book I enjoyed the process, i.e. simultaneously.)

We very much approve of his **reading** such books. (We approve that he reads such books, but do not specify the time when he does it.)

He took the book from the library, **reading** it on his way home. (He took the book from the library and read it on his way home, i.e. afterwards.)

Note:

The perfect infinitive when used after the verbs "intend", "expect", "hope", "mean" and also after the modal verbs "should", "ought", "be" has the additional meaning of unreality → it will indicate that the action denoted by the infinitive was not carried out.

He intended (ought) **to have come**. (It was his intention or it was necessary for him to do it, but it did not happen.)

Harriet was surprised although she realized when she thought about it that she ought not **to have been**. (*Brm.*)

(See also "The Modal Verbs" 1.4.4.)

1.2.2. Voice

The category of voice is built up by two forms: passive and active.

	active	passive
Infinitive	to ask, to give	to be asked, to be given
Gerund	asking, giving	being asked, being given
Participle I	asking, giving	being asked, being given

The active form of the verbal will indicate that the doer of the action is denoted by the subject of the sentence, the passive form — that the doer of the action is not denoted by the subject of the sentence.

I wanted **to ask** him that question.

I wanted **to be asked** that question.

Note:

In certain cases the verbal (the infinitive or the gerund) though active in form may be passive in meaning. The infinitive may indicate it when used as predicative in some traditional contexts.

They were not **to blame**.

The reason is not far **to seek**.

The house is **to let**.

It was a city **to remember**. (*Mcl.*)

The gerund will be passive in meaning when used after the verbs "want", "need", "require" and the adjective "worth".

The garden was a jungle, the woodwork needed **painting**. (*Ptr.*)

Emrys should count himself lucky. He's got one friend worth **having**. (*Eb.*)

1.2.3. Aspect

The category of aspect is built up by two aspect forms: continuous and common. Only one verbal, as was said above, has the category of aspect — it is the infinitive.

common	continuous
to write, to read	to be writing, to be reading

The continuous form of the infinitive will generally indicate

that the event is presented as temporary, as being in progress at the time of another event or at a definite moment (period). The common form will be often used just to name the event without specifying its character or time.

I like **to be reading** a book now. (It is very pleasant to me that I am reading a book.)

I like **to read** books. (I like doing it whenever I have the opportunity, though at the moment I may be doing something else.)

* * *

Participle II, as was said above, has one unalterable form. Consequently, it has no morphological grammatical categories.

When formed from transitive terminative verbs (see above "The Verb" 1.1.2, 1.1.3), it is generally passive and perfective in meaning.

The answer **given** by him did not explain his former attitude.

When **asked** he did not know what to say.

When formed from non-terminative transitive verbs it is generally passive but non-perfective.

She is a clever pleasant girl **called** Mary Anne.

Note:

When formed from non-transitive verbs such as "fall", "wither", "vanish", "return", "grow" (in the meaning of "grow up") and a few others participle II is active in meaning.

He is a **retired** soldier. (He is no longer in active service.)

We sat on a **fallen** tree trunk to look at the view.
(*Ptr.*)

1.3.0. Syntactical Characteristics

1.3.1. Combinability

The verbals are generally used in speech as part of a larger syntactical unit, a verbal phrase or a complex. The words syntactically connected with the verbal may either precede or follow it.

When used as part of a phrase any verbal may be followed by a single word or a syntactical unit standing (to this verbal) in objective or adverbial relation.

I don't want to **give him this book**.

Entering the room he saw her at once.

I don't like **asking him such questions**.

} objective relations

I don't want to **speak so quickly**.

Speaking so quickly you make it impossible for me to follow.

} adverbial relations

The verbal in the phrase may also be preceded by conjunctions: the infinitive — by the conjunctions “in order”, “so that”, “as if”, “as though”:

I wrote to him *in order to ask* him to come.

He looked at me *as if to ask* me something.

participle I — by the conjunctions “when”, “while”, “as if”, “as though”:

While (when) asking me for it she fell ill at ease.

She nodded *as if giving* me the answer.

participle II — by different conjunctions: “if”, “when”, “as if”, etc.:

If (when) asked he always came.

The gerund is widely used with prepositions preceding it.

On (after) giving him the answer she looked aside.

She left *without giving* him the answer.

Note:

A special type of infinitive phrase is the one composed of the words “who”, “what”, “which”, “why”, “when”, “where”, “how” with the infinitive following them.

This is Philippa Ross, Joanna. I don't quite know **how to describe her**. (J.G.)

I would like to find her a really good accompanist and I don't know **who to ask**. (Lv.)

I'd decide **what to do with them** later. (J.G.)

A specific feature of the English language is the use of verbals in complexes (see below 1.3.2.6).

1.3.2.0. Functions

The verbals have multiple functions in the sentence. They may be found in any function but that of a simple verbal predicate.

1.3.2.1. The most typical function of verbals is that of the *adverbial modifier*. The gerund in this function is always preceded by a preposition, participle II — by a conjunction. No preposition or conjunction generally precedes participle I, though it may be preceded by the conjunctions “when” or “while”.

The verbals alone or in a phrase may be used as an adverbial modifier of:

time

After **asking** him this question she looked aside.

gerund

Asking him this question she looked aside.

participle I

When **asked** this question, he gave the answer.

participle II

cause

I feel ill at ease for **asking** him this question.

gerund

Not **knowing** the answer, I felt ill at ease.

participle I

Note:

Participle I of the verb “to be” (“being”) when used as an adverbial modifier will always be an adverbial modifier of cause.

Being a stranger in the town, he had to ask the way.
 (= As he was a stranger in the town, he had to ask the way.)

manner or attendant circumstances

She turned away without **answering** his question.

gerund

She spoke in a low voice, **answering** the questions very carefully.

participle I

He thought about it again and again **to arrive** at the same answer.

infinitive

purpose

He left a few minutes at the end of the class for **answering** questions.

gerund

He left a few minutes at the end of the class **to answer** questions.

infinitive

Note:

Do not mix up the infinitive used as an adverbial modifier of purpose with the infinitive used as an adverbial modifier of attendant circumstances.

She [...] went back **to live** in her own country. (*A. W.*)
Waterfalls came rushing down the steep rock face **to cascade** into the valley below. (*Mcl.*)

condition

In spite of **giving** my consent to do it, I am not sure that I was right.

Though **given** my consent to do it,
he did not believe me.

|| gerund

|| participle II

Note:

The verbals (infinitive or participle) are sometimes used as an adverbial modifier of comparison. In this case they are preceded by the conjunctions "as if", "as though".

He looked at me as if **to ask** me for something.

He looked at me as if **asking** me for something.

He felt as if **given** an important task to perform.

The pillars of Inigo Jones's church in Covent Garden had risen again on stage as if **summoned** by elves.
(*Eb.*)

1.3.2.2. All verbals may be used as **attributes**. The gerund in this case is always preceded by a preposition. Participle I is always used here in its non-perfect form.

He was the first **to answer** the question.

I have no opportunity for **answering** this question.

The student **answering** the question is the best in his class.

The question **answered** in that manner did not satisfy anybody.

|| infinitive

|| gerund

|| participle I

|| participle II

1.3.2.3. All verbals, but mainly the infinitive, can be used as **part of a compound predicate**.

a) part of a compound modal verbal predicate

I think I ought **to ask** him this question.

I tried **asking** him that question.

|| infinitive

|| gerund

The infinitive is used here after different modal verbs, but the gerund is also possible after such modal equivalents as “intend”, “try”, “attempt” or the phrase “can’t help”.

- b) part of a compound aspective verbal predicate
- | | |
|--|------------|
| He began to answer my question. | infinitive |
| He began answering my question. | gerund |

Both the verbals, the infinitive and the gerund, are freely used here after the aspective verbs “begin”, “continue”, “finish” etc. and their equivalents “burst out”, “keep on”, “give up”, “go on”, etc.

Note:

After the verb “stop” only the gerund will be used to form a compound aspective verbal predicate. The infinitive when used after the verb “stop” will function as an adverbial modifier of purpose.

A stage manager couldn’t **stop to listen** to my request.
(Eb.)

They **stopped arguing** with her and Peter drove her home. (Cw.)

- c) compound nominal predicate
- | | |
|---|------------|
| All he wanted was to ask him for it. | gerund |
| All he wanted was asking him for it. | infinitive |

1.3.2.4. The verbals (infinitive or gerund) may be used as *subject*.
To ask that question at the time was not very tactful.

It was not very tactful to ask that question.	infinitive
Asking such questions was not very tactful.	gerund

1.3.2.5. The verbals (infinitive or gerund) are often used as *object* (direct or indirect).

- a) direct object
- | | |
|-----------------------------------|------------|
| He liked to ask questions. | gerund |
| He liked asking questions. | infinitive |

Both the infinitive and the gerund will be used here after the verbs denoting liking (disliking), remembering (forgetting): “like”, “dislike”, “hate”, “want” (in the meaning of “desire”), “detest”, “remember”, “forget”, and such phrases as “can’t bear”,

“can’t afford”. But only the gerund will be used after the verbs “delay”, “excuse”, “put off”, “want” (in the meaning of “need”), and the adjectives “like”, “busy”, “worth”.

He tried to put off **answering** the question.

The question is worth **answering**.

b) indirect prepositional object

They talked of **giving** him what he asked for.

Can I rely on your **answering** this question
properly?

I am tired of **answering** such questions.

gerund

Only the gerund is used in this function after certain verbs requiring a prepositional object or when used as object to such adjectives as “fond (of)”, “tired (of)”, “proud (of)”, “ignorant (of)”, “used (to)”.

1.3.2.6. English verbals may form different constructions, or **complexes**. A complex consists of a nominal part, expressed by a noun or pronoun, and a verbal part, expressed by an infinitive, a participle or a gerund. The semantic relations between the components of a complex resemble those existing between the subject and the predicate of the sentence. The elements of the complex are closely linked together and function in the sentence as one complex member of it. We may speak consequently about a complex used as subject, or a complex subject, a complex used as object, or a complex object, a complex adverbial modifier, etc.

The most important cases of complexes are non-prepositional complexes with the infinitive (sometimes participles) used as object or subject. These complexes are generally found when the predicate verb is expressed by the following:

a) verbs of sense perception (complexes with the infinitive, participle I or II): “see”, “hear”, “feel”, “watch”, “notice”, “observe”

I heard **him ask** this question.

I heard **him asking** the question.

I heard the question **asked** and the answer **given**.

complex object

He was heard to ask this question.
He was heard asking this question.

||complex subject

b) verbs of mental activity (complexes with the infinitive)
 "know", "think", "consider", "believe", "suppose", "expect",
 "find", etc.

We supposed him to be strong.
He was supposed to be strong.

||complex object
 ||complex subject

Note:

With some of these verbs (especially "think", "consider", "find") complexes without verbals are also found:

We considered him clever.

We considered him a clever man.

He was considered clever.

He was considered a clever man.

It was at the end of this holiday that she found herself homesick for the English countryside. (*Brm.*)

c) causative verbs denoting permission, request or order (complexes with the infinitive): "permit", "allow", "let", "force", "cause", "make", "get", "order", "command", etc.

We allowed him to come a little later. ||complex object
He was allowed to come a little later. ||complex subject

Note:

After the verbs "have" and "get" participles are also used.

I'm sure Hamish will have that range going. (*Rm.*)
 When I finally got the car stopped, I jumped out.
 (*Cld.*)

Miss Wallace's fiancé was killed in the Great War,
 and so were all the other men she might have
 married. Her generation of women had spinsterhood
 forced on them. (*A. W.*)

d) verbs denoting wish or feeling (complexes with the infinitive): "want", "wish", "desire", "mean", "intend", "like", "dislike", "love", "hate", etc.

I want him to do it.
I like him to do it.

||complex object

Note 1:

Complexes without verbals are also found here:

I like my tea strong.

I want her happy and content.

Note 2:

The complex subject construction is also possible:

- with the predicate verbs "report", "say" (especially in formal written English texts)

The quality of the residual noise has also been changed and is now said **to be** not so harsh. (*Rms.*)

- with the predicate verbs "seem", "appear", "happen", "prove", "turn out"

I have a splitting headache, and **Mammy** doesn't seem **to be** able to do anything about it. (*Mcl.*)

He appeared **to throw** his responsibilities aside when he went to Scotland. (*Mcl.*)

Prepositional complexes with the infinitive are generally introduced by the preposition "for". They may be used in all functions in which the infinitive or the infinitive phrase is used.

It's difficult **for him to do it**. (prepositional infinitive complex used as subject)

I'm anxious **for him to do it**. (prepositional infinitive complex used as object)

The nouns in these complexes are always used in the common case, the pronouns generally in the objective case. But if the non-prepositional infinitive complex is used as subject, the pronoun will be in the nominative case.

Participles also form complexes used as adverbial modifiers. The nominal part in these complexes will be expressed by a noun in the common case or a personal pronoun in the nominative case. The connection of the construction with the rest of the sentence is rather loose, and the construction is called absolute.

As a rule, such absolute constructions function as an adverbial modifier of time (1), cause (2) or attendant circumstances (3).

(1) **All questions answered**, they went home. (When all questions were answered, they went home.)

(2) **He answering** all the questions, there remained

nothing to do for the rest of us: (As he was answering all the questions, there remained nothing for the rest of us to do.)

(3) We talked for some time, I asking him questions, he giving me answers.

Note:

The absolute participial construction with participle I "being" will always be an adverbial modifier of cause.

The season being over, there were few people on the beach. (= As the season was over, there were few people on the beach.)

Absolute constructions of this type are mainly found in formal literary texts.

Note 1:

Absolute constructions may be joined to the main part of the sentence without special connectors or with the help of the preposition "with".

I don't suppose she has time to write, with her husband being so ill. (Mcl.)

Note 2:

Occasionally such constructions may be found without verbs.

He stood there, his hands in his pockets.

The gerund forms different complexes, both prepositional and non-prepositional. The noun in these complexes is generally found in the genitive case, sometimes — in the common case, the pronoun, either possessive or personal, — in the objective case. It may be found in all functions in which a gerund or a phrase with a gerund is used.

Peter's (Peter/His) asking them that question surprised everybody. (gerundial complex used as subject)

Everybody was surprised at Peter's (Peter/his/him) asking that question. (gerundial complex used as object)

Table IX.5

Verbals Functions	Infinitive	Gerund	Participle I	Participle II
Subject	+	+	only as part of a construction	only as part of a construction
Object	+	+	only as part of a construction	only as part of a construction
Attribute	+	+	only non-perfect	+
Part of a compound predicate: • nominal • verbal aspect • verbal modal	+	+	rare	rare
Adverbial modifier: • of time • of cause • of purpose • of manner • of attendant circumstances • of condition	—	+	+	+
	—	+	+	—
	+	—	—	—
	—	+	+	—
	—	+	—	—
	—	+	+	—
	—	+	—	—
• of concession • of comparison	—	+	+	++
	+	—	+	

2.0. USE IN COMMUNICATION

The verbals are rather frequently used in English, especially in written English. Care should be taken, however, not to overuse verbals and constructions with verbals in spoken informal English.

2.1. Besides the stylistic restrictions mentioned above the use of the verbals very much depends on the following:

a) the *kind* of the verbal

The infinitive is the most frequent, participle II — the least so.

b) the *form* of the verbal

The perfect and passive forms in spoken English should be, if possible, avoided.

c) the “*complexity*” of the structures with the verbal

In spoken English more simple structures are preferred, constructions with verbals being rather the property of written English.

d) the *function* of the verbal

The most frequent functions of the verbals are those of a part of a compound predicate and that of an adverbial modifier.

2.2.0. The verbals are generally used for the following communicative purposes:

2.2.1.0. to name events thought of as possible (impossible), necessary (unnecessary), desirable (undesirable)

2.2.1.1. possible actions (infinitive)

a)

It is || possible || (for him) to come at five
 ||
 impossible

It was impossible to move; one could hardly breathe. But I didn't care. (Ptr.)

The tall Norwegian girl [...] was as like Sigmund as it was possible for a girl to be. (Mcl.)

b)

He is	sure certain expected supposed likely unlikely	to come at five
-------	---	-----------------

You can wait for a train. There is sure to be one at about seven o'clock in the morning. (*Cr.*)

Everything in this article is supposed to be fact. (*Dnn.*)

The pattern is mainly typical of formal literary English texts.

c)

He	can may	come at five*
----	------------	---------------

I may get a job on a ranch or something for a while. (*SII.*)

Note:

Possible events may also be expressed by a gerund used after "look like", "be capable of", impossible events — after "there is no".

She was quite capable of finding her own way. (*Mcl.*)
There was no mistaking the care he took in choosing what she liked for lunch. (*CIm.*)

2.2.1.2. actions viewed as desirable/undesirable (infinitive or gerund)

a)

He	intends likes prefers	to come at five coming at five
----	-----------------------------	-----------------------------------

We had intended to pay three guineas a week each. (*Al.*)
He wanted people to make music and he liked helping them to do so. (*Lv.*)

* See below "The Modal Verbs".

Note:

Either verbal is possible here, though generally with a difference in meaning.

I like **reading**. (in general, as a kind of activity)

I like **to read**. (in this particular case, now or repeatedly)

She is what I call the harem type. Likes **sitting** about and **eating** sweets and **having** nice clothes and jewellery and **reading** cheap novels and **going** to the cinema. (*Chr.*)

She supposed she looked young and naïve; and men, even policemen, liked **to think** she needed protection. (*Ed.*)

After "want" the infinitive will be used to indicate that the action is considered desirable. The gerund if used after "want" will indicate that the action expressed by the gerund is necessary.

After all, she'd never made a fuss about anything we wanted **to do** when we were younger. (*W.s.*)

Now you've seen the room and you know the worst. Or very nearly the worst. All the rooms want **doing up** a bit. (*Al.*)

b)

	enjoys		
	feels like		
He	neglects		coming at five
	dreads		
	fears		

Working among books delighted her as other girls enjoyed **working** in dress shops or on cosmetic counters. (*Dnn.*)

c)

	objects to		
	looks forward to		
He	complains of		coming at five
	persists in		
	insists on		

Fortunately our guests are out of the way, and if you insist on **making** a fuss it won't matter. (*Al.*)

d)

He is	proud fond afraid guilty tired	of coming at five
-------	--	-------------------

(Also after “be sick” in the meaning “be tired”: He is sick of coming at five.)

I suppose she got tired of waiting. (*Chr.*)

Note 1:

The gerund may also be used to denote an action which is viewed “neutrally”, without any pleasurable or unpleasurable emotions. It will be found in this case after “think of”, “speak of”, “fancy”, “imagine”, “remember”, “forget”, “be aware of”.

Most of all she was aware of being close to her father. (*Smm.*)

Note 2:

The infinitive when used after the verbs “remember”, “forget” will denote a preplanned “future” action, the gerund — an action that precedes that denoted by the verbs “remember”, “forget”.

He remembered/forgot coming at five. (the action did take place)

He remembered/forgot to do it. (the action was preplanned and was/was not realized)

I remember thinking the boy must take after his mother, for he bore no resemblance to his father. (*Ptr.*)

“I think you and I must agree always to be truthful to each other,” Quintus Tiverton replied. “I should in fact have remembered to make it part of our bargain.” (*Crt.*)

2.2.1.3. events that are necessary (infinitive)

a)

It is	necessary important obligatory imperative	to do it
-------	--	----------

Ever since I've been engaged to Stella you've found it necessary to be very mysterious. (*Mck.*)

It had seemed to Janet, for she was a kind girl, that it was imperative to communicate this to Mr. Townsend before he discovered it from some less sympathetic source. (*Wst.*)

b)

He	must		
	should		come at five*
	ought to		

But soon — very soon she must have a meeting with Bill. (*Chr.*)

Note:

The gerund will be sometimes found to present events as unnecessary.

It is no use			
It is no good			coming at five
There is no use in			

Maybe I think some rather curious things — but until thinking's got you somewhere it is no use talking about it. (*Chr.*)

2.2.1.4. actions begun, continued or over (infinitive or gerund)

a)

He	began			
	continued			to come at five
	started			coming at five

I was about to thank him when Rusty started barking somewhere on the other side of the copse. (*Ptr.*)

b)

He	postponed			
	finished			
	gave up			coming at five
	went on			
	put off			
	kept on			

* See below "The Modal Verbs".

I can't go on **talking** to you. (*Chr.*)

Also after "be busy", "succeed in", "be engaged in":

He was busy **doing** it. (He continued doing it.)

He succeeded in **doing** it. (He finished doing it successfully.)

Charlie did not succeed in **taking** things easily. (*Pr.*)

Note:

If the infinitive is used after the verb "stop" it will denote the purpose of the action expressed by the main verb. If it is used after the verb "go on" it will denote an action that followed another event.

He *stopped* to **examine** the surroundings. (He stopped in order to examine.)

He *went on* to **say**. (He said afterwards.)

She wouldn't stop now to **unpack**. It was already late. (*Ed.*)

Emrys talked about the performance, mentioned the misfortune of two actors being ill and went on to **describe** Lisa's ordeal in having to play opposite somebody so out of practice and unrehearsed. (*Eb.*)

2.2.2.0. to express some circumstances of the action denoted by the main verb

2.2.2.1. the **time** of the action (gerund, participle I)

The gerund here is always preceded by a preposition; participle I may or may not be preceded by the conjunctions "when" or "while".

a)

In		
At		
On		
After		
Before		

|| reading the book he liked it very much

She [...] made her way back to Arrowtown where she had parked the car before **walking** down to the river bank. (*Smm.*)

b)

While || reading the book he liked it very much
 When

From the confused state of the room, Addie decided, while **rubbing** her wet hair with a towel, that it was doubtful if he had time to enjoy the view. (*Clm.*)

2.2.2.2. the cause of the action (participle)

He enjoyed the book very much, **reading** it in the original.

He saw clearly enough all the signs and marks of evil in the world, **having** a mind that could foreshadow every stroke of malice out of the dark. (*Pr.*)

Note:

The gerund is also possible here, but only in written formal texts. The preposition “for”, “for fear of”, “owing to” will precede it in this case.

He felt better for **having written** the letter. (*Cm.*)

I always use one [an alarm clock] for fear of **oversleeping**. (*Chr.*)

2.2.2.3. condition of the event denoted by the main verb (gerund, participle)

The gerund here is preceded by the preposition “without”, the participle — by the negative particle “not”.

a) You cannot speak about the book without **reading** it.

Perhaps he cared nothing for her. She took a deep breath and plunged into the house. She would not retreat without **knowing** for certain. (*Clm.*)

b) Not **reading** such books you cannot speak about them.

Not **finding** what he wanted he looked slowly about the room. (*Pr.*)

Note:

The infinitive is also sometimes used to denote the time, cause or condition, generally after adjectives expressing “feelings” or “emotions”:

He will be	glad happy unhappy sorry	to read this book
------------	-----------------------------------	-------------------

(When/if he reads this book; because he will read it)

Rowena, too, was glad **to be** out in the garden which sloped steeply to the water's edge. (*Mcl.*)

Participle II may be used to denote the time or condition but only in written formal texts.

When		invited he always came
------	--	------------------------

He bowed low when **presented** to Dinny. (*Gls.*)

2.2.2.4. purpose, aim of another action (infinitive, gerund)

The gerund is generally preceded by the preposition "for".

- a) He took the book from the library (in order) **to read** it in the evening.

She stepped back **to look** at the lighted window, and saw that it had gone dark. (*Ed.*)

Note:

The infinitive preceded by the conjunction "as if" may be used to hint that the event denoted by it only seems to be the purpose of the event expressed by the main verb.

She rose quickly; and, standing between him and the company, threw the window open as if **to look** out. (*V.*)

- b) He took the book from the library for **reading** it in the evening.

One side of the gallery was used for **dancing**. (*El.*)

2.2.2.5. the way (*manner*) of the action denoted by the main verb (gerund, participle)

The gerund here is generally preceded by the preposition "in" or "by".

- a) He spent the day in **reading** the book.
By **reading** the book during his vacation he saved a lot of time.

Lisa helped Matthew at this anxious time almost by **doing nothing.** (*Eb.*)

- b) He spent the day **reading** the book.

This girl spends half her time **reading** advertisements of fearful machines which she never even hopes to buy. (*Al.*)

Note:

Participle I may be used to denote the way (manner) of the event expressed by the main verb by comparing it with another event.

He spoke to him as if **seeing** him for the first time.

He spoke in a factual voice as if **requiring** no reply. (*Mrd.*)

2.2.2.6. an action that **goes alongside** the action denoted by the main verb (participle)

You can't listen to the lecture **reading** a book (at the same time).

Denis wandered from room to empty room, **looking** with pleasure at the familiar pictures and furniture. (*Hx.*)

Note:

The gerund preceded by the preposition "without" may be used to denote an event which though possibly expected does not take place.

Rita disappeared after lunch, without **saying** anything to anybody, and did not return for tea. (*Brn.*)

2.2.2.7. some event which **cannot prevent** the event denoted by the main verb (gerund)

The gerund here is preceded by the prepositions "in spite of", "despite".

In spite of **reading** the book he heard what his neighbours spoke about.

2.2.2.8. to denote a distinctive **feature** or **quality** of a person, thing or phenomenon (infinitive, gerund, participle)

The gerund is generally preceded by the preposition "of".

- a) She looked at the **smiling child.**

Had she imagined the light upstairs? Had it been only a reflection of a **passing** car's lights? (*Ed.*)

Note:

If the participle is used as part of a phrase it follows the noun.

She looked at the child **smiling in his sleep.**

The sea caught them and drove them along as a boy **riding** on a man's boot. (*Ald.*)

- b) The idea of **reading** in the evening did not occur to him.

She had no intention of **selling** it [the house]. She intended to live in it. (*Ed.*)

- c)

He is || the last
 || the first || to do it
 || the man

"So I went to London." — "By yourself?" Quintus Tiverton asked. "There was no one **to go** with me," Selina replied. (*Crt.*)

Note:

The infinitive here has a certain modal meaning.

He was the only man **to do** it. = He was the only man who could do it.

2.3.0. The English verbals may be used to denote actions, the doer of which is different from the doer of the action expressed by the main verb. Complexes with verbals will be found here.

2.3.1.0. The doer of the action denoted by the verbal should be mentioned in the following cases:

2.3.1.1. with actions which somebody likes another person to perform (infinitive or gerund)

He	preferred loved liked hated	your doing it you to do it
----	--------------------------------------	-------------------------------

Note: Only the infinitive is used after "want", "wish", "intend".

He	intended wanted wished	you to do it
----	------------------------------	--------------

Do you want **me to come up and show you?** (*Mck.*)

2.3.1.2. with actions which somebody causes another person to perform (infinitive)

a)

He	caused ordered allowed advised	you to do it
----	---	--------------

Also after the verbs "teach", "instruct", "invite", "force", "press", "tempt", "encourage", "warn", "get".

"Get **her to sign** this, Celestine," he said to his wife. He handed Mrs. Devilin a paper. (*Crt.*)

Some instinct caused **Felicity to touch** her brake pedal a couple of times and **begin to reduce speed**. (*Cw.*)

b)

He	made let had	you do it
----	--------------------	-----------

I declare, Michael, that the very idea makes **me feel like Jane Austin**. (*Mck.*)

Note:

Participle I is also used after "keep" and "start".

I	kept started	him going on
---	-----------------	--------------

You've kept me sitting here in one position. (*Mrd.*)

2.3.1.3. with actions which somebody observes another person to perform (infinitive or participle)

a)

He	saw		
	felt		
	watched		you do it
	observed		

I heard the car go off about half an hour ago. (*Al.*)

b)

He	saw		
	felt		
	watched		you doing it
	observed		

When I reached the barrier, I saw him and his father walking towards their car. (*Ptr.*)

Note:

Only participle I is used after the verb "catch".
I caught him doing it.

2.3.1.4. with actions which somebody knows or thinks about (infinitive)

I	knew		
	expected		
	believed		him to be very clever
	supposed		
	thought		

Also after the verbs "take", "find", "guess", "understand", "acknowledge".

You're evidently going to be thoroughly eccentric. But I suppose that after your deserted childhood I can hardly expect you to be anything else. (*Mck.*)

2.3.1.5. with actions connected with the events denoted by the main verb and viewed as the circumstances of this event. It will

be found when the verbal denotes actions that mark:

- a) the time of the event denoted by the main verb

After || Before

my reading this book I liked it very much

The book having been read, he put it on the shelf.
 (= When he had read the book, he put it on the shelf.)

The preliminary greetings spoken, Denis found an empty chair between Gombauld and Jenny and sat down. (Hx.)

- b) the cause of the event denoted by the main verb

There being no English book in the book-case, I took a French novel. (As there were no English books in the book-case, I took a French novel.)

This being so, the only remaining question was whether she could do so with impunity. (Mrd.)

The pattern is formal.

- c) actions that take place alongside, attend the event denoted by the main verb, are presented as “attendant circumstances”
 (the pattern is formal)

She continued working, **the child** silently **reading** his book. (= ... and the child was silently reading his book.)

Enthroned opposite, beside one of the windows, sat Demoyte, **his shoulder touching** one of the rugs which hung behind him upon the wall. (Mrd.)

- d) purpose, aim of the action denoted by the main verb

He took the book from the library **for you to read** it in the evening.

She disliked having Leila behind her so much that she slowed down **for Leila to walk** beside her. (Crb.)

- e) condition of the event denoted by the main verb

You can't talk with him about the book **without his reading** it previously.

f) actions which cannot prevent the event denoted by the main verb

In spite of his reading the book long ago, we could discuss it with him, for he remembered it very well.

Note:

Sometimes the doer of the action is mentioned to avoid ambiguity:

- when the verbal denotes the action which is possible or necessary

It is || possible
|| important
|| necessary || for you to do it

(Possibly you are the only person who can or must do it.)

I think it important, Selina, **for you to tell me every detail.**
(Crt.)

- when the verbal denotes an action as a feature, quality of a person, thing or phenomenon

This is a book **for you to read**. (Possibly nobody else is going to read it now.)

The idea of my reading the book did not occur to him. (He did not think that I should read the book. Possibly he wanted to read it himself or give it to some other person to read.)

She had the feeling that if she did not do what Mrs. Devilin wanted there would be no question of her retaining her job. (*Crt.*)

C. THE MODAL VERBS

1.0. GRAMMATICAL DESCRIPTION

There are various modal verbs in English, such as “can”, “may”, “must”, “ought”. The verbs “be”, “have”, “shall”, “should”, “will”, “need”, “dare” can also be used as modals.

There are also word combinations used as equivalents of modal verbs, such as “be able”, “be permitted”, “be allowed”, “be capable”, “be bound”, etc.

1.1. Semantics

Unlike notional verbs modal verbs do not denote events (actions or states), they express the modality of the event denoted by the notional verb. The modality expressed by modal verbs may be of two types:

1. The modal verb indicates *the relation of the speaker (writer) to the event* denoted by the notional verb — the speaker (writer) may present events as possible (“can”, “may”), necessary (“must”, “should”, “ought”, “be”, “have”) or desirable (“shall”, “will”, “would”) without indicating whether the event really takes, took or will take place.

He **can** speak French. (He knows how to speak it. It is possible for him to perform the action.)

You **may** leave now. (You are permitted to leave now. It is possible for you to perform the action.)

You **must** do as you are told. (You are told to do it. It is necessary for you to perform the action.)

I **will** finish the work in time whatever the obstacles. (I wish/am determined to finish the work in time. It is desirable for me to perform the action.)

2. The modal verb indicates *the relation of the event* denoted by the notional verb *to reality* — the speaker (writer) may present events as realizable, attainable, indicating that they possibly, probably take, took or will take place in actual reality.

It **may** rain any moment now. (Maybe it will rain. It looks like rain. The event is realizable.)

He must be finishing his work now. (I am sure that he is finishing his work. The event is attainable.)

1.2. Morphological Characteristics

Most modal verbs do not have a complete paradigm and are called defective verbs. The paradigms of different verbs are not the same.

Some modal verbs have the categories of tense (present or past) and mood (indicative or subjunctive). (See below the description of each modal verb taken separately.)

1.3. Syntactical Characteristics

Modal verbs as distinct from notional verbs cannot form a separate part of the sentence — a simple verbal predicate. They always combine with a notional verb to form a ***compound modal verbal*** predicate or with a link-verb and a predicative to form a ***compound modal nominal*** predicate.

I can go there.

I must have done something wrong.

He should be waiting for you at home.

} a compound modal verbal predicate

I can be very happy here.

He ought to become more serious.

} a compound modal nominal predicate

With the verbs "can", "may", "must", "should", "shall", "will", "would" the infinitive of the notional verb is used without the particle "to". With the verbs "ought", "be", "have" the infinitive of the notional verb is used with the particle "to".

He can (may, must, should, etc.) go there.

but:

He ought (is, has) to go there.

The verbs "need" and "dare" combine with the infinitive either with or without the particle "to".

I wonder how he dared (to) say such things.

He did not need to come.

He needn't have come.

1.4.0. Besides many common features each modal verb has its own individual features.

1.4.1. The modal verb “can”

The modal verb “can” expresses the **possibility** of an event (action or state) which depends upon the capacity of **the doer** of the action or the person experiencing the state.

He **can** swim and dive very well. (He knows how to do it. He is capable of doing it.)

He **can** understand you easily. (It is within his capacity to do it.)

The modal verb “can” has tense and mood.

	Indicative	Subjunctive
present tense	can	could
	past tense	could

The verb “can” (“could”) may be followed by different forms of the infinitive. The forms of the infinitive express the meaning of voice, order or aspect.

“Can” — Indicative:

He **can do** it. (He is capable of doing it now or in general.)

Can he be doing it? (Is it possible that he is doing it now?)

Such things **can be done**. (It is possible for such things to be done now or in general.)

Can he have done it? (Is it possible that he has done/did it?)

He **cannot have done** it. (It is impossible that he did it.)

Can he have been doing it for so long a time? (Is it possible that he has been doing it for so long a time?)

He **could do** it. (He was capable of doing it. — with reference to the past)

“Can” — Subjunctive:

He **could do** it if he tried. (It would be possible for him to do it if he tried.)

He **could have done** it if he had tried. (It would have been possible for him to do it if he had tried.)

1.4.2. The modal verb “may”

The modal verb “may” expresses the **possibility** of an event (action or state) which depends upon **the circumstances** (or proceeds from some outside influence), or **supposition** that the event really takes, took or will take place.

May we smoke in here? (Are we allowed to smoke in here?)

It is 9 o’clock. The library may be open now. (Possibly the library is open at this hour.)

The modal verb “may” has tense and mood.

Indicative	Subjunctive
present tense	past tense
may	might

The verb “may” (“might”) may be followed by different forms of the infinitive. The forms of the infinitive express the meaning of voice, order or aspect.

“May” — Indicative:

He may do it. (Possibly he will do it now or in general.)

He may be doing it. (Possibly he is doing it now.)

He may be asked to do it. (Possibly somebody will ask him to do it.)

He may have done it. (Possibly he did/has done it.)

He may have been doing it for a very long time. (Possibly he has been doing it for a very long time.)

He said he might come. (He said that he would possibly come. — in past time contexts, mostly in the indirect speech)

“May” — Subjunctive:

He might do it. (It is doubtful but possible that he will do it.)

He might have done it. (It is doubtful but possible that he did it.)

1.4.3. The modal verb “must”

The modal verb “must” is generally used to express **absolute**

necessity for the event to take place or the **assurance** of the speaker that it really takes or took place.

He **must** go there at once. (It is absolutely necessary, obligatory for him to go there at once.)

He **must** have gone there at once. (I am sure that he went there at once.)

The verb “must” has one unchangeable form. It may be followed by different forms of the infinitive. The meanings of voice, order and aspect are expressed by the infinitive which follows the modal verb “must”.

He **must read** this book. (It is absolutely necessary for him to do it now or in general.)

He **must be working** in the library now. (I am sure he is working in the library now.)

Such books **must be read** by everybody. (It is absolutely necessary for everybody to read such books.)

He **must have read** this book. (I am sure he has read this book.)

He **must have been reading** this book for a long time now. (I am sure he has been reading this book for a long time now.)

1.4.4. The verbs “should” and “ought”

The verbs “should” and “ought” are very close in their meaning. They generally express the **necessity** of the event as the opinion of the speaker (writer) or the speaker’s (writer’s) **expectation** that the event takes or will take place. The speaker (writer) approves of the event denoted by the notional verb.

You **should (ought to)** go there. (The speaker considers it necessary for the doer, “you”, to go there, and he approves of it.)

The library **should (ought to)** be open now. It is not seven o’clock yet. (The speaker considers the event necessary, and he expects that the library is open. He approves of the fact.)

Each of the verbs “should” and “ought” has one unchangeable form. They may be followed by different forms of the infinitive. The meanings of voice, order and aspect are expressed by the infinitive which follows the modal verbs “should” and “ought”.

She should (ought to) visit them more often. (It is necessary for her to do it.)

She should (ought to) still be waiting at the station. (It is expected that she is waiting at the station now.)

She should (ought to) be told about it. (The speaker considers it necessary for her to be told about it.)

She should (ought to) have waited for you a bit longer. (It was necessary for her to wait a bit longer.)

Note:

The perfect infinitive after the verbs “should” and “ought” often indicates that the event, though necessary, was not carried out.

He should (ought to) have helped her. (It was necessary, in the speaker’s opinion, to do so, but it did not happen, contrary to his expectations, and the speaker doesn’t approve of the fact.)

1.4.5. The verb “to be”

“To be” when used as a modal verb expresses **necessity** arising from some **previous arrangement or plan**.

He is (was) to be at the station at nine. (It is/was arranged, preplanned.)

“To be” used as a modal has the grammatical categories of person, number and tense (present and past): “am”, “is”, “are”, “was”, “were”. It may be followed by different forms of the infinitive.

He is/was to meet them at the station. (It is/was arranged for him to meet them at the station and possibly he will/did.)

They are/were to be met at the station. (It is/was arranged for them to be met at the station and possibly they will be met/were met.)

The perfect infinitive after the verb “to be” in the past tense indicates that the event did not take place. Compare:

He was to go there. (It was preplanned for him to go there and possibly he did.)

He was to have gone there. (He did not go there, though it was preplanned.)

1.4.6. The verb “to have”

“To have” when used as a modal verb indicates the **necessity** of the event arising from the **existing circumstances**. The circumstances compel the doer to perform the action.

He **has** to go there every day. (The event is necessary, compulsory under the circumstances and the doer performs it. His opinion is irrelevant here.)

The verb “have” has both finite and non-finite forms and the grammatical categories of the notional verb: number, tense, order. It is followed by the non-perfect form of the infinitive.

We **have/had/will have** to **go** there at once. (We are/were/will be compelled to go there at once.)

I **have to be waiting** until he comes. (I am compelled to be waiting for him now.)

The work **had to be done** without delay. (Somebody was compelled to do the work without delay.)

He finally presented the project which he **had had to do** in his spare time. (He presented the project though the circumstances had compelled him to do it only in his spare time.)

Note:

“To have” when used as a modal verb always builds up its negative and interrogative forms with the auxiliary verb “to do”.

Do you have to go there? — I don't have to go there.

1.4.7. The verb “will”

“Will” used as a modal verb generally indicates the **desirability** of the event, the **doer's willingness** or strong determination to perform the action. The verb “will” may also indicate that the event is naturally expected under the circumstances.

I **will** go there whatever the obstacles. (I am determined to go there.)

I **won't** do it. (Do not ask me to do it, it's useless. I am quite determined not to do it.)

I knew her as a pretty child. She **will** be a beautiful woman now. (She was pretty as a child and I expect that she is now a beautiful woman.)

He **will** be there by now. (That is the only thing to be expected under the circumstances as a result of the natural course of events.)

The verb “will” has tense and mood.

Indicative	Subjunctive
present tense	past tense
will	would

The verb “will” is followed by different forms of the infinitive. The forms of the infinitive express the meaning of voice and order.

I **will help** you by all means. (I am determined to help you.)

She **will have returned** by now. (I think she has returned. It is to be expected.)

He was too stubborn and he **would do** everything the way he wanted. (He was determined to do everything the way he wanted.)

I'd be very glad if you **would help** me. (I'd be very glad if, by chance, you were willing to help me.)

1.4.8. The verb “shall”

“Shall” when used as a modal verb generally denotes the **desirability**, willingness *of somebody, not the doer*, that the event should be performed by the doer.

She **shall go** there. (The speaker is willing to see to it that she goes there.)

You **shall regret** it. (The speaker is willing to see to it that you regret it.)

You **shall pay** a fine. (The “law” wants it.)

Shall I read? (Do you want me to read?)

The verb “shall” has one unchangeable form and is used only with reference to the future. It is always followed by the non-perfect infinitive.

1.4.9. The verb “need”

“Need” used as a modal verb indicates the **necessity** of the event without specifying the cause of the necessity.

You need to go there at once. (It is necessary for you to go there at once.)

Need I return the book to the library before the end of the term? (Do you think it necessary for me to return the book to the library before the end of the term?)

The verb “need” may be used as a regular or as an irregular (defective) verb. As an irregular defective verb it has only one form — “need”. The forms of the infinitive which follow “need” express the meaning of order, aspect and voice. The infinitive is used in this case without the particle “to”. As a defective verb “need” is mainly found in interrogative or negative sentences.

Need I help him? (Do you think it necessary for me to help him?)

You need not speak so loudly. (There is no necessity to speak so loudly. Don’t do it, please.)

You needn’t have done it. (There was no necessity to do it. It was pointless or even wrong to do it.)

You needn’t be saying the same thing all over again. (Stop saying the same thing all over again.)

When used as a regular verb “need” has all the forms of one, including the verbals. The infinitive is used here with the particle “to”. “Need” as a regular verb is found in affirmative, negative or interrogative sentences.

I need to type the article. (It is necessary for me to type the article.)

The article needs to be re-written. (It is necessary to re-write the article.)

Did you need to return on Monday? (Was it necessary for you to return on Monday?)

I don’t need to tell you how important it is. (It is not necessary for me to tell you how important it is.)

I did not need to tell him how important it was. (It was not necessary for me to tell him that. He knew it himself.)

1.4.10. The verb “dare”

The verb “dare” expresses the *courage or impertinence of the doer* to perform the action.

How dared he say such things in her presence? (Was he brave or impertinent enough to say such things in her presence?)

He didn't dare to say another word. (He did not have enough courage or impertinence to say another word.)

“Dare” may be used as an irregular (defective) or as a regular verb. When used as an irregular (defective) verb it has two forms: “dare” — present, “dared” — past. The infinitive following the verb “dare” is used without the particle “to”. “Dare” as a defective verb is found in negative or interrogative sentences.

How dare you **show** your temper to me? (Are you impertinent enough to show your temper to me?)

He dared not return. (He did not have enough courage or impertinence to return.)

When used as a regular verb “dare” has all the forms including the verbals. The infinitive is used here with the particle “to”. “Dare” as a regular verb is mainly found in negative sentences.

He does not dare to oppose her. (He does not have courage enough to oppose her.)

He did not dare to say such things to his elders. (He was not impertinent enough to say such things to his elders.)

2.0. USE IN COMMUNICATION

The grammatical properties of the modal verb (its semantics, morphological and syntactical characteristics) predetermine its use in communication. The majority of modal verbs, however, have multiple realization in speech, i.e. the same modal verb may realize different communicative functions. At the same time similar communicative functions may be realized by different modal verbs, which makes it necessary to compare them.

The communicative functions of modal verbs are many and varied. Given below are the most typical functions and the modal verbs which are preferably used to realize them.

2.1.0. When you want to present events as **possible** without indicating whether they really take, took or will take place, you may do it in the following ways:

2.1.1. You want to show that the event is **possible** because of the **doer's capacity** (physical or mental) to perform it. (can/could)

He **can/could** walk long distances. (He is/was strong enough to walk long distances.)

He **can/could** speak and write English. (He knows/knew how to do it.)

A human being **can** survive without oxygen for three or four minutes without damage to the brain. (*H.*)

I **could** neither lie comfortably in bed nor find anything to do with myself if I got up. (*Mrd.*)

If he **could** write his own name it was just about all he could write. (*Wn.*)

Note:

Remember that "can" is used here to express the capacity of the doer to perform an action and not the attainment of something through the capacity. "Be able" or "manage" should be used in the latter case. Compare:

He can/could come. (He is/was capable of coming, but we do not say whether he does/did it or not.)

He is/was/will be able to come. (He is/was/will be capable of doing it and he comes/came/will come.)

I hope you'll **be able** to join us later. (*Gf.*)

Ah, Mr. Harvey! I am very glad you **were able** to call. (*Gf.*)

I'll let you know the moment Crayl **is able** to see anyone. (*Dly.*)

I **could** have murdered her. I am capable of it. (*Smt.*)

He wished Chilla was still there. He **could** have painted her out to him if he were still there. (*Cs.*)

2.1.2. You want to say that the action is **possible as no circumstances prevent** the doer from performing it. (can/could)

My task completed, I **can/could** leave whenever I like/liked. (There is/was nothing to prevent me.)

I **can** invite a few friends. But only a few. 'Cos Mum couldn't cope with a big family after her illness. (*Brd.*)

Australia was at the other end of the world, as far as any place **could** possibly be. (*Brd.*)

2.1.3. You want to say that the action ***is/was impossible*** for the doer to perform as ***the circumstances*** are/were against him. (can't/couldn't)
They **can't** see anything from that distance.

"I **couldn't** say goodnight to Rock," he told her when he returned. "He is dancing with that — with Ravella! I **couldn't** go dodging between all those people just for that." (*Hmn.*)

2.1.4. You want to say that the doer ***is capable*** of doing something and you **suggest** that he do it. (can, may)

You **can/may** ask them for help. (I suggest that you try and ask them for help.)

If you'll excuse me, I'll just sit over there. You **can** have Ravella for company. (*Hmn.*)

To make the suggestion more tentative "could" or "might" (subjunctive) is used.

"Now you've arrived you **might** as well see the tug," he said calmly. "She is worth inspection." (*Ptr.*)

To express admonition and to hint that the fault can be remedied "might" (subjunctive) is used.

You **might** be more polite to your elders. (You are not polite enough to your elders, try to be more polite in future.)

"Old Collander wants to see me at his bungalow." — "He **might** have the politeness to say why." (*Fr.*)

2.1.5. You want to say that the ***possibility*** of the event depends on ***somebody's permission***. You ask for permission or give it. (may/might, can/could)

May I come in? (Do you permit me to come in?)
You **may** come at seven. (You have my permission to come at seven.)

I said that he **might** come at seven. (I said that he had my permission to come at seven.)

"**May** I speak now?" said Doris. (*M.*)

"You **may** sit," he said. I did, although I resented the manner in which he gave me the permission to do it. (*Ht.*)

Unlike “may”/“might”, which are rather formal “can”/“could” indicate a less formal permission. Compare:

You **may** come at seven. (I give you my permission to do so. The possibility depends upon me.)

You **can** come at seven. (I have nothing against your doing so. You are within your rights to do it. Come if you like.)

“**May** I call you Veronica?” — “How funny to say you love me and then ask if you **can** call me Veronica — in that order.”

“**Can** I sit with you to have my supper?” — “You **can** sit with us.” (*Hmm.*)

Tell your mother to pack up her things and yours. She **can** come back. (*M.*)

Note 1:

Sometimes asking for permission implies offer.

“**May** I get you some more coffee, Miss Brent?”
[...] “Thanks, **can** I cut you some bread?” (*Chr.*)

Note 2:

Remember that “can” and “may” do not indicate here that the event actually takes, took or will take place. To show this “to be allowed” or “to be permitted” are used.

He **is/was/will be allowed** to come. (He gets/got/will get the permission and he comes/came/will come.)

“Today I have finished the printing of my History of Crome.” [...] “**Shall we be allowed** to read it now it’s finished?” (*Hx.*)

2.1.6. You want to show that the event is **impossible** because **permission is not given** or the event is **prohibited**. (may not, can’t, mustn’t, be not to)

You **can’t** drink from this pond. The water is stale there. (It is prohibited to drink from this pond.) — informal

You **may not** say such things in my presence! (I don’t allow you to say such things in my presence, I prohibit it!) — formal

You **are not to** be back after eleven. (The listener is reminded of some previous instruction or regulation

which prohibits his coming after eleven.) You **mustn't** tell them about it. (It is obligatory not to do so on any account.) — absolute prohibition

It is every dog's right to chase cats. You **can't** shout at him for obeying his instincts. (*Ptr.*)

"Oh, Cousin Edmund, Mrs. Furness and Miss Thorne are going to Lucian's concert — can't I go with them?" — "No, you **may not** go, and, please, let us hear no more about it." (*Tv.*)

How dare you take my picture? [...] I didn't give you my permission; you **are not** to publish it. (*Ptr.*)

"Now, don't excite yourself, dear," said Nurse Capstick, intervening. "We **mustn't** have you getting tired." (*Chr.*)

2.2.0. When you want to present events as **necessary**, without indicating whether they actually took, take or will take place, you may do it in the following ways:

2.2.1. You want to say that you consider the event as **necessary or obligatory**. (must, should, ought, need)

They **must** come at six. (It is absolutely necessary for them to do so. There is no doubt about it.)

He said that they **must** come at six. (He said that it was absolutely necessary for them to come at the time. He did not admit the possibility of doubt.)

The doctor told Bart that Kim **must** be kept warm. "That is imperative," he added firmly. (*Hmn.*)

I **must** go and get my ankle into hot water. It is beginning to swell. (*Hx.*)

The verbs "need", "should" and "ought" are sometimes used here, but they are less categorical.

"Your brother, I take it, was in his usual health and spirits yesterday? [...] Nothing to upset him?" — "No. I **should** say he was quite his usual self." (*Chr.*)

The doctor arrived, took her temperature and frowned. [...] "She **ought** to be in hospital, but it wouldn't do to move her." (*Hmn.*)

You are far too thin and you **need** to keep up your strength. (*Wl.*)

2.2.2. You want to *inquire about the necessity* for somebody to do something. (need, must)

Must I go there tomorrow? (Is it so vitally important for me to go there? I doubt it.)

Need I (Do I need to) go there tomorrow? (Is it necessary for me to do it?)

"Must we go into that?" [...] — "It is necessary to go into everything, Monsieur," said Poirot. (*Chr.*)

"A secretary spends hours alone — alone! — with her employer. Behind closed doors, Miss Gordon! Need I say more?" — "No, you needn't. But I think you are insulting the gentlemen of England." (*Mch.*)

Note:

Sometimes the question about the necessity of some action implies a suggestion not to do it.

But must you guard your independence so drastically?
(*Hnt.*)

2.2.3. You want to say that *in your opinion* it is *necessary* to do (or not to do) something, to *give advice* or *ask* for it. (should, ought)

You should (ought to) come at six. (It is advisable to do so.)

You shouldn't (ought not to) come after six. (It is advisable not to come after six. It will be wrong if you do it, in my opinion.)

Should (ought) I (to) help him? (Do you advise me to help him?)

"You should go there some other time," Todd advised her.
"You must see the Mark Twain memorial." (*Aw.*)

My idea is, Mr. Poirot, that we oughtn't to let the grass grow under our feet [...] but go right ahead. (*Chr.*)

I felt embarrassed as to how exactly to reply. Should I give my name? (*Chr.*)

Note 1:

To make the advice more tentative "had rather" may be used.

"Perhaps you had rather wait in the green salon, Miss Harris," suggested Bet. (*Sc.*)

Note 2:

To show strong recommendation and even warning "had better" is often used.

You **had better** sit in my seat and take those packages on your knee. They will soon be crushed out there in the corridor. (*Hnt.*)

You **had better** put me in the picture, Dad, or you will be sorry. (*Chr.*)

Note 3:

To express suggestion proceeding from the doer "should" is sometimes used.

Have we all finished? If so, perhaps we **should** move and give someone else the chance of sitting here. (*Hmn.*)

2.2.4. You want to say that the event is *necessary* because of somebody's *order or instruction*. (must, be to)

You **must** be back by eleven o'clock. (It is my order.)

He said that you **must** be back by eleven o'clock. (I remind you of somebody's order.)

The form **is** to be filled in and left with the secretary. (I remind you of the existing instructions.)

The Marshal continued to speak. "You **must** immediately ride after Von Schacht and stop him." (*Chs.*)

"You're **to** give this man something to eat," Olsen observed to the cook. (*Dr.*)

In the afternoon some boxes **were** to be moved to make room for new culinary supplies. (*Dr.*)

They said I **must** come to the inquest. That's on Monday, Sir. (*Cgr.*)

To ask for instructions you can use "be to":

"What **am I to tell Poirot?**" — "Tell him I do not know what he is talking about." (*Chr.*)

"What **am I to do?**" she murmured desperately to indifferent walls. (*Mcl.*)

Note:

To express order or instruction more tentatively you can use "have to".

All you **have to do** is leave everything to me. (*Hnt.*)

If you two don't mind for a moment, we'll just **have to** go into a bit of a huddle. (*B.*)

2.2.5. You want to show that the event is *necessary* because of some *previous arrangement*, plan, tradition or you want to ask if it is so. (be to)

They are/were to come at seven. (It is/was preplanned.)

"When **is** the wedding **to be**?" — "We've decided not to wait longer than three weeks, mother." (*Wl.*)

He toiled all day, recollecting at the last moment that he **was to** have dinner at the Morses'. (*Lnd.*)

"I've got a brand-new niece, since three hours ago. She **is to** be called Cathrine. The baby **is to** be called Cathrine!" — "Cathrine for you?" — "And my mother, and my grandmother, and my great-grandmother. We've all been Cathrines." (*Btn.*)

2.2.6. You want to say that the event is *necessary* because of the *existing circumstances* or to ask if it is so. (have to)

They **have/had/will have to** work hard before the exams. (The necessity of the action is/was/will be required by the circumstances.)

Do/Did/Will you **have to** return at once? (Do/Did/Will the circumstances require it?)

He said that he **had to** wait for the train as it was late in coming. (He said that the circumstances required it.)

"It's all right for you to go with me to Puno." — "**Did** you **have to** get permission to take me?" — "Not really, but oilmen like to know who is around when a survey is being done." (*Mcl.*)

Being married to an oilman will mean that I'll **have to** be on my own a lot. (*Mcl.*)

Note:

"Have got" is sometimes used here but it is more colloquial than "have to" and more frequent in American English.

"I can't stay in this place any longer!" she cried in utter desperation. "We've **got to** move out of this department." (*Cld.*)

2.2.7. You want to show that the event *is not necessary or indispensable*. (need, have)

You **don't/didn't need to** do it. (If you do it or if you are going to do it, it happens/happened because of your own free will. Nobody and nothing makes/made you do it.)

You **don't/didn't have to** do it. (It isn't/wasn't obligatory for you to do it.)

"You told them about it [the article]. You didn't tell me."

— "I **didn't need** to tell them. Hugo's wife takes the magazine. She's already read the article for herself." (*Ptr.*)

He said I **didn't have to** go into my prospects. He knew what they were. (*Chpp.*)

2.3.0. When you want to present events as **desirable** without indicating whether they actually take, took or will take place, you can do it in the following ways:

2.3.1. You want to express **your strong determination** that the doer should or should not perform the action. (shall)

He **shall** come at seven. (I, the speaker, am determined that he shall come at seven.)

But he **shall not** win! I am determined that he **shall not!** (*S.J.*)

Let snobbish people say what they please: Barbara **shall** marry not the man they like, but the man I like. (*Sh.*)

Note:

The speaker's promise or threat is often implied in this case.

Be a little more reasonable and you **shall come** to no harm, I promise. (*Ak.*)

2.3.2. You want to ask the **listener if he wants the doer** to perform an action. (shall)

Shall he come at seven? (Do you want him to come at seven?)

"**Shall** she have them [the radishes] all?" — "Yes, she **shall** have them all. You have got enough for your share." (*Lw.*)

Note:

The speaker's offer to perform the action is often implied here.

“**Shall I book seats?**” — “Yes.” (*Lw.*)

“**Miss Wyndham, shall we go?**” Unable to think of a way of refusing his offer, Mary uttered brief good-byes to the others [...] and passed out of the room. (*S.J.*)

2.3.3. You want to say that **the doer is strongly determined** to perform an action or he absolutely refuses to do so. (will)

I **will (won't)** come at seven. (I, the doer, am strongly determined to come/not to come at seven.)

“I'll bring her here — shall I bring her here?” — “You please yourself.” — “Then I **will** bring her here.” (*Lw.*)

“Find out what he wants.” — “He **won't** talk to me. He's insistent that he wants to speak to you.” (*Cpp.*)

Note:

To express preference you can use “would rather/sooner”.

“If you'd **rather** not accept the invitation, say so,” he said coolly. (*Hlt.*)

2.3.4. You want to ask if **the doer is willing** to perform an action. (will)

Will you lend me your book for a moment? (Are you willing to lend me your book?)

“Your call to London, Miss Somerson. Mr. Mellory is in Leeds. **Will** you talk to a Miss Smart?” — “If she **will** talk to me.” (*Ws.*)

Note:

The speaker's request, command or invitation is sometimes implied here.

Will you please leave my room? (*Gls.*)

Will you come with me? It's only an hour and a half in the train. (*Cm.*)

Will you press my trousers for me before tomorrow? (*Cm.*)

2.4.0. When you want to present events as **realizable**, to express your **supposition or assurance** that the event actually takes, took or will take place, you can use almost all modal verbs. The principal difference in their use lies in the **degree of likelihood** of the event which the speaker (writer) wants to indicate.

2.4.1. You want to say that the event **possibly** takes, took or will take place. The degree of “doubt” here is as strong as the degree of “possibility” or even stronger. (may, might, can, could)

They **may** speak to him on the subject. (It is possible that they will speak to him on the subject.)

They **may** have spoken to him on the subject. (It is possible that they spoke/have spoken to him on the subject.)

Of course a miracle **may** happen and you **may** be a great painter but [...] the chances are a million to one against it. (*M.*)

I was writing my first little book about the conduct of life. [...] You **may** have read it. (*Hx.*)

He **may not** even know I’m here. (*Frs.*)

She **mayn’t** have met that particular man again. He’d probably steer off if he thought there was a chance of a row. (*Chr.*)

When you want to strengthen the “doubt” you can use “might” (Subjunctive). Compare:

He **may** go there tomorrow. (Probably he will.)

He **might** go there tomorrow. (The possibility is not altogether excluded, but it is highly doubtful that he will.)

Professional anthropologists **might** find it interesting. [...] But you can’t expect an ordinary adult man, like myself, to be much moved by the story. (*Hx.*)

When you want to say that the possibility of the event is questionable and you want **to emphasize your disbelief** you can use “can” (“could”) in interrogative or negative sentences.

She **can’t/couldn’t** be doing it/have done it. (I don’t believe she is doing it/did it/has done it, though the possibility is not excluded.)

Can/Could she be doing it/have done it? (Is it possible that she is doing it/have done it?)

Can she have failed to do it? (Is it possible that she didn’t/doesn’t/hasn’t done it?)

She **couldn’t** have been making it all up! (*Crp.*)

I have a feeling I know this man. [...] **Could** it be Morgan Jones? (*Smm.*)

How can you have lost your sense of reality? (*Rb.*)

“**Couldn’t** you simply have asked without all that tissue of lies?” — “No, mon ami. If I had “simply asked”, as you put it, I should have got no answer at all to my questions.” (*Chr.*)

[...] and he **could not** fail to notice her hot cheeks and angry eyes. (*Ed.*)

When you want to say that the action though possible was not carried out and to reproach the doer for missing the opportunity you can use “might”/“could” (Subjunctive) followed by the perfect infinitive.

You **might have helped** her when she needed it most. (I consider it wrong that you did not help her when she needed it and I want you to understand my displeasure.)

Oh, this house, this house! I come back to it after twenty-three years, and it is just the same ... really ... some preparations **might have been made** for me. (*Sh.*)

“You **could have warned** me, Dr. Grant,” she accused him with a touch of anger in her voice. (*Wl.*)

2.4.2. You want to say that the event **probably** takes or will take place, to express your opinion. The degree of “doubt” is weaker here than the degree of probability. (should, ought)

They **ought** to be there by now. (It is quite probable that they are there. I approve of it as it is a proper thing to do. It is quite natural to expect it.)

They **should** be there by now. (I consider it quite probable that they are there. In my opinion it is quite reasonable to expect it.)

“Which of these tracks leads to Stroud, in your opinion?” — “By all the laws of logic it **ought** to be the one on the left.” (*Hrb.*)

There are scattered disturbances across Southern Europe, as you can see, but at your altitude they shouldn’t bother you. Rome is clear and sunny, and **should** stay that way for several days. (*H.*)

When you want to say that the action **did not** take place you can use “should”, “ought”, “be to” followed by a perfect infinitive.

They **should/ought/were to have spoken** to him on the subject. (The action did not take place in the past, i.e. they did not speak to him on the subject.)

You **should have consulted** me, Esme. (*Hl.*)

I know it's no good. [...] I **ought to have dropped** it years back. (*Lw.*)

I am going there at the end of July. I **was to have gone** in January — it was all arranged — but they are building a new laboratory and it isn't ready yet. (*Stv.*)

When you want to say that an action took place despite the obligation not to take it or in spite of the fact that it was unnecessary you can use “shouldn’t”, “oughtn’t”, “needn’t” followed by a perfect infinitive.

They **shouldn't/oughtn't to have spoken** to him on the subject. (They spoke/have spoken to him though they were obliged not to.)

They **needn't have spoken** to him on the subject. (They spoke/have spoken to him though it was unnecessary.)

“Well,” I said when I heard about it, “it does show that she **ought never to have been** alone in the house.” (*Chr.*)

I did something — a certain thing — something **I shouldn't have done** — but couldn't help it! (*Cld.*)

2.4.3. You want to say that you are sure that the event takes or took place. The degree of “doubt” is almost zero here. (must, have to, be to, will)

He **must** be in the room. (I am sure he is there. I looked everywhere. He is not in the kitchen or the bathroom. The only place is the room.)

They **must** have arrived long ago. (I am sure they arrived long ago.)

That **will** be John. (Who else can it be? He is the only person to be expected now.)

You **will** have heard the morning news. (I am sure you heard the news as it was broadcast in the morning.)

They **had to** come at 5 sharp. (I know they came at 5 sharp as it was required by the circumstances.)

They were to come. (I am sure they did. It was unavoidable.)

I've always been sorry for mad people — their heads **must** feel so queer. (*Chr.*)

There's no sign of a revolver. It **must** have been thrown overboard. (*Sn.*)

He stopped as there came a faint rapping at the door. "That **will** be Stella." (*Cpp.*)

The roads were slippery and Peter Dobbs **had to** drive carefully. (*Sttn.*)

It was only a mood but once or twice in later years she **was to** remember it. (*Rn.*)

Note:

Compare the degree of assurance expressed by different modal verbs.

He **had to** speak to them. (He did it by all means.)

He **must** have spoken to them. (I am sure he did it, I think so.)

He **will** have spoken to them. (I assume he has/did, as it is the outcome of the natural cause of events, and nothing else can be imagined under the circumstances.)

When you want to say that you are sure that the event did not take place you can use "must" followed by "have failed".

He **must have failed** to speak to him. (I am sure he didn't speak/hasn't spoken to him.)

When you want to say that you are sure that the event will take place in the future you can use "to be certain", "to be sure", occasionally — "must".

He **is certain/sure** to go there tomorrow. (I am sure he will go there tomorrow.)

He, Gregory, **was certain** to be rewarded if that came to pass. (*Dr.*)

The whole impact of what she was thinking and saying to herself swept over her almost like a tidal wave in which she **must** drown because she had no strength to swim against it. (*Crt.*)

2.5.0. The use of modal verbs in dialogical speech may present additional problems as the modal verb in the *answer* may not

necessarily coincide with the modal verb in the **question**, and sometimes is not found there at all.

Consider the following possibilities.

2.5.1. You want to ask the listener ***if it is possible*** to do something under the circumstances.

- **Can** we drink this water? (See above 2.1.2.)
- Yes, you can. It is drinking water.
- No, you can't/shouldn't/mustn't. It is stale.

2.5.2. You want to ask the listener for ***permission*** to do something.

- **Can/Could/May/Might** I do it? (See above 2.1.5.)
- Yes, you can/could. I have nothing against it.
 Yes, you may/might. I allow you to.
 Please do.
- You are welcome.
- Why not.
- Please yourself, etc.
- No, you can't. I don't think it is good to do it.
- No, you mustn't. It is against the rules.
- No, you may not. I forbid you to do it.
- No, you are not to. Nobody expects you to do it.
- Please don't, etc.

2.5.3. You want ***to offer your services***.

- **Can/Could/May/Might** I help you? (See above 2.1.5, Note 1.)
- Yes, thank you.
- No, thank you.
- No, thank you. I don't think you can.

2.5.4. You want to ask the listener if he considers something ***necessary for you to do***.

- **Must/Need/Should/Ought/Are we (to) come at five?**
 Do I have to come at five? (See above 2.2.2, 2.2.6.)
- Yes, you must. They won't let you in later.
 Yes, you should (ought to). They won't wait dinner for you.
 Yes, you need to, if you want to find them in.
 Yes, you are to. Don't you remember they are waiting

for you to come?

Yes, you will have to. It's your last chance.

No, it is not necessary.

No, you needn't. Don't do it.

You don't need to, but it is up to you.

No, you don't have to. What makes you think it is necessary for you to do it?

No, you are not to. Nobody expects you to.

2.5.5. You want to ask the listener if ***he wants you to do*** something.

— Shall I begin? (See above 2.3.2.)

— Yes, do. Please.

I don't mind.

No, don't.

I don't want you to.

2.5.6. You want to ask the listener if ***he wants or is not against doing*** something.

— Will you help me? (See above 2.3.4.)

— Certainly.

Of course.

Yes, I will.

With pleasure.

I want to.

No, I'm sorry I can't.

I won't. Don't even speak about it again.

I don't want to.

Two. The Utterance and the Text

THE UTTERANCE AND THE TEXT

In the process of communication words combine forming utterances (elementary or composite) and texts.

The elementary utterance is a minimal text unit which may be used in communication to express a complete message. In structure the elementary utterance is equal to a simple sentence or clause.

When the elementary utterance is used in the text absolutely, it forms a simple utterance. If used as part of a composite text unit containing two or more grammatically related utterances, it forms a composite text unit — a composite utterance.

1 2 3 4 5 6

She wondered at her own patience. Jil spoke only of
 the distant future. Perhaps she should bring him to
 make an open declaration for her own peace of mind.
 But that would not bring peace. And even as she
 occasionally read of his attending some social function
 with another, so did she, but in a different atmosphere.

(Bwm.)

I. THE ELEMENTARY UTTERANCE / SENTENCE

1.0. STRUCTURE OF THE ELEMENTARY UTTERANCE/SENTENCE

The main components of the elementary sentence are: the subject, the predicate, the object, the attribute, the adverbial modifier.

1.1. The sentence containing both the subject and the predicate will be called a two-member sentence. In the majority of cases the English sentence is a two-member sentence.

Darkness came quickly.	Silence fell.
↓ ↓	↓ ↓
subject predicate	subject predicate

The car's parked along here. You can follow me. (*Fn.*)

A one-member sentence contains only one principal member, which is neither the subject nor the predicate of it.

Silence. Not a word. Not a whisper.

It [the mirror] also reflected the young woman staring somberly into it. **Not too tall. Slender. Dark eyes, laughing eyes. Short hair** that curled under the wide winged cap. I, stated the image, am Geraldine Greene. (*Bwm.*)

Mind that a one-member sentence is complete. No other element of it is implied or felt as missing or necessary.

The principal member of the one-member sentence is generally expressed by a noun or a noun phrase.

This type of utterance is rarely used except in written literary English texts.

1.2. The utterance (sentence) containing besides the principal parts — the subject and the predicate — also attributes, objects,

adverbial modifiers will be called an extended utterance (sentence). The utterance having no secondary parts will be called unextended.

Unextended sentence:

Spring came. The sun was shining. The birds were singing.

Jimmy Lorrimer looked up. "What's the matter?" Luke did not answer. (*Chr.*)

Extended sentence:

Spring came at last. The sun was shining in the sky. The birds were singing gaily.

The road from the station to the house followed parallel with the line of the river. (*Wll.*)

A sentence may contain homogeneous members:

- homogeneous subjects

Jimmy and I always stand in together. (*Chr.*)

- homogeneous predicates

Ben left the room without a word, grabbed his hat and coat and slammed through the front door of the flat. (*D.*)

- homogeneous objects

We had force, brains, a cool clear intelligence. (*Chr.*)

- homogeneous attributes

Mrs. Pierce kept a tobacco and paper shop in High street. (*Chr.*)

- homogeneous adverbial modifiers

She spoke slowly — almost reluctantly. (*Chr.*)

1.3. Elliptical utterance (sentence)

The utterance (sentence) in which the subject or the predicate (or both the subject and the predicate) are not expressed but implied in the text and may be added to the sentence if necessary will be called elliptical.

An elliptical utterance may be extended or unextended.
Compare:

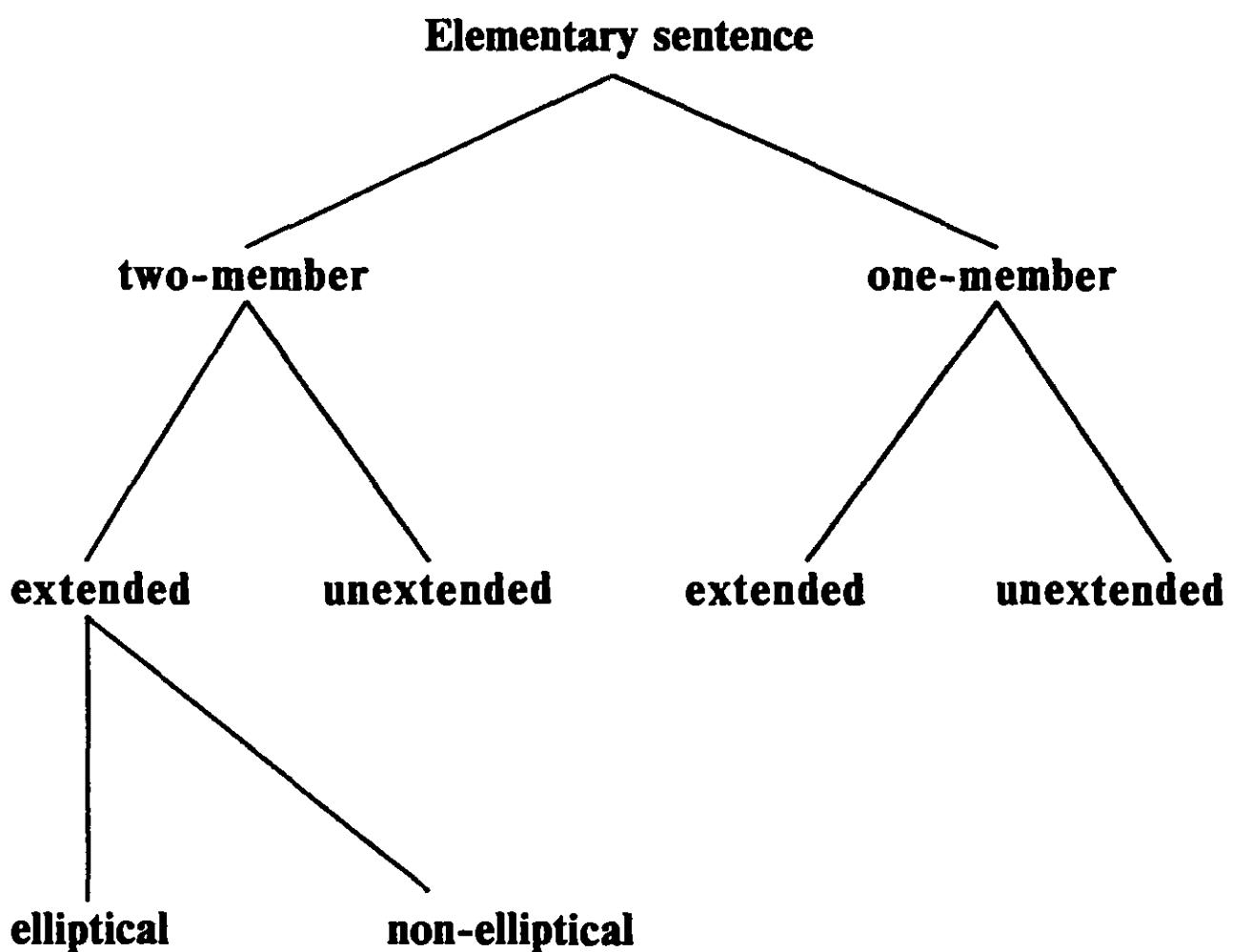
“Who brought these bills?” — “The postman.”

“The postman” here is an elliptical unextended sentence. The corresponding non-elliptical one would be “It was the postman” or “The postman did”.

“Who brought these bills?” — “The new postman with the morning mail.”

“The new postman with the morning mail” is an elliptical extended sentence. The corresponding non-elliptical one would be “The new postman brought it with the morning mail”.

“Hello? Dr. West speaking.” — “Hi, Marney!” said Thomas amiably. “How are you? Karen around?” — “Thomas? Well, this is a surprise! Just a moment, please.” (*Hwt.*)



1.4. Semantic relations between the components-members of the elementary utterance (sentence)

Semantic relations between the components of the elementary sentence may be of the following types: coordinate, subordinate and predicative.

Coordinate relation — relation of equality. We find this relation between homogeneous members of the sentence.

Peter and Mary went there.

“Peter” and “Mary” — homogeneous subjects to the same predicate “went”.

Peter **went** there alone and **returned** rather late.

“Went” and “returned” — homogeneous predicates to the same subject “Peter”.

We heard their **merry happy** laughter.

“Merry” and “happy” — homogeneous attributes to the same noun “laughter”.

Gerald **did not seat** himself at once, but **moved** about the room. (*Wtn.*)

I could see ahead of me only **sky** and **trees** and **grass** and **water**. (*Wtn.*)

Subordinate relation — relation of inequality between the components. In this case we have one head-word and modifiers to it. Attributes, objects and adverbial modifiers stand in subordinate relation to other components of the sentence.

I heard her **happy laughter**.

“Happy” stands in subordinate relation to the head-word “laughter”.

She **was laughing happily**.

“Happily” stands in subordinate relation to the head-word “was laughing”.

She looked at me attentively.

“At me” and “attentively” stand in subordinate relation to the head-word “looked”.

I went into the station and bought a return ticket to Brighton. (Fr.)

Predicative relation exists between the subject and the predicate. This is a mutually dependent relation generally between the agent and the action or the agent and his (its) state or quality.

He returned very late.

“He” — agent, “returned” — action.

He was very silent and moody.

“Was very silent and moody” — the state the agent was in.

He was very clever.

“Was very clever” — the agent’s quality.

I passed my cup to Joan for more coffee. (Fr.)
Perhaps Anne was jealous. (Rn.)

Note:

Members of syntactical complexes also stand in predicative relation to each other.

She could almost hear her father’s voice saying:
 “Where is Dorinda? Let her cope with it.” (Crt.)

(See “The Non-Finite Forms (Verbals)” 1.3.2.6.)

1.5. Grammatical means of connection of the components within the sentence

The components of the sentence in English are generally joined asyndetically, without special connectors. The principal means of showing the relation of the components in the sentence

to each other is word order. In the English sentence the following rules are observed:

- the subject precedes the predicate (direct word order);
- the attribute precedes the noun modified by this attribute;
- the object follows the predicate;
- the adverbial modifier begins the sentence or stands at the end of it;
- homogeneous members follow each other.

A different word order of the components will be conditioned by certain grammatical or stylistic reasons (see below 4.2.).

The relation between the elements of the sentence may be also indicated by special connectors (prepositions or conjunctions) or by inflection (the grammatical form of the words).

Peter and Mary went there.

The components "Peter" and "Mary" are joined with the help of a connector — the conjunction "and".

The owner of the house is Mr. Smith.

The components "owner" and "house" are joined with the help of a connector — the preposition "of".

The children were laughing merrily.

The relation between the elements "the children" and "were laughing" is indicated not only by their respective positions, but also by inflection — the agreement of their grammatical forms (both of them are used in the plural).

2.0. MEMBERS OF THE ELEMENTARY SENTENCE

We distinguish the following members of the elementary sentence: subject, predicate, object, attribute, adverbial modifier. Each member if viewed from the point of its structure may be expressed by a word, a phrase (group of words) or by a syntactic complex.

We like the student.	a word
We like the new student.	a phrase
We'd like the new student to tell us a few words about himself.	a syntactic complex

2.1.0. Subject

Marker: • position in the sentence (direct word order — generally before the predicate, but after the predicate if the sentence begins with the formal subject “it” or “there”)

The chair was in the room.
There was a **chair** in the room.
To do so was difficult.
It was difficult **to do** so.

We'll go in the wagon and take you on the way back. There's no need **for you to walk** up the path. (*Fn.*)

2.1.1. The subject in the elementary sentence in English is expressed by a word (noun, pronoun, numeral, infinitive, gerund), a phrase containing nouns, pronouns, etc. as part of it or by a syntactic complex with a verbal.

The boy went there very often.	a word
The boy and his sister went there very often.	a phrase
The boy's mother went there very often.	a phrase
The boy is said to go there very often.	a syntactic complex

“**The Indian farmers** prefer cows, and **the Chinese** keep ducks and pigs,” Maximus Kirby remarked. (*Crt.*)
His hesitation was apparent. “I'm not supposed **to be talking** about it to anyone, much less the Press.” (*Th.*)

Note:

For syntactical constructions with verbals see above “The Non-Finite Forms (Verbals)” 1.3.2.6.

2.1.2. The subject in English may be notional or formal. The notional subject refers to a living being, a thing, a material or an abstract notion.

Peter saw him in the street.	a living being
The house was very large.	a thing
The snow was rather deep.	a material
The idea seemed quite sound.	an abstract notion

Geri glanced back. The care **home** looked like a young mansion ready for a celebration. (*Bwm.*)
Conversation was slow getting off the ground. (*Th.*)

The sentence containing a notional subject will be called a personal sentence.

Note:

A specific instance of personal sentences will be an "indefinite personal" sentence. The meaning of the subject in such instances is rather vague, indefinite. The pronouns "we", "you", "one", "they" will be used here.

One could never make too many friends in a strange place. (*Th.*)
(See above "The Pronoun" 2.6.)

The subject of the English sentence may be also formal, "it" or "there" being used as such. "It" or "there" when used as a formal subject have no lexical meaning. They are used as purely structural elements to make the sentence comply with the normal two-member English sentence-pattern.

"It" may be used as the subject of an impersonal sentence denoting natural phenomena, time or distance.

It was raining.	natural phenomenon
It was very late.	time
It is a long way to the station.	distance

It was wet, and the basin of high hills around couldn't be seen for the breath of thick mist. (*Ald.*)
Lorraine Wade sat up in bed and switched on the light. It was exactly ten minutes to one. (*Chr.*)

"It" may also be used as a formal subject when the notional subject is expressed by an infinitive or a gerund used absolutely or as part of a phrase or a syntactic complex.

It was pleasant to go there.

It was pleasant for him to go there.

It was my brother's responsibility to put such communication in clear language. (*Gdn.*)

It was a waste of time for you to hang around so that you could see Juan. (*Fn.*)

Note 1:

Do not mix up:

It was pleasant to go there. He knew he was expected.

(= To go there was pleasant.)

"It" — formal subject, "to go" — notional subject.

The task was rather complicated, but it was pleasant to do. (= The task was pleasant to do.)

"It" — notional subject, "to do" — object to the predicate "was pleasant".

Note 2:

"It" may be used as a formal subject also in emphatic constructions of the type:

It was he who went there.

(See below "The Text" 4.2.3.)

The word "there" is used as a formal subject generally when the notional subject is expressed by a noun (a noun phrase) and also sometimes when the notional subject is expressed by a gerund (a gerundial phrase, a gerundial complex).

There was a table in the corner.

There was a table and a chair in the corner.

There was no persuading him.

Now **there** were smooth tan curtains at the front downstairs window, instead of lace. (*Cr.b.*)

There's no use complicating things for you. (*Mc.*)

2.2.0. Predicate

- Markers:**
- position in the sentence (direct word order);
 - position before an object;
 - position before an adverbial modifier (but that of degree or frequency)

I often **met** such people while travelling.

I'm **travelling** with a couple of friends. (*Th.*)

With inverted word order mainly in questions the whole of the predicate (rarely) or part of the predicate is placed before the subject.

Have you a book to read?

— the whole of the predicate is placed before the subject — full inversion.

Is it a good book?

— part of the predicate is placed before the subject — partial inversion.

She turned back to the clerk. “**Is there** a telephone in my room?” (*Th.*)

Jilson Watts turned to her with a question. **Had** she **seen** any other nurse around? Any visitors? (*Bwm.*)

2.2.1. The predicates if viewed from the point of their structure may be subdivided into two main groups: simple predicates and compound predicates.

A simple predicate is generally expressed by one word — a verb in its finite form (synthetic or analytical).*

The boy **went** there alone.

We **have** many friends.

He **lives** nearby.

“Went”, “have”, “lives” — synthetic verb forms.

We **shall see** him very soon.

He **has invited** his friends to his place.

He **is leaving** tomorrow.

“Shall see”, “has invited”, “is leaving” — analytical verb forms.

A special kind of simple verbal predicates in English are

* See above “The Verb” 1.2.0.

those which are formed by multi-word verbs — a combination of a verb and a noun forming one indivisible unit both lexically and grammatically.

to catch sight of (= to see); to keep track of (= to follow); to have a look (= to look); to have a smoke (= to smoke); to have dinner (= to dine); to make allowance (= to consider sympathetically); to make fun of (= to laugh at smb.); to make use (= to use); to make an effort (= to try hard); to make arrangements (= to arrange); to pay attention (= to be attentive); to put pressure on (= to compel smb. to do smth.); to take advantage of (= to use for one's own benefit); to take a walk (= to walk); to take notice of (= to notice), etc.

A muscle moved in his cheek and his lips opened. He **made an effort** to speak. (*Frn.*)

"I am sure, Miss Hyde," Maximus Kirby said, "that you **have made arrangements** to stay in Singapore." (*Crt.*)

The compound predicate is expressed by a group of interrelated components. In accordance with their principal component predicates may be subdivided into compound verbal and compound nominal.

A **compound verbal** predicate consists of a modal or an aspective verb and the main part expressed by a notional verb in the form of the infinitive (occasionally the gerund).

He **can go** home tomorrow.

He **began to work** (**began working**) at the factory two years ago.

a compound verbal modal predicate
a compound verbal aspective predicate

I **can remember** all three of us going into the country for the day. (*Frs.*)

A little smile **began to show** on her mother's face. (*Chr.*)

There may also be a **compound modal aspective** predicate:
Why **will** you young men **continue to write** about things that are so entirely uninteresting? (*Hx.*)

Steve was doing his best. "We **have to keep on hoping.**" (Crb.)

Note:

Sometimes a modal verb is followed by a verb that is used as modal in this context.

This school has windows. Someone **must have to clean** them from time to time. (Wn.)

A **compound nominal** predicate consists of a link verb and a predicative.

The English link verbs are many and varied. They are generally classified into:

- link verbs of being (continuing):
to be, to continue, to remain, to feel, to keep, etc.;
- link verbs of becoming (passing into a new state):
to become, to grow, to get, to turn;
- link verbs of seeming (appearing):
to seem, to appear, to look, to taste, to sound, etc.

The predicative may be expressed by a single word (noun, pronoun, adjective, numeral, verbal), a phrase or a syntactic complex.

He was **happy**.

a word

He remained **sitting**.

a word

He seemed **quite happy**.

a phrase

The most important thing was

a syntactic complex

for him to understand his position.

Now the face was **radiant**. "That will be such a lark". (Bwm.)

That is **for me to decide**. (Dl.)

A special kind of a compound nominal predicate will be a "**double predicate**". A double predicate is a compound nominal predicate in which the place of the link verb is occupied by a notional verb. This verb preserves its original lexical meaning and at the same time performs the function of a link.

He **stood quiet** near the window. (= He stood near the window. He was quiet.)

The little stove gleamed brightly, the fire **glowed red**. (Stv.)

Note:

Compound nominal predicates may be also modal or aspective. In this case the link verb will be preceded by a modal or an aspective verb.

Beginning to be smug already, are you, Ian? (Sn.)

— compound nominal aspective predicate.

The fellow must be at least twenty years younger than she is! (Chr.)

— compound nominal modal predicate.

Occasionally we come across compound nominal aspective modal predicates:

He must begin feeling better now, with everything so changed.

The majority of predicate types are used both in written and spoken English. “Double” predicates and modal aspective predicates (both verbal and nominal) will be mainly found in written English texts.

Note:

A special type of a “double” predicate are cases where the notional verb is followed by an object and the predicative part follows the object and refers to it semantically. Such predicates will be called compound nominal with an objective predicative.

They elected him president for a second term.

(= They elected him. He became president for a second term.)

He painted the door white. (= He painted the door.

The door became white.)

— the words “president” and “white” are objective predicatives.

2.2.2. Both the predicate and the subject are equally important for the structure of the sentence, forming the core of it in the majority of structural types. Both are generally present in actual language functioning. Functionally speaking, however, the English predicate is more important than the subject. Besides having a wide range of meanings typical of it as a part of the sentence, it also serves the following:

- The predicate indicates whether the subject is or is not viewed as the doer of the action denoted by the predicate (through its active or passive form).

In all the time I had been with her she **had not visited**

anyone but Ned and Louisa, nor **had she been visited** by anyone else. (*Kst.*)

- The predicate is the principal means of expressing predication — the relation of the information expressed in the utterance to reality (mainly through its tense and mood forms).

Mrs. Chalmers smiled when Geri **returned** to her room.
(*Bwm.*)

- the events are presented as facts taking place in the past.

I'm travelling with a couple of friends. They're still **packing**.
(*Th.*)

- the events are presented as facts taking place at present.

Sometimes I wonder how different my life **would have been** if I **had grown up** in Malvern — or anywhere else. (*Wtn.*)

- the events are presented as non-facts, as something imaginary.

- The predicate often indicates the centre of communication.

Aunt Amalie **left** her chair and **came** to sit beside me on the sofa. She **took** my hands and **held** them in her own. (*Wtn.*)

- the utterances in the text are kind of answers to the implied question: "What did she (Aunt Amalie) do?"

2.2.3. Agreement of the subject and the predicate

Agreement is one of the principal means (together with word order) to show the relation between the subject and the predicate.

Agreement in English may be formal or notional. In the majority of cases agreement is formal: the subject and the predicate agree in form — in number and sometimes in person.

I am here. || person and number
The boys were laughing merrily. || number

The predicate agrees with the *first* component of the subject expressed by a phrase:

- when the sentence begins with the formal subject “there”

There is a table and several chairs in the room.

but:

There are several chairs and a table in the room.

- in questions beginning with “where”

Where is my hat and my gloves?

but:

Where are my gloves and my hat?

- when the components are joined by “with” or “as well as”
A woman with children was there.

but:

Women with children were there.

or:

The teacher as well as the students was there.

but:

The students as well as the teacher were there.

The predicate agrees with the last component of the subject expressed by a word group if the components are joined by “either ...or” or “neither...nor”.

Either you or I am to do it.

Neither I nor he is to do it.

In some cases, however, the agreement is notional and varies with the same word in accordance with the notion it expresses (one object — more than one object).

- *Bread and butter are* important foodstuffs.
The bread and butter is on the plate.
- *The red and the white blanket are* very good.
The red and white blankets are very good.
The red and white blanket is very good.
- *Who is he?*
Who are they?

- None **knows** about it. (*rare*)
None **were** present. (*normal*)
- A number (*a variety*) of books for home reading
were suggested to them.
The number (*the variety*) of books suggested to them **was** great.
- My family **is** small. (*the collective*)
My family **are** small and blond. (*members of the collective*)
- The Merry Wives of Windsor **was** written by Shakespeare. (*the title of the play*)
- Five pounds **is** too much for it.
Two miles **is** a long way.

but:

Two and two **make** (**makes**) four.

2.3. Object

The object in English may be expressed by a word (noun, pronoun, numeral, infinitive, gerund) alone or as part of a phrase, or a syntactic complex.*

I phoned to Mary .		a word
I phoned to my sister .		a phrase
I like to go there .		a phrase
I like your going there .		a syntactic complex

Mary took **the flowers**, and thanked **her** and went away. (*G.H.*)
Richard loves **his grandmother** and he respects **her**. (*Wtn.*)
Whitney could see **them turn**. They were coming in his direction. (*Alb.*)

The function of the element used as object is indicated in the sentence by its position (usually after the predicate verb) or by a preposition preceding it.

* See "The Non-Finite Forms (Verbals)" 1 3.2 6.

In accordance with the means of adjointment objects may be classified into prepositional and non-prepositional.

I saw her .		a non-prepositional object
I looked at her .		a prepositional object

The object may denote somebody/something directly involved in the action — **direct** object.

- Markers:**
- position after a transitive verb;
 - no preposition;
 - possibility of use as the only object to the verb in the utterance.

I saw **her** there.
I followed **them** there.

Joan drank **coffee**, cooling now. (*Crб.*)

Note:

Such verbs as “ask”, “answer”, “teach”, “forgive”, “envy” take two direct objects.

I asked **him** a **question**. (= I asked him. I asked a question.)

Forgive **me** my **blunder**. (= Forgive me. Forgive my blunder.)

I'm going to ask **you** a direct **question**, Alfred. (*Chr.*)

The object may denote the recipient of the action expressed by the verb — an **indirect** object.

- Markers:**
- position between a transitive verb and a direct object;
 - position after a direct object if preceded by the preposition “to”.

I wrote **him** a letter. (“him” — indirect object, “a letter” — direct object)

I wrote a letter **to him**. (“a letter” — direct object, “to him” — indirect object)

I have to show **Dr. French** his room. (*Sh.*)

It's too bad you didn't repeat these words **to me** before this.
(Wm.)

Note 1:

The indirect object will follow the direct if:

- a) the direct object is expressed by the pronoun "it"
I gave it **to him**. I gave it **to Peter**.

"I know the story of the brooch more or less," I told him. "I know that you gave it **to my mother**."
(Win.)

- b) the direct object is expressed by other pronouns, but only if the indirect object is expressed by a noun
I sent them **to their parents**.

I shall make certain that they meet again, and he shall introduce her **to his friends**. (Kst.)

- c) the indirect object is expressed by a lengthy group of words
I gave the letter **to the secretary sitting in the ante-room**.

I was determined to recall Emily, forgotten Emily, **to the minds of most of Hobart**. (Kst.)

Note 2:

Indirect objects are always preceded by the preposition "to" after the following verbs:

to announce, to attribute, to ascribe, to communicate, to dedicate, to dictate, to disclose, to explain, to interpret, to introduce, to point out, to relate, to repeat, to suggest, to submit

He dictated the letter **to his secretary**. He dictated **to his secretary the letter**. (*the former order being preferable*)

Later I repeated her words **to my father**, but he couldn't make anything of them. (Win.)

The object may denote somebody/something indirectly involved in the action expressed by the verb — a **prepositional object**.

Markers: • position after an intransitive verb;

- position after a direct object to the transitive verb;
- obligatory use of a preposition;
- possibility of use as the only object in the utterance.

I looked **at her**.

I took a book **for her** at the library.

He was **with you** at the banquet. (*Dg.*)

Note:

If the verb stands in the passive voice, the prepositional object will denote the doer of the action or the instrument with the help of which the action is performed.

The sailor was quickly joined **by his companion**. (*Mrd.*)
 “By his companions” — the doer of the action: his companions joined him.

I understood that it [the door] had been opened **with a key**. (*Chr.*)
 “With a key” — the instrument with the help of which the action is performed: somebody opened the door with a key.

A special kind of objects is the so-called “**cognate** object”. The cognate object semantically is no object at all. It does not denote a person, thing, etc. affected by the action but qualifies the action denoted by the verb.

Markers: ● position after an intransitive verb;

● no preposition;

● generally expressed by a phrase;

● coinciding with the verb in the root meaning.

He smiled **a happy smile**. (= He smiled happily.)

The dog barked **an angry bark**. (= The dog barked angrily.)

She smiled **a warm, compelling smile** of perfect health and deep satisfaction. (*Chr.*)

This kind of object is mainly found in literary English texts.

2.4. Attribute

The attribute may be expressed by a word, generally an adjective or a possessive pronoun, but also by other pronouns, nouns in the common or in the possessive case, numerals or verbals alone or as part of a phrase or a syntactic complex.

I received a long letter this morning.	a word
I received his (Peter's) letter this morning.	a word
I have no news worth mentioning .	a phrase
I had no idea of her returning so soon.	a syntactic complex

Her daughter had left home and insisted on returning to the **Bradley** house to talk them into giving her **her** job back. (*Slr.*)

She turned her head to glance at the girl **at her side**. (*Th.*)
I wasn't sure whether her counseled action was the best course **for me to follow**. (*Wtn.*)

Note:

Adverbs may also be sometimes used as attributes.

The sky above looked washed out by the heat. (*Th.*)

Lunch out still seemed a good idea. (*Th.*)

Depending upon the semantic relation between the head word and its attribute, the attributes may be subdivided into non-appositive and appositive ones.

The **non-appositive** attribute denotes a quality or feature of the notion expressed by the head word. The head word and the attribute here are different in reference.

Take some **warm clothes** with you

reference quality

reference thing

a) prepositive attribute

- Markers:**
- position before the noun;
 - position between the article and the noun to which the article refers;
 - form of the attribute (genitive or common case for nouns, genitive case for pronouns formed with the help of the component "-body").

I bought **good** apples.
 This was **his (Peter's)** idea.
 This is the **Minsk** road.
 It is **nobody's** business.

He was a **polite young** man. (*I.Sh.*)
 I wasn't told **these** things. I read them in the **baseball** guide,
another selection off **Holly's** shelf. (*Cpt.*)
 Now she must settle down in **Aunt Emilia's** house and get
 over this **walking-on-air** feeling. (*Ed.*)

b) postpositive attribute

Markers: • position after the noun if the attribute is expressed by a prepositional phrase, participial non-prepositional phrase, infinitive, participles, some adjectives of foreign origin;
 • position after the pronoun containing the element “-body” or “-thing”.

The article **in the newspaper** attracted his attention.
 The idea **of going** there never crossed her mind.
 I looked at the child **smiling happily**.
 This is a suggestion **to think about**.
 The adjectives **analyzed** belong to different classes.
 They have lived here since time **immemorial**.
 There is nothing **important** here.

The man **at the staircase** opened a door **on the left** and they found themselves in a small bedroom. (*Chr.*)
 I've got nothing **to conceal**. (*Chr.*)

The **appositive** attribute gives another name to the same notion. The head word and the appositive attribute are identical in reference.

The *engineer Smith* is an expert. (= The engineer is an expert. Smith is an expert.)

Markers: • position after the head word if the appositive attribute is expressed by a proper name (the engineer Smith, the river Volga);
 • position after the head word followed by the preposition “of”, generally in

- geographical names (the city of Plymouth, the Isle of Wight);
- position after such words as "namely", "in other words", "for example", "for instance", "or better", "that is to say", etc.;
- position after the head word expressed by a noun if the appositive attribute is lengthy, the appositive attribute being separated from the head word by a comma;
- position before the head word if the attribute expresses rank, title or relationship and the head word is a proper name (Mr. Smith, Uncle Podger, Queen Mary).

Some *people*, for instance, my *brother*, like such music.

The word ["subtle"] reminded him of *the girl Socks*. (*Chr.*)

Petersen, one of the passport control officers at Kastrup, Copenhagen's airport, was a little old man. (*Alb.*)

Aunt Cordelia lay in her bed, her long brown hair spread out all over her pillow. (*Slr.*)

Note 1:

Mind the use of the definite article in "the engineer Smith" and no article in "Mr. Smith". (See above "The Article" 2.4.1.)

Note 2:

When more than one prepositive attribute is used to the same noun, the order of the attributes is generally governed by the closeness of the semantic relations between the head word and its attribute. The attribute denoting a more permanent quality is generally placed nearer to the head word. But the meaning of the attributes is also important. The relative position of the attributes will be generally the following:

1 possessive or demonstrative pronoun
--

2 noun in the genitive case

3 various but age, colour, nationality, material
--

4 age

5 colour

6 material

7 nationality

Her favourite old dark silk Japanese gown
 1 3 4 5 6 7

Her woman's natural grace
 1 2 3

Miss Emily Barton was a **charming little old lady.**
 (Chr.)
 Irene was clothed in **her long gray fur.** (Chr.)

2.5. Adverbial Modifier

The adverbial modifier in English may be expressed by a word (adverb, noun, numeral, pronoun and also verbals) used alone or as part of a phrase or a syntactic complex.*

He was walking slowly.	a word
He goes there tomorrow.	a word
We visit them every day.	a phrase
The boy rushed in,	a syntactic
his blue eyes shining happily.	complex

It rained again towards noon, but only for twenty minutes or so. (Th.)
With my heart pounding, I went up the steps to the side veranda. (Wtn.)

The function of the adverbial modifier is indicated mainly by its position (generally at the end of the sentence).

The adverbial modifier expresses different circumstances (time, place, etc.) of the action. In accordance with their meaning adverbial modifiers are generally classified into:

- ***adverbial modifiers of time or frequency***

He rose at dawn. (time)
He seldom goes there. (frequency)

I stayed there [at that inn] **in 1932.** What happened to it?
 (Mc.)
 This particular tribe is so isolated they'd **never** seen a white man before Greg went there. (Th.)

* See "The Non-Finite Forms (Verbals)" 1.3.2.6.

- ***adverbial modifiers of place or direction***

He lives **in the south of England.** (*place*)
He went **south.** (*direction*)

I'll bake some pastries when I get back **to mother's.** (*Wsk.*)
Richard ran down **from upstairs**, and Charles came **out of the library.** (*Wtn.*)

- ***adverbial modifiers of manner or attendant circumstances***

He talked to her **slowly choosing his words.** (*manner*)
He talked to her **walking up and down the room.** (*attendant circumstances*)

Their conversation was conducted **with icy formality.** (*Dg.*)
“When can we expect to reach the Canidas?” she asked **without haste, feeling Jason's eyes on her bent head.** (*Th.*)

- ***adverbial modifiers of cause***

Her eyes were red **from want of sleep.**
Not knowing what to add she stopped.

She had to talk **because of her desire to laugh.** (*Mn.*)
And she, **feeling satisfied with the routine**, went about further checking individual patients. (*Bwm.*)

- ***adverbial modifiers of purpose***

He set the alarm clock **to get up at seven.**

Keely took a quick shower and changed into a simple linen skirt and short-sleeved blouse **for coolness.** (*Th.*)

Note:

Care should be taken not to mix up the adverbial modifier of purpose expressed by the infinitive and the adverbial modifier expressing the “following circumstances”, the consequence of an action.

He went to York **to stay.** (= He went to York in order to stay there.)

He went to York **never to return.** (= He went to York and he never returned. His not returning was not the purpose, but the consequence of his going there.)

I wanted to get away. I had come here **to learn how**

to be free, not to involve myself further. (*Wtn.*)
 Water tinkled invitingly over a rocky pile to fall
 into a pool set out with lilies. (*Th.*)

- ***adverbial modifiers of result***

The task was too difficult **to cope** with in a day.
 (= The task was very difficult and as a result of that
 they didn't cope with in a day. — *negative result*)
 The task was **easy enough to cope** with in a day.
 (= The task was easy and as a result of that they
 coped with in a day. — *positive result*)

It was too hot **to go** out into town. (*Hm.*)

“I think you are too much needed here at the moment **for you to die young.**” — “In other words you are fatalistic
 enough **to believe** that until one's job is done, one is not
 released.” (*Crit.*)

Note:

Mind that adverbial modifiers of result generally refer to adjectives used predicatively. The adjective in this case is either preceded by the adverb of degree “too” or is followed by the adverb of degree “enough”.

- ***adverbial modifiers of condition***

He always came **if invited**.

Jason had been a wonderful friend already. **Without him** she
 mightn't have got in to see Sir Mark at all. (*Th.*)

Evil report, **with time and chance to help it**, travels patiently,
 and travels far. (*Cll.*)

- ***adverbial modifiers of concession***

They managed in the end, **in spite of great difficulties**.

For all the crowded noisy state of the town [...] Anthony
 found himself deeply lonely. (*Ed.*)

- ***adverbial modifiers of degree***

She is **awfully nice**.

I was **a little uneasy**.

He is a **very** good man. He is **so** kind, I've really grown **quite** fond of him. (*Hl.*)

"I'm going to enjoy this trip a **whole lot** more than the last one," he admitted. (*Th.*)

Note:

A special case of adverbial modifiers will be represented by adverbial modifiers of comparison. These adverbial modifiers are generally expressed by infinitives or participles preceded by "as if", "as though". Mind that the infinitive in this case generally expresses comparison based on *purpose*, whereas the participle expresses comparison based on *manner*. Compare:

He was holding her hand **as if shaking** it.

He took her hand **as if to shake** it.

He went on in a monotone **as if reciting** a story that had been told too many times. (*Cht.*)

He took a last glance around **as if to reassure** himself that all was as it should be. (*Th.*)

Adverbial modifiers are generally placed at the end of the sentence. But adverbial modifiers of degree may be placed before the word they modify, and adverbial modifiers of indefinite time or frequency, such as "often", "seldom", "never", "sometimes", etc. are placed before the predicate verb or after the first component of an analytical form or a compound predicate.

When placed at the beginning of the sentence the adverbial modifier is given more prominence and its semantic value for the meaning of the utterance is emphasized.

II. COMPOSITE UTTERANCES / SENTENCES

0. In the flow of speech elementary utterances (two or more) may combine to form one composite text unit — a composite utterance. The semantic and structural relations between elementary utterances within a composite one are closer than those between simple utterances of the same text.

The semantic relations between the elements of the composite utterance — elementary utterances — are those of coordination, subordination or predication.

The means of adjointment of the elementary utterances within the composite one are either syndetical — with the help of different connectors — or asyndetical. In the latter case it is the order of the components — the elementary utterances — which is the principal means of showing their grammatical ties.

Composite utterances are generally subdivided into compound and complex.

1.0. COMPOUND UTTERANCES/SENTENCES

Compound utterances/sentences consist of two or more coordinated elementary utterances — clauses. The relations between the clauses are those of equality and relative independence.

Compound utterances will be used:

- to enumerate events denoted by elementary utterances

Copulative conjunctions (“and”, “neither...nor”, etc.)* are generally used for the purpose.

She raised her eyes **and** then she laughed. “You can’t be true,” she said. (A.S.)

* See above “The Conjunction”.

But asyndetical coordination is also possible here:

It was not a quiet street, but then it was close to the center of Copenhagen. A tram ran through it, bicycle bells rang. (*Alb.*)

And Viola Vinton wasn't so much, either; her pictures never came to the Miners' Hall in Lodestone. (*A.S.*)

In the written text the elements will be separated in case of asyndetical coordination by a comma, occasionally a semicolon or a colon.

- to indicate choice between the events expressed by elementary utterances

Disjunctive conjunctions ("or", "otherwise", "either ... or", etc.)* are employed here.

He knew it to be nonsense **or** it would have frightened him. (*Gls.*)

She had seen the Bentley standing outside, **otherwise** she would have been caught off guard. (*Cw.*)

- to indicate opposition or contradiction of the events expressed by elementary utterances

Adversative conjunctions ("but", "yet", "still", "nevertheless", "however")* are used here.

She was mistress of this great house, **but** she felt alien, suddenly, to every part of it. (*Cm.*)

2.0. COMPLEX UTTERANCES/SENTENCES

Complex utterances/sentences consist of two or more elementary utterances — clauses joined by subordination (adverbial, object and attributive clauses) or by predication (subject and predicative clauses). The semantic and structural ties between

* See above "The Conjunction".

elementary utterances within a complex one are closer than those between elementary utterances within a compound utterance.

Complex utterances/sentences consist of a principal clause and one or more subordinate clauses which are kind of modifiers to the principal clause. The subordinate clauses resemble in their function and meaning parts of an elementary utterance.

2.1.0. In communication **adverbial clauses** will be used to express the circumstances of the event denoted in the principal clause.

Adverbial clauses will indicate the following:

2.1.1. *the time or frequency* of the events described in the principal clause — adverbial clauses of time*

- Text markers:** • conjunctions “when”, “as”, “after”, “before”, “since”, “till”, “until”, “as soon as”, etc.

When he had turned the corner he slowed down. (*Dr.*)

Soon she would be on her own, **after Francis went.** (*Cm.*)

She fought back the tears **as she waved him away.** (*Cm.*)

He weighed people before stamping them with the seal of his approval and picked his words carefully **before he spoke.** (*Wd.*)

2.1.2. *the place or direction* of the event described in the principal clause — adverbial clauses of place

- Text markers:** • the conjunction “where”, occasionally — “from where”, “to where”

I am quite comfortable **where I am.** (*Wld.*)

Leslie was whisked up on to the burly shoulders and run down triumphantly to the veranda, **where she was deposited with more haste than decorum.** (*Wlk.*)

2.1.3. *the cause or reason* for the events in the principal clause — adverbial clauses of cause

- Text markers:** • the conjunctions “because”, “since”, “as”; • the phrases “for the reason that”, “for fear that”, “considering that”.

* For the use of verb forms see above “The Verb” 1.2.3.

Anne is eager to see our home. [...] I'm sure she'll love it as I do, **since it will be here for the rest of her life.** (*Cm.*)

Mr. Todd's chauffeur, who arrived punctually at ten o'clock, told her to nip in quickly **because they had a long way to go.** (*Ed.*)

He is suspicious and jealous **for fear anyone else might want to share in his power.** (*Lw.*)

Clauses with "because", "since", "as" are stylistically neutral, while "for the reason that", etc. are rather the property of formal literary English texts.

In actual communication the use of clauses introduced by different casual conjunctions has certain peculiarities. Only a clause beginning with "because" will be used in answer to the question "Why did it happen?". It is here that much prominence is given to the cause.

"Well, if Meggie, whoever she is, was there, why didn't she answer?" — "**Because she is deaf.**" (*Ed.*)

To give reasons, foundations for the events described in the principal clause adverbial clauses with "as" or "since" will be generally used.

"Lavinia!" he exclaimed, and promptly moved across to share her seat. It was a fairly tight fit, **since neither of them was small.** (*Ed.*)

Note:

To give the reason as kind of an afterthought a clause introduced by "for" will be employed, the more important information being expressed in the principal clause.

They remembered Emily [...] or at least they gave the good-mannered impression that they did, **for she had been only twelve years old** the time she stayed there with her mother, nearly ten years ago. (*Ed.*)

The causal meaning is so slight here that some grammarians treat "for" as a coordinate conjunction and the utterance as a compound one.

2.1.4. *the purpose* of the event expressed in the principal clause

The event in the principal clause is performed so that the event in the subordinate clause should take place.

Text markers: • the conjunctions “that” (“so that”, “in order that”), “lest”, “for fear of”

Back in her own room, Aunt Juley stood at the window gazing at the moon through a chink in the muslin curtain close drawn **lest anyone should see.** (*Gls.*)

She showed him the house in such a way **that he might get the impression** that she considered to some purpose the comfort of others. (*Gls.*)

Clauses with “that”, “so that”, “in order that” are stylistically neutral, those with “lest” and especially “for fear of” will be used only in formal literary English texts.

2.1.5. events which are **a result** of the events described in the principal clause — adverbial clauses of result, the events expressed in the principal clause being “the cause” for the events in the subordinate clause

Text markers: • the conjunctions “so”, “that”, “so...that”, “such...that”

I realized it [the letter] wasn’t for me, **so I put it back in the envelope without reading it.** (*Chr.*)

Bundle had slowed down to **such a sober pace that nobody would have recognized her.** (*Chr.*)

2.1.6. **the manner**, the way, the mode in which the action in the principal clause is performed

The mode is expressed either directly (adverbial clause of manner) or by comparing it with another, often imaginary event (adverbial clause of comparison).

Text markers: • the conjunctions “than”, “as...as”, “so...as”, “as if”, “as though”, “the more...the more”, “the less...the less”, etc.

I appreciate getting back to Tredwell more **than I can tell you.** (*Chr.*)

His eyes had met those of his mother’s defiantly, **as though swords have been crossed.** (*Cm.*)

2.1.7. an event (real or imaginary) which **cannot prevent** the event in the principal clause — adverbial clauses of concession*

* For mood forms here see above “The Verb” 1.2.6.

The event expressed in the principal clause goes in spite of it.

Text markers: • the conjunctions "even if", "even though", "though", "although", "as", "however", "whoever", "whenever", "whatever", etc.

Even though her own home was sometimes beset by anxieties, it was nevertheless a place of love. (*Cm.*)

I like having you here, **although I like Caroline too.** (*Cm.*)

I am prepared to gratify all your whims, **however unreasonable they might be.** (*Cm.*)

Mind that if the clause of concession is introduced by "as", inverted word order will be used:

Tired as she was, she found it impossible to sleep. (*As.*)

2.1.8. **the condition** (real or imaginary) for the fulfillment of the action expressed in the principal clause — adverbial clause of condition

Text markers: • the conjunctions "if", "unless", "suppose", "supposing", "provided", "on condition", etc.

If you call in with a cup of coffee, say in an hour's time, I shall have your cheques ready. (*Cm.*)

If anything had happened to him there would be something in the press. (*Pr.*)

Clauses with "if" and "unless" are stylistically neutral. Clauses with "suppose", "supposing", "provided", "on condition" are more formal. They are found in written English texts.

Note:

The adverbial clause of condition may also be joined to the principal clause asyndetically. In this case the word order in the clause of condition is inverted.

She had the skill and the nerve and was a good driver; **had it been otherwise** her reckless pace would have ended in disaster more than once. (*Chr.*)

2.2.0. Subordinate clauses in a complex sentence may be also used to express notions other than the circumstances of the action expressed in the principal clause. These clauses will be called nominal. Nominal clauses will be used for the following:

2.2.1. to express ***the theme***, the topic described by the predicate
— subject clause

- Text markers:**
- the clause generally begins with “it” followed by a compound nominal predicate or a simple verbal predicate with the verb in the passive voice;
 - the subject clause generally follows the predicate

It was odd that the morning papers had contained nothing of the tragedy. (Chr.)

To make the utterance more emphatic, to draw attention to the theme expressed by the subject clause it may be placed before the predicate.

What you saw tonight was an ending. (Mrd.)

2.2.2. to supply information concerning the theme expressed by the subject

- Text markers:**
- position after a link verb;
 - the conjunctions “that”, “as if”, “as though” (also “what”, “how”, “if”, “whether”)

The only thing about your way is that it'll get you nowhere. (Ed.)

She watched the man coming up the jetty. It was almost as if she were watching Fate making a quiet entry. (Wlk.)

Note:

Sometimes both the subject and the predicate are expressed by clauses. Then, strictly speaking, the only remaining element of the principal clause will be the link verb.

What isn't explained is how she knows all my movements. (Ed.)

2.2.3. to disclose the meaning of the predicate of the principal clause, to make it complete — object clause

- Text markers:**
- position immediately after a transitive verb;
 - the conjunctions “that”, “if”,

“whether” (also “what”, “when”,
“where”, “why”)

Linda thought that **this land was primeval**, it was untouched by man’s hand since the beginning of time, untouched and **untouchable**. (*Stv.*)

She rose to her feet, realizing **that her first interview with her new mother-in-law was at an end**. (*Cm.*)

She didn’t know just **how she was going to do it**. (*Grd.*)

Note:

Sometimes when it follows a non-transitive verb the object clause is introduced by a preposition.

You have my gratitude **for all you are doing**. (*Cm.*)

2.2.4. to give some information concerning a component (a word, a phrase) in the principal clause — attributive clause

This component will be called its antecedent. Depending upon the semantic relations between the antecedent and the events expressed in the subordinate clause attributive clauses are generally subdivided into non-appositive (relative) and appositive.

To give some **additional characteristics** to the antecedent a non-appositive attributive clause will be used.

- Text markers:**
- syndetic or asyndetic connection; if syndetic — connectors “who”, “whose”, “which”, “that”, “as”, “where”, “when”;
 - position immediately after the word it modifies

Burnett, **who had been wounded in the war**, had instantly recognized the smell of chloroform. (*Wll.*)

She has her own ideas **as to what requires to be done**. (*Cm.*)
There are changes **I would like to see**. (*Cm.*)

Note:

A special kind of non-appositive attributive clauses is a continuative clause, the antecedent for which is not a word but the whole of the principal clause. The continuative clause is introduced by the connector “which”.

The bar was crowded with men, **which she had expected it to be**. (*Cld.*)

The continuative clause is generally separated from the principal clause by a comma.

To disclose *the meaning* of the antecedent the appositive attributive clause will be used.

- Text markers:**
- connectors "that", occasionally "whether", "how", "why";
 - position immediately after the antecedent expressed by an abstract noun

He was under the impression **that an attempt was going to be made to convict him.** (*Dr.*)

Apart from his awe, and his concern **that the tent should remain up,** Goldstein was watching the storm with a fascinated interest. (*Mr.*)

In the written text the appositive clause is never separated by a comma.

III. THE TEXT

1.0. GENERAL CHARACTERISTICS

The text is a structural and semantic unit used in language communication.

The text has a minimal border line — it always contains no less than two components — complete utterances, simple or composite, as a text always presupposes the existence of a certain cohesion between its components-utterances. But a text has no maximum (upper) border line that can be grammatically defined. The maximum (upper) border line is given by the extra linguistic situation which is reflected in the text.

Besides complete utterances the text may also contain special connectors, mainly conjunctions, which help to organize utterances into a text.* A very important role in the text is played by parenthesis.

1.1. Parenthesis

Parenthetical matter may be expressed by:

- a word:
doubtless, first, further, however, now, second, therefore, etc.;
- a phrase:
at least, for example, for instance, in a sense, in my opinion, no doubt, no wonder, of course, on the contrary, etc.;
- a clause:
it seems, as was said (mentioned, stressed) above, as you will see later, as you see, one (we, I) may think, etc.

Words (phrases, clauses) used parenthetically are not

* See above “The Conjunction”; see below 4.1.

grammatically linked with the rest of the utterance into which they are imbedded, nor do they perform in it any grammatical function. They are mainly used for the following:

a) **to express the attitude** of the speaker (writer) to the events described in the text:

it seems, it might be said, no doubt, no wonder, in a sense, at any rate, at the best, at least, so to speak, really, to tell you the truth, etc.

They give a certain modal colouring to the text.

But, Brooke, **really**, you do mean a lot to me. I was only doing what mother wanted. (*M.I.*)

The car was just average. Not too new. **To tell you the truth**, I didn't pay much attention to it. (*Grd.*)

b) **to exemplify** something previously mentioned:
thus, for instance, for example, hence

“When are you two going to be married?” he asked. “We’ve not settled an actual date yet,” Vance said. “It depends on several things — **for instance**, how long I’m likely to stay on Corfu.” (*As.*)

c) **to refer** the utterance, to link it anaphorically or cataphorically to some other utterance in the text, thus serving as a kind of text connector:

first, further, now, as we have seen, as was mentioned above, as we shall see later, like I say, etc.

“I think I’ve had a slight touch of some virus,” she said, and abruptly changed the subject. “**Now** what did you hide so swiftly when you belatedly realized that I was here?” (*M.I.*)

Well, **like I say**, I knew he wasn’t going to get out. I opened the door and he pushed the envelope into my hand. (*Grd.*)

Note:

Occasionally parenthesis may be used to establish a closer contact with the listener, to switch the conversation onto a more friendly basis:

you see, you know, let us see, etc.

“Oh, how I wish I knew!” — “Knew what?” Mason

asked. "Where my little girl is. You see, it is very difficult and complicated." (*Grd.*)

1.2. Principal types of texts

There are two principal types of texts: the monologue (mainly written speech) and the dialogue (mainly oral speech). In the monologue the interrelated utterances are grouped into superphrasal units, or paragraphs.

She knew, and she was suddenly aware of the others there close in the room, so she stared down at the carpet for fear her face would show the shock. She remembered now at last.

Winthrop had been standing on the wrong side of the fireplace. She could see part of the cupboard door, and his arm was going inside. But it was on the left of the fireplace, where he was reaching, not the side where the liquor was kept. So there was a matching cupboard concealed there, after all. (*Crb.*)

In the dialogue the utterances are grouped into "minimal conversations":

- question — answer:
"Will you tell me what he finds? Will he phone me, Matthew?"
"I'll ask him to come here or phone you, Cora."
(*Crb.*)
- statement — confirmation/negation:
"He gave me a home here."
"You worked for it," said Jane. (*Crb.*)
- order, request — agreement/disagreement
"Let's talk inside, the wind is cold."
"Not this late." (*Crb.*)

Each type of the text (monologue — written, dialogue — oral) may be characterized from the point of view of the grammatical phenomena typical of it. Though the majority of grammatical forms and structures are used in both types of the texts, a certain preference is definitely manifested for each of them.

Table III.1

	Monologue (written speech)	Dialogue (oral speech)
Forms	<ul style="list-style-type: none"> • full forms • Indicative or Subjunctive mood. Imperative — rare. • finite or non-finite verb forms • non-finite forms used absolutely or in complexes 	<ul style="list-style-type: none"> • often contracted forms • Indicative or Imperative mood. Subjunctive — rare • mainly finite forms, non-finite — rare • non-finite forms, when used, are absolute
Structures	<ul style="list-style-type: none"> • non-elliptical utterances • two-member but also one-member utterances • close or loose attributes or adverbial modifiers • often homogeneous members of the utterance • complex or compound utterances; simple — rare • syndetic or asyndetical adjointment • indirect speech 	<ul style="list-style-type: none"> • elliptical or non-elliptical utterances • two-member utterances • mainly close attributes and adverbial modifiers • homogeneous members — rare • simple or compound utterances, complex — rare • adjointment mainly asyndetical • direct or indirect speech
et cetera		

1.3.0. The content and the form of the utterance

In accordance with the content and the form of the utterance they may be classified into those expressing statements (declarative utterances), those expressing questions (interrogative utterances), those expressing request or command (imperative

utterances), those expressing exclamations (exclamatory utterances).

1.3.1. Declarative utterances

Text markers:

- direct word order;
- full stop (written text);
- falling tone (spoken text).

He will go there tomorrow. (*affirmative statement*)

He won't go there tomorrow. (*negative statement*)

Gray sky was reflected darker in the river. (*Crb.*)

She didn't lift her head till she was more than half across [the bridge]. (*Crb.*)

1.3.2. Interrogative utterances

a) general questions

Text markers:

- full or partial inversion;
- question mark (written text);
- rising tone (spoken text).

Will he go there tomorrow?

Have you a book to read?

Are you trying to pretend that you don't recognize me?
(*Stw.*)

b) special questions:

i. questions referring to the subject

Text markers:

- direct word order;
- subject expressed by the interrogative pronouns "who", "what", "which";
- question mark (written text);
- falling tone (spoken text).

Who will go there tomorrow?

What is there in the corner?

Which of them did it?

“What happened to the car?” — “[...] I am afraid it was a write-off.” (As.)

ii. questions referring to the attribute to the subject

- Text markers:**
- direct word order;
 - “which” or “what” as attributes to the subject;
 - question mark (written text);
 - falling tone (spoken text).

What answer was given to you?
Which book was chosen?

iii. questions referring to predicates, objects and adverbial modifiers

- Text markers:**
- inverted word order;
 - interrogative pronouns or adverbs at the beginning of the sentence;
 - question mark (written text);
 - falling tone (spoken text).

What do you do here?
What did you find there?
Where did you see it?

But how in the world did you know a little thing like that? (Stw.)

But I must pay you back. How much was it? (As.)

Note:

Mind that when the special question refers to the attribute to any part of the utterance but the subject, the word order is inverted.

What possible business can it be of yours? (As.)

c) alternative questions:

- Text markers:**
- inverted word order;
 - two or more homogeneous parts joined by “or”;
 - question mark (written text);
 - rising tone — first part, before “or”; falling tone — second part, the end of the sentence (spoken text).

Will you go there tomorrow or the day after?
Do you want to speak to her now or in the afternoon? (*Hp.*)

Note:

There are also the so-called tag questions — disjunctive questions. They are made of two parts: the first part declarative, and the second — interrogative. A tag question generally consists of a subject always expressed by a pronoun and a link verb, an auxiliary or a modal verb opposite in form to the verb in the first part: the negative form of the verb if the verb in the declarative part is affirmative, and affirmative if the verb in the declarative part is negative.

I don't have to answer your question, have I? And you'll always love me, won't you? (*Hm.*)

1.3.3. *Imperative* utterances

Text markers:

- no subject;
- the predicate verb used in the imperative mood;
- full stop or exclamation mark (written text);
- falling tone (spoken text).

Go there at once!

Don't go there!

Do it, please.

Don't blame me too much. (*Stw.*)

Tell me something frankly, please. (*Stw.*)

Note:

In less formal colloquial English the subject to the verb-form in the imperative mood is sometimes found.

Don't **you** listen to any old wives' tales about bats.
It isn't true. (*Lt.*)

Now **you** get up off the cold floor or you'll be starting rheumatism next, and **you** stop laughing and being so silly. (*Frs.*)

1.3.4. *Exclamatory* utterances

Text markers:

- direct word order or partial inversion;
- utterances beginning with "how", "what";
- exclamation mark (written text);
- falling tone (spoken text).

How beautiful it is! (or: How beautiful!)

What fine weather we are having today! (or: What fine weather!)

How are you and how did you get here? What a wonderful surprise! (Hwt.)

“Thank God you are back!” she exclaimed with relief. (Hwt.)

2.0. COMMUNICATIVE FUNCTIONS OF UTTERANCES IN THE TEXT

There is no one-to-one correspondence between the type of the utterance (declarative, interrogative, imperative or exclamatory) and its communicative function in the text. Different structural types of utterances may be used in the text with a similar communicative aim.

2.1. to express a statement (observation, suggestion, recommendation)

Declarative utterances will be mainly used here.

In a dialogue the statement may receive confirmation. It may be expressed by another statement or by repeating the previous statement.

“You seem to have become most attached to my aunt.” [...]

“You can’t help liking anyone who is as appreciative as Mrs. Mallory.” (Hmn.)

“It is a nice morning,” said the girl.

“It is an awfully nice morning,” agreed Bundle.

“I motored from the country this morning [...] and I thought it was going to be one of those awful fogs. But it wasn’t.”

“No,” said the other girl. “It wasn’t. [...] I’ve come from the country, too.” (Chr.)

Sometimes the confirmation is short: only the subject and part of the predicate is repeated. If we have a shift of the subject, indirect word order will be used.

“That’s settled,” she said. “I’m going to help. Nobody is going to stop me.”

“And so am I, of course,” said Bundle. (Chr.)

"I've read it all a hundred times in books."
 "Of course you have. So have I." (*Chr.*)

The reaction to the statement (suggestion) may be negative.

"It [the glove] might possibly be Miss Wade's," suggested Jimmy. [...]

"This isn't a lady's glove — no — not even the large kind of loose gloves ladies wear nowadays." (*Chr.*)

To make the statement more emphatic, utterances interrogative or exclamatory in form may be used.

"That stupid interfering woman!" Leonie burst out. "Why does she want to create trouble for us all? Why did she ever have to come here?" (*Hwt.*)

2.2. to ask for information

Utterances interrogative in form are generally used here. In a dialogue the following may be observed.

The answer to a general question is generally short. It begins with the words "yes" or "no" followed by an utterance consisting of a subject expressed by a pronoun and a link verb, a modal verb or an auxiliary.

— Would you like to go sightseeing?
 — Yes, I would. (*or:* No, I wouldn't.)

Note:

Mind that the verb will be used in the affirmative if the answer begins with "yes", and in the negative if the answer begins with "no".

This type of answer is rather formal. In colloquial speech you may simply say "yes", "no", "not" or use "quite sure", "of course", "by all means", etc. for "yes" and "certainly not", "by no means", "never", etc. for "no". The utterances may be also extended.

"Does he do that often?" [...]
 "Not as often as he'd like to do." (*Cw.*)
 "Are you beginning to enjoy yourself?"
 "Yes, it is wonderful." (*Cw.*)
 "She is a great actress."
 "Have you seen her act?"

"Only for the last minutes of the play." (D.)

Note:

The answer to a question (negative or affirmative) may be also supported by paralinguistic means: "somebody nodded", "somebody shook his head", etc.

"Have you a cabin too?" she asked as casually as she could.

He shook his head.

"Not worth it. [...] Everything O.K. below?"

She nodded.

"Yes. I'm very comfortable." (As.)

Utterances declarative in form may be used for the same purpose. The answer to these questions will be similar to those interrogative in form.

"Then she really has disappeared?"

"I guess so." (Hwt.)

"So we wait until tomorrow?"

"I don't see what else we can do." (Hwt.)

"You came through this window, I suppose?"

"Yes." (Chr.)

"You didn't marry?"

"No, too busy earning my keep." (Stw.)

Note:

Occasionally an imperative sentence may be used here. The answer to it is similar to answers to general questions.

"Don't tell me you were lonely?"

"Not exactly, but I would have much preferred your company." (Cw.)

In the answer to an alternative question either of the utterances composing it is repeated (either fully or the most significant part of it).

- Shall I help you or will you do it yourself?
- I shall do it myself.
- Shall we go there by train or by air?
- By train.

The answer to a tag question is generally short. It will begin with the words "yes" or "no", the following utterance being

composed of a subject and a modal, auxiliary or link verb, on the pattern of the tag in the question.

- You can go there quite soon, can't you?
- Yes, I can. (*or*: No, I can't.)

In less formal speech the answers are more varied.

- “You'll be all right here with Anthea and Julian, won't you?” [...]
- “Yes, of course.” (*As.*)
- “You didn't notice her very closely, did you?”
- “Well, I didn't notice her clothes, but I did notice her face.” (*Grd.*)

Answers to special questions are often extended and different in structure. They must supply enough information required by the interrogative word.

- “Where is your luggage?”
- “I left it in the quarry.” (*Stw.*)
- “Why does he swim so much?”
- “Because he likes it, I suppose.” (*Cw.*)

2.3. to express order (command, prohibition) or request

Imperative utterances are normally used here.

“Come and sit down,” said Joan as Cora went away. (*Crb.*)
Don't be afraid, you won't sink. Just keep on floating — that's right. (*Cw.*)

To stress that a request and not an order is meant the words “please”, “be so kind” or some other contextual means will be used.

Do it for me, please, there's a dear. It's just an old house which nobody has lived in for years. No, Snuff, **don't go there!** *The walls may not be safe.* (*Hwt.*)

But interrogative or declarative utterances are also used to express request.

Do you mind giving me your name and telephone number, please? (*Pr.*)

Snuff, darling, can you go outside for a moment? (*Hwt.*)
 "Mr. Beebe, could you help me?" He looked amazed at her request. (*Frs.*)
 You must do no such thing, please. (*Cw.*)

The utterance expressing order or request will be followed in a dialogue by an utterance expressing agreement or disagreement. It will often begin with such words as "yes", "no", "certainly", "with pleasure", etc., indicating the listener's attitude to the order or to the request.

"Try and sleep now." [...]
 "Yes." (*As.*)
 "I wonder, sir, if I might have a word privately with Sir Stanley." [...]
 "Certainly. I'll go and fetch him at once." (*Chr.*)

Note:

Occasionally an exclamatory utterance may be used to express request or rather a hint.

How nice the coffee smells!
 (hint: I'd like to have a cup of coffee. Can I have a cup of coffee?)

The expected answer will be:

You're welcome. Sorry I didn't offer you any, etc.

3.0. DIRECT AND INDIRECT SPEECH

When a person's utterance is quoted, we have a direct speech utterance. In the written texts such utterances are given in inverted commas. The words of the person who quotes the utterance will be generally separated from the quoted utterance by a comma. When an utterance is not quoted but is reported or rendered by another person it will be an indirect speech utterance. In the written texts such utterances are not given in inverted commas.

3.1.0. There are three main types of indirect speech utterances: indirect statements, indirect questions, indirect orders or requests. When changing a direct speech utterance into the corresponding indirect speech utterance the following restrictions should be observed.

a) if the time and the place of both speech utterances are different, pronouns and adverbs are changed in the following way:

<u>Direct speech</u>		<u>Indirect speech</u>
this	⇒	that
these	⇒	those
here	⇒	there
now	⇒	then
today	⇒	at the time, that day
yesterday	⇒	the day before, the previous day
last night	⇒	the previous night
ago	⇒	before
tomorrow	⇒	the next (following) day

b) if the events are quoted at a period later than the time when they happened the verb forms in indirect speech will change in tense and order

<u>Direct speech</u>		<u>Indirect speech</u>
present tense (indefinite or continuous)	⇒	past tense
present perfect (present perfect continuous)	⇒	past perfect (past perfect continuous)
future tense (future perfect)	⇒	future-in-the-past (future-perfect-in-the-past)

Under the circumstances the modal verbs will show the following:

<u>Direct speech</u>		<u>Indirect speech</u>
can	⇒	could
could	⇒	had been able
may	⇒	might
might	⇒	might
is (are) to	⇒	was (were) to
have (has) to	⇒	had to
must	⇒	must

should	⇒	should
ought	⇒	ought
need	⇒	need
dare	⇒	dared

c) if the speaker quotes somebody else's statement, personal and possessive pronouns will be changed in accordance with the meaning

Direct speech

He says, "I have **your** book." ⇒

Indirect speech

He told me that **he** had **my** book.

3.1.1. Indirect statements

The indirect statement is normally preceded or followed by the author's speech containing the verbs "to say" or "to tell" (also in more formal speech "to state", "to assert", "to claim"), followed by an object. The indirect statement is joined to the author's words by the connector "that" or asyndetically. Compare:

He said, "I was there yesterday". || direct statement
 He said (told me) that he had been there the day before. || indirect statement

I saw Lady Julia coming up the stairs. She told me she had been down again for a book. (*Chr.*)

In the end he said he wouldn't do any more work that afternoon. He said he had had a shock. (*Chr.*)

In the text we shall have here a complex utterance with an object clause. In the written text — no comma.

3.1.2. Indirect questions

The indirect question is preceded or followed by the author's words containing the verbs "to ask", "to wonder", "to doubt", "to want to know". The word order is direct. The indirect question is joined to the author's words by the connectors "if" or "whether" if the question is general or alternative, and by the words "what", "when", "where", etc. if the question is special.

I asked him, "Will you go there tomorrow?"

I asked him if/whether he would go there the following day.

I asked him, "What did you want me to tell you?"

I asked him what he wanted me to tell him.

direct question

indirect question

direct question

indirect question

At this point I must ask if you are willing to come to Scotland Yard and make a statement. (*Chr.*)

In the text we shall have here a complex utterance with an object clause. In the written text — no comma.

3.1.3. Indirect orders or requests

The indirect orders or requests are preceded by the author's words containing the verbs "to ask", "to order", "to tell" (also in more formal speech "to request", "to entreat", "to beg", "to implore"). In this case we shall have a simple utterance, the verb in indirect speech used in the infinitive form.

I said, "Do it at once!"
I told them to do it at once.

|| direct command
|| indirect command

Grant asked her to look at some curtains.

Note 1:

To present a polite request or a suggestion we may have a complex utterance with an object clause.

He pulled the bell and asked that Mademoiselle Leonie might be sent to him. (*Chr.*)
— polite request

"My information is that what you actually said was 'Well, think it over and let me know'." — "Let me see, yes, I believe you are right. Not exactly that. I think I was suggesting that she should let me know when she was free." (*Chr.*)
— suggestion

Note 2:

A variant of indirect speech is the so-called "inner speech". The author is speaking or rather thinking to himself.

Inner speech utterances resemble direct speech utterances in structure. The utterances are generally simple, often with an inverted word order. Sometimes there are cases of ellipsis.

Did he miss his mother? Had he loved her? Emily wondered. No doubt Aunt Emilia succumbed to his charm as well. [...] Was there the faintest smell of lemon, sharp, clinging? A younger person's perfume? (Ed.)

4.0. THE ORGANIZATION OF THE TEXT

4.1. Text connective means

The principal means of the organization of text elements — utterances into a text is the order of the elements.

In a monologue each succeeding utterance within the paragraph is supposed to be a continuation, a development of the ideas expressed in the previous part of the text.

Autumn slipped into winter. The Haute Cuisine Club eventually almost succeeded in starving its advocate. There were not enough people interested or who could afford it. In spite of her initial success, Lavinia at last had to admit failure, and to take a dull but safe job selling nylons in a big store. Life in London was not so amusing, after all. The winter soot marked the white velvet couch and it, like her life, began to seem tarnished and tired. Stuffed with horsehair, after all. Harold had been right. (Ed.)

In a dialogue the words of the preceding speaker are understood as a cue to which the words of the next speaker are kind of response or answer.

"Would you like me to make you some coffee?"

"Oh tea, if you have any with you. Tea is what the British calm their shattered nerves with, isn't it?" (A. W.)

Another means of connection is conjunctions* which join

* See above "The Conjunction".

not only utterances within a composite utterance, but also utterances within a text.

For a young girl, her face had been too hard, lined and overvivid. **And** I often thought, trying to see the future, that long before she was middle-aged her looks would be ravaged. **But** now she was at the age which chimed with her style. (Sn.)

Essential for the organization of the text are articles. The definite article is often used anaphorically to indicate a link between a following and a preceding utterance, or a previous situation.

Maria Maxwell [...] talked — though exclusively to Alister, demanding gossip of London, of fashion, of the theatre. **The** controlled face grew animated; she flirted harmlessly with the practiced ease of a born beauty. (G.)

The indefinite article will generally point to the centre of communication, the most important item expressed in the paragraph.

Miss Tidworth looked at Lavinia kindly, seeing her plain, flat little face, her stocky figure, her uninspired clothes which always seemed to make her look broader and shorter than necessary. No one, her expression said, would be likely to want to marry such **an unexciting little person**, especially if she had foolish extravagances. Miss Tidworth's world was purely practical. (Ed.)

The indefinite article as a means of text cohesion can also be used cataphorically, i.e. to indicate that the following text will be devoted to a description of the object introduced by the noun modified by the indefinite article.

Immediately **a shrieking chorus** rang out. Birds, hundreds of them! Sulphur-crested cockatoos, flapping heavily between the branches, a swish of rose pink galahs, the brilliant parrots and parakeets, too beautifully plumaged for words. They seemed to be mocking her. (Wy.)

Note:

The indefinite article is often used for the same purpose in the titles of books and in news headlines.

A very important role in text cohesion is played by pronouns, especially personal, possessive and demonstrative, and also pronominal adverbs. The pronouns are often used as anaphoric connectors.

Emily took Barnaby's arm.

"May I see the room, please? I don't actually want to sleep in Aunt Emilia's until I redo it."

He led **her** to a small room with a narrow bed, white coverlet, small military chest, leather chair, some old prints of birds on the wall.

She was thinking of Patrick in **this** room, a vague boyish ghost with **that** reddish hair **she** remembered. Hopefully, **he** wouldn't resent **her** moving in. **He'd** understand that **she** couldn't move into **his** mother's room just yet. (*Ed.*)

Forms of the verb are also very important for text cohesion. The non-perfect form (continuous or common) normally begins a paragraph giving the general background, the "time-point" of the situation described in the paragraph, thus organizing all its utterances into the same text "cataphorically".

The cottage **was** very quiet. In the living-room Neville was sitting alone by the fire, a novel in his hands, the radio murmuring a Beethoven quartet. He looked up as they came in. (*Hwt.*)

The perfect form seldom begins a paragraph as it indicates a relation between the given and the previous situation. It is generally placed towards the end of the paragraph, thus organizing it "anaphorically".

She was going through the door, with its bands of purple glass set at each side. She was in the hall, and Aunt Cora was coming swiftly towards her. She **had** always **given** Cora and Winthrop the courtesy titles, though they were not relatives. (*Crb.*)

One of the means of text cohesion in dialogue is ellipsis, as the elliptical utterance can be understood only within the text. Thus ellipsis which is a result of text cohesion is also a means of it.

“Manage the bag?” asked the taxi driver.

“Yes, thank you,” said Joan.

“Manage that bridge? It kicks back at you,” he went on.

“Oh yes. I’ve been here before.” (*Crb.*)

A very important means of text cohesion is parenthesis (see above 1.3).

4.2.0. Text expressive means

To make the utterance and the text part of which the utterance forms more emphatic, different syntactical means can be used. The principal means here is inverted word order. Its principal communicative aim is to lay particular stress on the idea expressed by a component of the syntactic structure. The latter case may be exemplified by the following instances.

4.2.1. to draw the attention of the reader/listener to the subject of the utterance:

- a) the utterance begins with the words “here”, “there”, “now”, “then”, “so”

Here is the story.

Now comes the most important thing.

Here, he felt, was someone on whom he could lean. (*Chr.*)
So happened the curious visit to Linz. (*Hlt.*)

- b) the utterance begins with a lengthy adverbial modifier or a predicative

In the green and beautiful valley stood a small house
with a green roof and red shutters.

Huddled on the floor, in a dead faint lay the countess Radsky.
(Chr.)

There were different layers of his mind all revolving oppositely in concentric circles. And then, **mixed up with everything else**, was the work we did. (Hlt.)

4.2.2. to emphasize the circumstances of the action

Adverbs or conjunctions with a negative or restrictive force will open the utterance.

Nowhere (Seldom) have I seen such friendship.

But it was terrible — **Never — never** shall I forget it. (Chr.)
So little did she resemble her father that at this minute she fairly gloried in the extreme discomfort of the position. (Chr.)

Note:

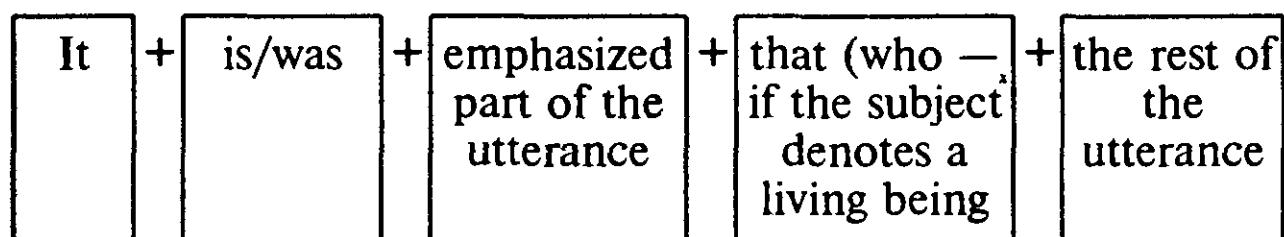
Any adverbial modifier may be placed at the beginning of the utterance to make the narration more vivid, but only in lively informal speech.

The door flew open. **Out** rushed the children.

Back after a few hours came the answer: “No illness but please come it is very important.” (Hlt.)

Restrictions: the subject must be expressed by a noun.

4.2.3. A special emphatic construction may also be used to stress any part of the utterance, to put particular stress on it. The construction begins with the so-called “emphatic ‘it’”



“Were you at the diggings at the time of the cave-in?” — “**It was I** who was trapped below.” (A.G.)

Marney had driven over for dinner that evening and **it was he** who answered the phone. Leonie was in the kitchen making coffee and Karen had just taken Snuff to bed. (Hwt.) Jimmy Lorrimer was one of Luke’s oldest friends. Luke stayed with Jimmy as soon as he got to London. **It was with Jimmy** that he sallied forth on the evening of his arrival in search of amusements. **It was Jimmy’s coffee** that he

drank with an aching head the morning after, and it was **Jimmy's voice** that went unanswered while he read twice over a small insignificant paragraph in the morning paper. (*Chr.*)

In the written text punctuation may be used as a means of emphasis (see below 5.0).

5.0. PUNCTUATION

In the written text punctuation marks have the following main functions.

5.1. The comma is used to separate or set off:

- words and phrases in a series;
- clauses of a compound utterance joined by coordinate conjunction;*
- the subordinate adverbial clause from its principal (if the subordinate clause precedes the principal);
- an attributive non-appositive clause (generally);
- participial phrases or constructions;
- homogeneous subordinate clauses;
- nouns of direct address;
- a quoted utterance from the rest of the utterance;
- words used in apposition;
- parenthetical words or phrases.

5.2. The semicolon is used to separate:

- two coordinate clauses in a sentence not joined by a conjunction (compare 5.1);
- two clauses when they have commas within the clause.

5.3. The colon is used after an introduction to a long quotation, a list or an enumeration.

5.4. The hyphen is used between:

- two or more words serving as a single adjective/attribute before a noun (no hyphen when used after a noun);
- the components of a compound cardinal numeral.

* Do not separate the parts of a compound predicate.

5.5. The ***dash*** is used for the following:

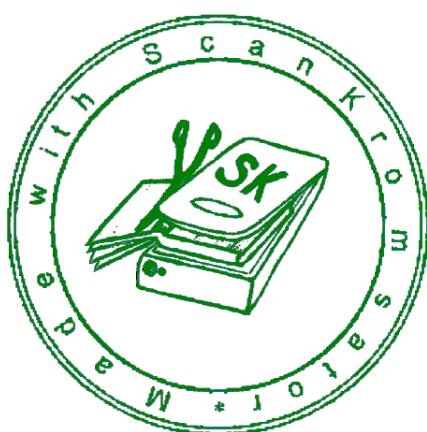
- to indicate an abrupt change of thought;
- to set off lengthy appositive expressions containing commas.

5.6. The ***quotation mark*** is used to enclose:

- direct quotations;
- phrases when the writer desires to call attention to them;
- the titles of books, articles, etc. within the text.

5.7. The ***full stop*** is placed at the end of the declarative utterance, the ***question mark*** — at the end of the interrogative utterance with direct or inverted word order; the ***exclamation mark*** will be placed at the end of the exclamatory utterance.

Note should be taken that the majority of punctuation marks depend upon the will of the writer, and punctuation rules in English, different from Russian, are rather rules of preference not obligatory grammatically. Thus commas, colons, semicolons and dashes are often important text marks to indicate loose semantic ties between elements of the utterance thus emphasizing each element and showing its importance in communication.



EXERCISES

One. Parts of Speech

PARTS OF SPEECH

I. THE NOUN

GRAMMATICAL DESCRIPTION

Exercise 1.

Are the underlined nouns a) concrete or abstract, b) proper or common?

I believe that on the first night I went to Gatsby's house I was one of the few guests who had been actually invited. People were not invited — they went there. They got into automobiles which bore them out to Long Island, and somehow they ended up at Gatsby's door. Once there, they were introduced by somebody who knew Gatsby, and after that they conducted themselves according to the rules of behaviour associated with an amusement park. Sometimes they came and went without having met Gatsby at all, came for the party with a simplicity of heart that was its own ticket of admission. (*after S. Fitzgerald*)

Exercise 2.

Match the underlined concrete nouns with the items of the list:

- a) "thing" nouns;
- b) material nouns;
- c) collective nouns.

1. I had no time to talk to anyone as I was trying to core kidneys, grill toast, heat porridge, make coffee and watch the sausages and bacon all at the same time.

2. Colonel Melchett silently marvelled at the amount of aids to beauty that woman could use. Rows of jars of face cream, cleansing cream, vanishing cream, skin feeding cream! Boxes of different shades of powder. An untidy heap of every variety of lipstick. Hair lotions and “brightening” applications. Eyelash black mascara, blue stain for under the eyes, at least twelve different shades of nail varnish, face tissues, bits of cotton wool, dirty powder-puffs. Bottles of lotions — astringent, tonic, soothing, etc.
3. One never knows what a jury is going to do.
4. A crowd gathered round the open door.
5. You, folks, understand, of course, that there is no longer any question of going to the police with the violin business. The police are here.

Exercise 3.

Translate into English. What do the proper nouns denote in each case?

1. «Гардиан» — одна из старейших английских газет.
2. «Альбатрос» бросил якорь в маленьком порту.
3. В Венгрии — одно большое озеро. Это — Балатон.
4. Ученые многих стран принимают участие в исследовании Венеры.
5. Кремль был построен на берегу Москвы-реки.
6. Представителями барокко в России были архитекторы Растрелли и Чевакинский.

Exercise 4.

Translate into English. Write out the English equivalents for the underlined Russian nouns. What in the use of these words presents a problem for Russian students of English?

1. a. Она привыкла к тому, что все считали ее красавицей.
b. Красота окружающего пейзажа поразила его.
2. a. В этом районе добывают много железа. b. У этого утюга очень хороший дизайн.
3. a. В этот пирог нужно добавить лимона. b. Я никогда не кладу лимон в чай. с. Купи, пожалуйста, килограмм апельсинов и пару лимонов.

4. а. Недалеко от их дома был прекрасный дес. б. Я пред-
почитаю хлебницы, сделанные из дерева, а не из пласт-
массы.
5. а. Инженером, создавшим первый “форд” в 1892 году,
был Генри Форд.
6. а. Где отец? — Он на работе. б. Его отец работает на
этом заводе.

See 1.2.1.0.

Exercise 5.

Are the underlined nouns countable or uncountable? Rewrite the text in the form of a dialogue and act it down in class with your partners.

We got out of the car, Lorrimer reaching in for a battered old tennis bag. As we walked toward the clubhouse, he said: “I’m glad you could come. It’s hard to arrange games at this hour. I like to play before lunch and Italians like to play after lunch.” He saluted two small dark men who were playing on one of the courts. “In a minute,” he shouted.

“I’m afraid I’m going to slow down your game a bit,” I said, watching them. “I haven’t played in years.”

“Don’t give it a thought,” he said.

The sneakers fitted me perfectly and the shorts and shirt approximately, flopping around me a bit, but playable.

“Take your valuables with you to the court,” Lorrimer said. “You could leave them at the desk, but there have been incidents.” (*after I. Shaw*)

See 1.2.1.2.

Exercise 6.

Are the underlined nouns a) Singulalia Tantum, b) Pluralia Tantum? What features of the context help you to identify them as such?

1. Haislip laughed. “Christina doesn’t trust my French,” he said.
2. Jimmy filled the glasses carefully. They drank. It was very good champagne.

3. What were his politics then?
4. This time the tactics were different, but Aunt Alexandra's aim was the same.
5. "Give me those scissors," Atticus said. "They're no things to play with."
6. Normally Antonia put on different clothes three or four times in a day.
7. He moved to the Bahamas with his new wife and took up British citizenship.
8. The English, Sir Henry decided, had a distrust for any man who danced well.

Exercise 7.

Make sentences with the following words, using them as subjects. Supply a predicate in the singular or in the plural as appropriate.

pyjamas, trousers, spectacles, lodgings, outskirts, premises, works, stairs, authorities, breakables, goods, draughts, sweets, archives, remains, costs, damages, wages, economics, linguistics, statistics, politics, chemicals, contents, looks, likes and dislikes, belongings

See 1.2.1.2—1.2.1.3.

Exercise 8.

Which of the underlined collective nouns are uncountable (Singulalia Tantum or Pluralia Tantum) and which can be both countable and uncountable? Translate the sentences into Russian. Arrange in two columns the underlined English nouns and their Russian equivalents. Make new sentences using the English nouns from the columns in all possible forms.

1. The trail went up into the hills and the cattle in the summer were as shy as deer.
2. I hoped the rain was still heavy enough to keep the police in their quarters.
3. I was like a naturalist who comes into a country where the fauna are of an unimaginary variety.
4. My family were still highly amused at the idea of my attempting

- it, which did not increase my confidence.
5. "What did I tell you in Washington?" — "That you were a simple country boy from an enormously wealthy family." — "Did you believe it?" — "No."
 6. I am glad, after all I've tried to do here, that the Committee don't wish me to go.
 7. This Committee is not a prosecuting body.
 8. I don't know anything about such things but father's friend said that the Government were very worried about the position.
 9. "I thought you were doing great." — "I put on a good act," Hale said lifelessly. "I have to. I'm a dandy old liar. It's a government of liars and you get plenty of practice."

Exercise 9.

Use the verb in brackets in the singular or in the plural.
Give reasons for your choice.

1. a) My family (to be) nice people. b) My family (to consist) of my wife and me.
2. a) The staff (to be) all present in spite of the late hour. b) The teaching staff of this college (to be) carefully selected.
3. a) The crew of the ship (to have) meals in their own cabins.
b) The crew of the yacht (to be) made up of young people between 18 and 20.
4. a) After the competition the team (to be) returning to their clubs. b) The team (to go) to the competition on Monday.
5. a) The platoon (to be) dismissed. b) As soon as the platoon (to gather) round him, he divided them into teams of four.

Exercise 10.

Translate into English. What rules of subject-verb agreement must be followed in each sentence?

1. У него небольшая семья.
2. Члены его семьи очень приветливы.
3. У него очень квалифицированные сотрудники.
4. Все сотрудники его отдела помогают ему в этой работе.
5. Вся команда отправляется сегодня на берег.
6. Команда состоит из двадцати опытных моряков.

7. Этот комитет был избран месяц назад.
8. Члены комитета не проявляют единодушия в отношении этого предложения (not to be unanimous).

Exercise 11.

Translate into Russian. Arrange the underlined English nouns and their Russian equivalents in two columns. Is there a direct correspondence in “number” between the English and the Russian nouns?

1. The question under discussion was money. Andrew judged that Blodwen had a great deal of it invested in her own name.
2. He rarely gathered news: people brought it to him.
3. “She’s going to come and stay in London for a while.” The news was so surprising that he even forgot to be angry.
4. I have an apprehension of you which is deeper than ordinary knowledge.
5. In his straining eagerness for success he forgot how contrary was his progress to all that he had hitherto believed.
6. “Where did you know him? At Corneu?” — “No, Father. And don’t ask me any more questions.”
7. You didn’t answer my question.
8. The hostility was still apparent but now there was interest as well.
9. I suppose I would survive, I would find some new interests and revive old ones.

Exercise 12.

Translate into English using the words in brackets. What in the use of these words presents a problem for Russian students of English? Make ten Russian sentences with these words and offer them to your partners for translation.

1. «Я вам дам один совет», — сказал он. Эти слова прозвучали странно: он почти никогда ничего несоветовал. (advice)
2. Он хотел получить эти сведения. (information)
3. Мне вчера сказали, что он переехал в другой город, но это уже не было для меня новостью. (news)
4. Меня удивили его успехи. (success)
5. Его успех в соревнованиях вполне закономерен. (success)

6. Их познания в этой области были весьма обширны. (knowledge)
7. Хорошее знание иностранного языка очень помогало ему в работе. (knowledge)
8. Есть какие-либо новости? (news)
9. Ваша новость совсем не нова! (news)

Exercise 13.

Make mini-dialogues with the words given below. Use the dialogues under I, II, III as suggested models.

- I. A. He failed at the examination.
B. It's bad news.
- II. A. He is planning to marry shortly.
B. I'm glad. It's wonderful news.
- III. A. Did you watch TV yesterday?
B. No.
A. There was some interesting information about environmental protection.

(money, news, weather, success, progress, advice, information, advertisement, furniture)

See 1.2.2.

Exercise 14.

Translate into English. Arrange the underlined Russian nouns and their English equivalents in two columns. What English case forms correspond to the Russian nominative, genitive, dative, accusative, instrumental and prepositional case forms?

1. У меня есть фотография, которую я хочу тебе показать.
2. У меня нет его фотографии.
3. Я указал его на фотографии, которую мне показали.
4. Покажи мне эту фотографию.
5. Этой фотографии, наверно, много лет. Она вся пожелтела.
6. Мне всегда казалось, что ты очень дорожишь этой фотографией.

Exercise 15.

Which of the words below are regularly used in the genitive case and which can be used in the genitive case only occasionally?

man, mother, Alan, committee, year, day, friend, officer, world, nation, country, government, children, dentist, cat, sun, union, Britain, London

Exercise 16.

Translate into English using a genitive case form or an “of-phrase” to express “possessiveness”. Remember that the genitive is not regularly used with inanimate nouns.

1. Я хочу пригласить сестру Грегори Смита.
2. Пьесы Шекспира издавались огромными тиражами.
3. Услышав гудок машины, я выглянул в окно.
4. Вы не помните название статьи, которую нам рекомендовали прочесть?
5. В конце лета я получил недельный отпуск и уехал за город.
6. Нам посчастливилось присутствовать на открытии выставки.
7. В музее мы узнали много интересного об истории этого города.
8. Ошибка пилота могла привести к воздушной катастрофе.
9. Крыша дома была только что выкрашена и блестела на солнце.

See 1.3.1—1.3.2.

Exercise 17.

Determine the syntactic functions of the underlined nouns.
In what way are the nouns combined with other words within the sentences?

1. I paid my bill and left the restaurant, found a small photographer's shop and sat for passport photos. The photographer told me that they would be ready at five-thirty,

and I spent the time watching a French movie. I might as well start getting used to the sound of the language, I thought, as I settled comfortably in my seat, admiring the view of the bridges across the Seine.

2. I stopped at a traffic light and hailed a cab which was slowing to stop there.
3. I looked at my watch. It was almost noon.
4. "Have you ever been to Italy before?" — "No." — "I will be your guide. It is a wonderful country, full of surprises."

USE IN COMMUNICATION

See 2.1/2.2/2.3.

Exercise 1.

Match the underlined nouns with the items of the list:

- a) the doer of an action;
- b) the object of an action or its addressee;
- c) a person (thing) possessing a quality or owning something;
- d) the circumstances of an action.

1. Tommy got out and assisted Mr. Ryder to alight also.
2. I wonder, Miss Deane, if I may speak to the maid, Crockett, for a minute.
3. You have your mother's eyes.
4. A dozen Jamaicans were taken on at the motor works.
5. The sailor was quickly joined by his companions.

See 2.4/2.5/2.6.

Exercise 2.

What do the underlined nouns in the genitive case form denote? What noun in the phrase does the article refer to?

1. That afternoon Dolly's friend Cattrine Creek came over and packed my clothes.
2. "I saw your sister's play the other night." — "Did you? Did you like it?" — "I didn't think much of the play, but I loved her."
3. "Why aren't you going to Peter's funeral?" — "Alfred, you mustn't ask for explanations of things I do."
4. From somewhere in the house they heard a faint sound of a woman's laughter.

5. His position required a serpent's cunning, a lion's courage, a dove's gentleness.
6. Lucy left at five, in a taxi, saying she must be back to the children before the end of children's television.
7. She said that she was going through to Quebec after two days' stay in Toronto.
8. Her skin still had a tawny touch of last year's sunshine.
9. "Haven't we all been concerned about the same thing?" There was an instant's dismayed silence.
10. "I didn't sign any contract." — "I'm not talking about a contract. I'm talking about a gentlemen's agreement."

See 2.6.

Exercise 3.

Determine the functions of the nouns in the genitive case used absolutely. Translate the underlined phrases into Russian.

1. — Were those your two children in the photograph?
— What? Or, no, they're my sister's. We haven't any children.
2. "Let's go to the theatre," said Maria. The stage door-keeper was an old friend of Maria's. His face was wreathed in smiles as he welcomed her.
3. Perry Mason, freshly shaven, wearing a grey business suit which looked as though it has just been received from the tailor's, jabbed his thumb against the bell button of Peter Kent's front door.
4. I'll bake some pastries when I get back to mother's.
5. She had paused at the door of a confectioner's.
6. Passing a Woolworth's she gripped my arm.
7. I'll see him by accident. Near St. Paul's, you said.
8. — Five?
— Make it five-thirty, — Christina said.
— Where're you going to be? — Beddoes asked.
— Near the Etoile, — Christina said.
— Alexander's?
— Fine, — Christina said.
9. This affair of Fleur's troubled him.
10. Time dragged eternally. I dropped in at a summer vaudeville, and bought some ties at a haberdasher's.
11. She had a great, ringing laugh, like a man's, and she talked in a deep, loud voice.

See 2.1.

Exercise 4.

What do people of the following professions or trades generally do? (Use the list of nouns given below.)

carpenters, cabinet-makers, smiths, painters, brick-layers, lawyers, typists, draughtsmen, pilots, sailors, fishermen, dress-makers, radio-announcers, shop assistants

Exercise 5.

Who uses the following objects in their work?

a compass, a map, a net, a boat, a hammer, an iron, bricks, a typewriter, paper, nails, a drawing-board, a ruler, a brush, canvas, a sewing-machine, needles, a tape-measure

Exercise 6.

To whom did you

- a) write a letter,
- b) read a story,
- c) say a few words or address your speech,
- d) show a beautiful picture or give a book of short stories,
- e) remind of his promise to help,
- f) mention the necessity to observe traffic regulations, etc.?

See 2.4.

Exercise 7.

Who can possibly own the following objects? (Make sentences beginning with "somebody has, owns, possesses...". Use the nouns or noun phrases below.)

a new dress, a garden, poultry, good books, a computer, a doll, a radio-set, a fine house, a flat, an apple

See 2.5.

Exercise 8.

Rephrase the sentences using an "of-phrase" to make the positive evaluation of a person more expressive.

Model. He is a talented man. He is a man of talent.

1. My friend is very kind.
2. The man is very resourceful.
3. His strength is great.
4. He has many talents.
5. He has great courage.
6. His conduct is very good.
7. She is determined and courageous.
8. The probability of this case is very strong.
9. The issue is very interesting to everybody.
10. She is perfectly respectable.

Exercise 9.

Do the noun phrases below denote:

- a) features of a man's character,
- b) his outward appearance,
- c) his social position or
- d) properties or characteristics or things?

Make sentences with the phrases below speaking of someone or something you know.

a man of intelligence

a woman of great self-possession

a young man of middle height

a man of letters, of law

a man of importance, a man of means

a thing of beauty, a place of interest

a factor of importance

a woman of great beauty

Exercise 10.

Make sentences with the phrases below to express time or duration. Speak about yourself or someone you know.

a few days' practice, in two days' time, the day's events, today's weather forecast, a good day's work, Monday's train, a good night's sleep, a few weeks' time, a four weeks' holiday, a moment's regret, a year's time, at a moment's notice, a two hours' break

See 2.6.

Exercise 11.

What do you normally do finding yourself:

- a) at a baker's,
- b) at a hairdresser's,
- c) at a dentist's,
- d) at your friend's,
- e) at your mother's, etc.?

Exercise 12.

What style do the texts below refer to (scientific or emotive prose)? Can anything in the use of nouns be identified as characteristic of this or that style?

- I. Nearly 15 per cent of Britain's North Sea oil production has halted. Three of the biggest off shore oil fields remained shut as divers tried to find the cause of a North Sea oil slick. The oil was leaking from part of the 130-mile-long submarine pipeline network which runs to the Occidental oil terminal on the Orkney island of Flotta from the Piper, Claymore and Tartan platforms. A diving support ship, Deepwater I, was on station at the scene to allow divers with video cameras to carry out an underwater survey of the pipelines. They eventually located the leak at a point where the Claymore pipeline connects with the main pipe to Flotta.
- II. I saw no one in the hall, and thinking I should be less in anyone's way if I waited in the garden, I walked to the water's edge and remained there for some time. I could see the short drive and the front door from where I stood and when the doctor's car appeared, I was ready.
- III. It was not that he put on an act of being "the ordinary chap". In some way he was "the ordinary chap", and eschewed the vision which might, for better as well as worse, have made a very different use of his money. I never knew Arnold to purchase any object of beauty. He was indeed quite deficient in visual taste, though he was rather aggressively fond of music. As to his person, he continued to look like a schoolmaster, dressed shapelessly, and retained a raw shy boyish appearance.

REVISION EXERCISES

Read through 1.1.0—2.6 of the “Noun” in “Theory” and be ready to discuss the following problems.

1. What do concrete and abstract nouns denote?
2. What groups of concrete nouns do you know?
3. What do proper nouns denote?
4. Which nouns are called countable or uncountable?
5. What features of the context indicate that the noun is used in its singular or in its plural form?
6. What groups of uncountable nouns do you know?
7. What nouns belong to each of those groups?
8. What cases has the English noun?
9. What inanimate nouns are sometimes used in the genitive case?
10. Can a noun in the genitive case be used absolutely? When will it be used absolutely?
11. With what parts of speech do nouns usually co-occur in the phrase?
12. Enumerate the syntactical functions of nouns and give examples to illustrate your point.
13. Give examples with the noun used to denote:
 - a) the doer of an action;
 - b) the object of an action;
 - c) the addressee of an action.
14. Give examples of the noun used to denote a quality of an object.
15. Give examples with the noun denoting somebody a) owning something, b) possessing a quality or a feature.
16. Give examples with the noun (alone or as part of a phrase) used to denote the place, time or some other circumstance of an action.

Exercise 1.

Do the underlined nouns denote a) the doer of an action, b) the object of an action or its addressee, c) a person (thing) possessing a quality or owning something, d) a quality or a feature of an object, e) some circumstances of an action?

A.

1. Higgins takes off his boots all over the place.
2. I don't think you realize what anything in the nature of brain work means to a girl of her class.
3. I know you are generous to everybody with money.
4. Don't you realize that when Eliza walked into Wimpole Street, something else walked in with her?
5. It was like learning to dance in the fashionable way.
6. Taximan: "And where is home?" Liza: "Angel Court, Drury Lane, next to Meiklejohn's oil shop."

B.

1. "He's going to work permanently at Calderwood's", Julia said, "starting tomorrow morning."
2. Calderwood's was a small department store on the best corner of the main shopping street.
3. Duncan Calderwood was a spare, laconic Yankee of about fifty.
4. He went to the back of the shore, where Calderwood's private office was located.

Exercise 2.

A. In which of the cases given below do the English and the Russian Singulalia Tantum correspond and where do they differ? Make sentences to prove your point.

English

- a) Singulalia Tantum
- news
progress
advice
information
knowledge
furniture
work

Russian

- новость
успех
совет (советы)
сведения
знание
мебель
работа

b) Pluralia Tantum

- opera-glasses
politics
clothes
contents
measles
goods
- бинокль
политика
одежда
содержание
корь
товар

works

завод (предприятие)

Russian

сани
ворота
часы
чернила
фрукты
волосы
деньги
каникулы

English

sledge
gate
watch
ink
fruit
hair
money
vacation

B. Translate into English using the appropriate form of the underlined noun and of the respective verb.

1. Я купил эти часы месяц назад. Они отставали на три минуты, и мне пришлось их починить.
2. Товар только что прибыл в магазин, и теперь его разгружают.
3. Во время прогулки мы попали под дождь. Чтобы высушить одежду, мы развели костер. Не успела она высохнуть, как дождь полил снова.
4. Когда Мария вернулась домой, ее ждали плохие вести: ее отцу стало хуже.
5. — Кому принадлежали эти деньги? — Я не знаю, кому они принадлежали, но знаю, кто в них нуждается.
6. Содержание вашего сочинения не соответствует теме.
7. Мне нужно купить новую мебель.
8. Его волосы были влажными от дождя.
9. Каникулы мне всегда кажутся слишком короткими.
10. Корь — тяжелая болезнь.

Exercise 3.

What do the underlined nouns in the genitive case denote? What noun in the phrase does the article refer to? Translate the sentences into Russian. Is the Russian equivalent for the underlined English noun also a noun?

1. We're just going over now in Miss Carter's car to Mr. Denoyte's house to look at the portrait.
2. "We haven't met for many years," said Daisy, her voice as matter-of-fact as it could ever be. "Five years next November."

The automatic quality of Gatsby's answer set us all back at least another minute.

3. "Here she lives." We knocked. The door of the girl's apartment opened and she poked out her head.
4. Then there came a girl's voice, a high piercing shriek:
5. Do you want a shirt? It's a labourer's shirt I got in Sardinia, but it's too small for me.
6. "Here on business?" I asked. "Of course. A woman's work is never done."
7. She was one of those women who love to use men's things. Len had given her his second-best cigarette case, and sometimes she wore his shirts and pullovers.
8. Somewhere here, he sensed with his scientist's trained intuition, there was a cause and there was an effect! The effect was fairly evident.
9. "My train leaves at nine o'clock." — "And I'm off to Paris in two days' time."

Exercise 4.

Translate into English. Use the genitive case form of a noun where possible. Make a list of your own genitive phrases on analogy with the English equivalents for the underlined Russian nouns.

- I. Это был не очень удачный день: все у меня не ладилось (not to go so well), болела голова. К тому же мне все время мешали обрывки разговоров, доносившиеся из соседней комнаты, вроде этих:
 - Как ты думаешь, смогу ли я сейчас взять недельный отпуск?
 - Мне надо непременно после работы успеть в галантерею. Нужно купить молнию и колготки.
 - Ты не видела у меня на столе вчерашнюю газету?
 - Это все пустяки, минутное дело.
 - Туда ехать два дня, не меньше.
 - Откуда эта выкройка (pattern)? Наверное, из женского журнала? и т. д.
- II. Зазвонил телефон. «Алло, — послышался женский голос, показавшийся мне сначала незнакомым, — вы меня не узнаете?» Я терпеть не могу, когда люди, звоня по

телефону, не сразу называют себя. «Нет», — сказала я после минутного молчания. Правда, я уже поняла, с кем говорю. Я узнала голос новой подруги моей сестры, но я никак не хотела сейчас с ней разговаривать, тем более с работы. После пятиминутного разговора с ней мне всегда хотелось как-нибудь его закончить и уйти. Сейчас же, после целого дня напряженной работы, я мечтала пойти домой, принять горячую ванну, хорошо выспаться, а назавтра, в воскресенье, поехать за город.

Exercise 5.

Single out proper names. What do they denote? Reproduce the texts in class. Give a short talk on literature or art (in which you will have to use a lot of proper names).

1. Renaissance is the name given to the intellectual and artistic development of Western Europe. Together with the Reformation it marks the epoch of change from the medieval to the modern world.

In the realms of painting and sculpture there is an unbroken tradition from the age of Giotto (1266—1337) to the death of Titian (1576). It developed when the treasures of Greek literature were for the first time becoming available to the West owing to the migration of scholars and manuscripts before and after the sack of Constantinople (1453).

2. There is still much more building of the Victorian Age left in Britain than there is of any earlier period. In quality a surprising disparity exists between the Law Courts in London, or the town halls of the North — and earlier and generally more modest edifices which are little noticed today. An extremely rapid flow of influence, not only within the British Isles, but across the seas to the Dominions and the United States, characterized the whole Victorian Age.

A change of phase from High Romanticism to Late, from the world of David and Beethoven to that of Delacroix and Berlioz, seems to have come in 1830, a year of revolution in literature and the Arts, as well as in politics.

II. THE ADJECTIVE

GRAMMATICAL DESCRIPTION

Exercise 1.

Are the adjectives in the text below relative or qualitative?

He remembered Crawford's eyes, his soft jowls, folding inwards the small nose, and mouth and chin. It hadn't surprised him, their meeting there. Though, at first, Crawford had been busy, had not come near Hilliard until the following day. Then, as always in the past, their pointless, mutual dislike.

When they were boys, they had both been sent to a dancing class. "If you are going to do a thing, do it properly," Constance Hilliard had said. "Dancing will be a great asset to you later on, you will have me to thank for having taken you to proper lessons. I like a young man who knows how to dance." (*after S. Hill*)

See 1.2.

Exercise 2.

Single out adjectives used in the comparative or the superlative degree. How is the degree of comparison formed in each case (synthetically or analytically)?

1. Both Holmes and I had a weakness for the Turkish bath. It was over a smoke in the pleasant lassitude of the drying-room that I found him more human than anywhere else.
2. Difficult to believe it was so long ago, he felt young still! Of all his thoughts this was the most poignant and bitter. With his white head and his loneliness he had remained young and green at heart.
3. He felt her breathing grow slower and easier.
4. She signed and began to decide how much money she would

- ask for. What was the least sum she would need, and what was the largest sum she dared ask her Eastern old-time friends to lend her, and where did the two coincide?
5. I think you are about the prettiest girl in school.
 6. Rosemary — her sister — was the elder by six years.

Exercise 3.

Give the comparative and the superlative degrees of the adjectives below (some are formed synthetically, some -- analytically). Make sentences with those for which you could think of a suitable situation.

1. good, bad, little, many, few;
2. near, far, late, big, simple, small, dear, slight, large, young, old, high, bright, cheep, poor, rich, nice;
3. narrow, lazy, tiny, stupid, merry, cozy, clumsy, complete, healthy, easy, joyful, recent, polite;
4. beautiful, significant, miserable, expensive, familiar, interesting, difficult, incomparable, honourable, accurate, thoughtful;
5. deep-blue, short-sighted, long-legged, panic-stricken, kind-hearted, old-fashioned, light-hearted, good-natured, grey-haired, wide-spread;
6. large and profitable, simple and beautiful, small and cunning.

See 2.1.

Exercise 4.

Do the underlined adjectives denote here the highest or a very high degree of a quality? Translate into Russian. Is the Russian equivalent for the underlined form always a superlative?

1. Behind a cold exterior the most extraordinary events transpired in her mind. The people of the town thought of her as a confirmed old maid, because she spoke sharply and went her own way. In reality she was the most eagerly passionate soul among them.
2. There was a most interesting and youthful and pretty... a most engagingly interesting intellectual maiden who functioned as assistant editor and reader.
3. The doctor looked down his throat and thumbed his chest and declared him the finest specimen of them all.

4. She'd have to ask the lawyer. She had a hunch she had better not do one slightest thing that wasn't absolutely correct, legally speaking.

Exercise 5.

Translate into English. Arrange the underlined Russian words and their English equivalents in two columns. Is the English equivalent for the underlined Russian word always a degree of comparison?

1. Он более талантливый из двух братьев.
2. Это крайне важный вопрос. Он требует немедленного обсуждения.
3. Сегодня он чувствует себя лучше, чем вчера. Мне сказали, что его лечат лучшие врачи.
4. Эта статья чрезвычайно интересна. В ней описываются многие достижения последних лет в области химии.
5. Это самая интересная книга, которую я прочел по-французски в подлиннике. Прочти ее. Она не труднее той, которую мы читали на занятиях.
6. Сейчас в парке меньше людей, чем обычно. Он менее красив, чем весной и летом.
7. — Сколько лет вашей младшей дочери? — Пятнадцать. Мери на два года старше ее, а Боб на пять. — Значит, вашему старшему сыну уже двадцать? Он совсем взрослый.
8. Джон — мой давний приятель. Мы знаем друг друга с детства.
9. Вы сможете купить эту газету в ближайшем киоске. Следующий поворот направо, рядом с метро.
10. Не ждите дальнейших более подробных инструкций. Делайте все так, как считаете лучшим в данной ситуации.
11. Статья написана не лучше, чем в прошлый раз. Вы не учли те замечания, которые я сделал вам во время последнего обсуждения.

Exercise 6.

In what way is the degree of a quality “intensified”? Write out the intensifiers and translate them into Russian.

1. During rehearsals Brenner became so nervous that he couldn't eat.
2. He was very quiet when he got back to the hotel.
3. "Happy?" — "You are too old to ask a question like that."
4. "Mr. De Witt has been most kind," he said with a flash of his perfect teeth.
5. "You could write your memoirs, Ann," he said, half reprovingly. "I know I'm old, but I'm not that old."
6. "Then you were a lot luckier than me," commented Maxim.
7. He is a good-natured Greek of forty-four who seems a good deal younger.
8. Things are a bit easier now but I told him to wait.
9. The motorcar was far more stable than I had experienced before and wonderfully easy to run.
10. He is much richer than John.
11. She was a trifle taller and bigger-boned than the average girl.
12. Afterwards, it wasn't quite so difficult.
13. I was far too old and too big for such childish things.
14. So that's why your hair looks so much blacker than it did last time I was back.

Exercise 7.

Translate into English. Write out the Russian intensifiers and their English equivalents. Make sentences with those English intensifiers for which you could think of a suitable situation.

1. Она была слишком взволнованна, чтобы уснуть.
2. Он сейчас выглядит гораздо старше, чем полгода назад.
3. Он очень приветливый человек.
4. Я сейчас чувствую себя гораздо лучше, чем всегда.
5. Я думаю, вы были бы гораздо счастливее, если бы совершенно забыли об этом.
6. — Ты знаешь, почему он был так резок с тобой? — Понятия не имею.
7. Возьми эту книгу. Она еще интереснее, чем та, что я тебе дала в прошлый раз.
8. Сегодня ненамного жарче, чем вчера.
9. Этот путь решения проблемы ничуть не лучше. И он значительно сложнее.
10. Это самый большой дом в поселке. Его так просто найти.

See 1.3.1.

Exercise 8.

Are the underlined adjectives used in isolation or as part of a phrase or a construction? With what parts of speech do they co-occur in the sentences below?

1. He was annoyed with Anne's behaviour, but not much more than that. He wasn't really worried about her. She was a grown girl and could take care of herself. She had been cruel to Patty, and not being cruel himself, he disapproved. When he saw her, he would make that clear.
2. I saw with apprehension that his skin had gone clammy cold. He was worse, I was certain, and much weaker.
3. He felt discouraged, strangely empty.
4. De Witt kept silent.
5. Seeing me he stood irresolute, his eyes dark and mournful.
6. He seemed indeed absolutely unaware of my presence.

Exercise 9.

Make sentences to describe people (someone you know), objects or to characterize abstract notions. Use the adjectives given below in isolation, as part of a phrase or a construction.

possible, nervous, funny, clear, pleasant, awkward, nice, good, difficult, important, happy, comfortable, impatient, wrong

Exercise 10.

Single out adjectives which can be used attributively, predicatively or both. Give reasons.

1. "She is a very remarkable person. You realize that, don't you?" — "Yes," I said slowly. "I do agree. Anna is very remarkable."
2. "He's still alive!" he shouted.
3. Your mother is ill, critically ill.
4. Anne had said that he didn't look well.
5. He wondered if he was glad or sorry she had refused to come to Cannes with him.
6. As soon as I saw Finn I stopped and put the cases down. They were full of French books and very heavy.

7. He paused. He was not a quick thinker and needed a little time to let a notion sink into his head.
8. Lane pushed it [the map] aside and turned to face Thumm with a smile of sheer satisfaction.
9. "Hello, Sadie!" I said. "My dear creature," said Sadie, "I haven't seen you for centuries! How lovely!"
10. She was straightforward, funny, demanding, unpredictable, affectionate, eager and enterprising, only serious at those moments that demanded seriousness.
11. When the curtain went up and the first lines were uttered he had an odd sensation. He had the feeling that something beautiful was about to happen.

See 1.3.2.2.

Exercise 11.

Explain the order of the prepositive adjectives. Make sentences to describe people or things using the word combinations below.

a plain pale girl, a thin pale child, a high tiled roof, a nice little supper, a plain white swimming suit, a great china mug, a beautiful silk dress, a bad French novel, large blue eyes, a tall German girl

Exercise 12.

Place the modifiers in brackets in the right order. Explain the chosen order of the adjectives in each sentence.

1. I found a ... tea-shop. (dear, little)
2. The shopman asked our hero if he would like to see some ... oak. (old, carved, fine)
3. And that ... thing cost three ninety-five. (blue, horrible, old)
4. Aren't you a ... boy? (lucky, little)
5. Gilbert in a ... suit looked absurdly young. (blue, smart)
6. She wore a ... dress and a ... pendant. (clean, brown; gold, lovely)
7. Can you see those children of mine anywhere or that ... girl? (German, wretched)
8. Some ... jars and parrot-tulips were ranged on the mantleshelf. (blue, large, china)
9. Inside the parcel was Mrs. Spenlow's ... dress, ready for fitting. (new, green, winter)

Exercise 13.

Translate into English placing the modifiers in the right order.

1. Он был очень приятным молодым человеком.
2. На ней было простое темно-синее платье и очень красивый золотой медальон.
3. В то время он был высоким худым юношей лет семнадцати.
4. У нее были большие темные глаза и хороший профиль.
5. Они жили в большом, недавно построенном деревянном доме.
6. Она очистила яблоко маленьким серебряным ножичком.
7. В его кабинете стояло огромное кожаное кресло.
8. Я увидел на полке очень красивую небольшую японскую вазу.
9. Она спела несколько старых итальянских песен.
10. На нем были новые серые фланелевые брюки и зеленая хлопчатобумажная рубашка.
11. Это были очень ценные старинные золотые часы.

USE IN COMMUNICATION

See 2.0.

Exercise 1.

Fill in the blanks using the adjectives in brackets as required by the text.

1. He was a ... man, a head ... than his son, with the very... back that.... men often develop in an effort to stand He was a ... man, he ran to ... clothing. His hair was ..., and his face had little color. (short, straight, shorter, high, gray, high)
2. In her youth, Constance Hilliard had been a ... beauty, and she was ... still. She was a ... woman, tightly corseted, upright. Though she always wore ... clothes, she was ... of silks, cashmere and lawn. He saw that people looked at her, and he was no longer embarrassed by her extravagance of dress and her height, for he understood that she was obliged to make the ... of what she had in this ... neighbourhood, and that she was perhaps (best, beautiful, tall, graceful, unhappy, great, fondest, dull)

Exercise 2.

Give permanent or temporary characteristics to the persons, denoted by the underlined nouns or pronouns. Make use of the clues in brackets.

Model A. *He* never spoke much. (*silent*)
He was a silent man.

Model B. *He* wanted her to speak, to demand a further explanation, as *she* used to do. But this time *she* was afraid to lose her temper. (*silent*)
She was silent.

1. She is no good. *She*'s selfish and vain. She is unwilling to work. (*lazy*)
2. *Paul* had a clear head, an organizing intelligence. He was not impulsive. He was solid. You could rely on him. (*reliable*)
3. He was thirty-six, a scholar highly regarded in intellectual circles. He had almost everything he wanted by then, success in his work, personal freedom and a large circle of friends. *He* had charm and he attracted people. (*attractive*)
4. Before you came, he told me, if your last picture were to come out today, it would be a hit. It was before its time, he said. And *he* knows what *he*'s speaking about. (*intelligent*)
5. She is devoted to her son, and in a bad state of anxiety right now. *She* always looks tense and doesn't seem to have a good control of her nerves. (*nervous*)
6. "You sound almost jealous, Charles!" said Rohan. "I thought *you* were above feeling jealous of things in your possession." (*unfair*)
7. *Charles* is not interested in teaching students or in doing any formal work. He pretends he likes free time to write and do research, but he doesn't write much. (*lazy*)
8. Academically *Francis* is one of the most gifted men I've ever met. (*clever*)
9. "She is not really clever, is she?" — "I disagree. Just because *she's* not intellectual doesn't mean to say *she's* not clever." (*clever*)

See 2.2.

Exercise 3.

Below are sentences containing intensifiers of a certain

quality. Make mini-dialogues supplying utterances to which the key sentences could serve as responses.

1. We all understand that this work is of utmost importance.
2. He laughed out of sheer joy of living.
3. This is the real meaning of his words.
4. This news came to me as a complete surprise.
5. It was a sure sign that she was lying.
6. Everyone made a great fuss about it.
7. She immediately assumed the role of a perfect hostess.
8. At eighteen she was a mere child.
9. There was a smile of pure happiness on her face.
10. It was close escape.

Exercise 4.

Choose adjectives-intensifiers from the list below and make sentences to show your evaluation or assessment.

1. complete failure, success, disaster;
2. extreme cold, anger, (im)politeness;
3. great fun, pleasure, disaster;
4. sure thing, intention, fact;
5. pure imagination, love, fantasy;
6. sheer pleasure, nastiness, delight;
7. perfect fit, laugh;
8. mere ridicule, provocation;
9. utter disaster, stupidity, nonsense;
10. entire conviction, honesty, disapproval;
11. certain ambiguity, hope.

Exercise 5.

Make mini-dialogues with the intensifiers provided. Describe some informal situations in which these dialogues may occur.
 (awfully sorry, stupid; terribly good, patient; dreadfully late; frightfully nice)

Model:

Kate: Yes, I quite like those kind of things, doing it.

Anna: What kind of things?

Kate: Oh, you know, that sort of thing.

Duley: Do you mean cooking?

Anna: We weren't terribly elaborate in cooking, didn't have time.

Exercise 6.

A. Compare the English text with the Russian translation and find the Russian equivalents for the underlined English words. B. Describe someone you know using the English text as a model.

One, Wilson, the white hunter, she knew she had never seen before. He was about middle height with sandy hair, a stubby mustache, a very red face and extremely cold blue eyes with faint white wrinkles at the corners. She looked away from his face at his big brown hands, his old slacks, his very dirty boots and back to his face again.

Одного из них, белого охотника Уилсона, она и правда видела по-настоящему в первый раз. Он был среднего роста, рыжеватый, с жесткими усами, красным лицом и очень холодными голубыми глазами, от которых разбегались легкие белые морщинки. Она отвела взгляд от его лица и поглядела на его большие загорелые руки, старые бриджи, очень грязные башмаки, а потом опять на его красное лицо.

(after E. Hemingway)

See 2.3.

Exercise 7.

Rephrase the sentences to make them sound less formal.

Model. Embarrassed, he looked away from her.

As he was embarrassed, he looked away from her.

1. He could not move. Exhausted, he laid his head upon his arms, and wept.
2. There couldn't be any life left in the apple-tree. Twisted, ugly, bent, it ruined the appearance of the lawn.
3. "Brownie wasn't the type to put herself in Taffy's place, then?" — "Or anybody's," said Paul bluntly. "I see," said Duff gratefully. Paul, embarrassed, shifted in his chair and threw his arm over the back of it.
4. Unhappy, still angry and yet at the same time deeply depressed, at what had just taken place, Orissa undressed and got into her bunk to lie with sleepless eyes staring in the darkness.

Exercise 8.

Below is an advertisement of a natural mineral water.

“Reflect a moment. On all the nasty things you put inside your body. Flush them out with pure Highland Spring. It couldn't be clearer.”

Make an advertisement using the adjectival combinations in brackets.

- A. dresses (long-sleeved and sleeveless chiffon tops; silk trousers; grey, black and white blouses, etc.)
- B. boutique (stylish, chic, exclusive and very different, etc.)
- C. shampoo (the problem of dull and lifeless hair; finest ingredients; a new conditioner, etc.)
- D. lipstick (super, long-lasting; a satin and luminous finish; a creamy gentle texture, etc.).

REVISION EXERCISES

Read through 1.1—2.3 of the “Adjective” in “Theory” book and be ready to discuss the following problems.

1. What do adjectives denote?
2. What is the semantic difference between qualitative and relative adjectives?
3. What adjectives are called “intensifiers”?
4. What adjectives have degrees of comparison and how are they formed?
5. In what structures are adjectives used?
6. What adjectives are always used predicatively?
7. What adjectives are always used attributively?
8. In what cases do adjectives follow nouns they refer to?
9. What do adjectives communicate?

Exercise 1.

Are the adjectives in Text A used as “intensifiers” or “qualifiers”? Are the underlined adjectives used attributively or predicatively? Reproduce Text A in class.

A.

He still had at fifty-two a very good figure. As a young man, with a great mass of curling chestnut hair, with a wonderful skin and large deep eyes, a straight nose and small ears, he had been the best-looking actor on the English stage. The only thing that slightly spoiled him was the thinness of his mouth. He was just six feet tall and had a gallant bearing. Now his chestnut hair was very grey, and he wore it much shorter; his face had broadened and was a good deal lined; his skin no longer had the soft bloom of a peach and his colour was high. But with his splendid eyes and his fine figure he was still a very handsome man.

B.

1. The old man turned to the younger and they muttered together for a few moments. Then the younger man went inside the house.
2. "If I may make a further suggestion," put in Lane from his chair.
3. He had seen two of Craig's movies and was polite about them. He was a polite young man.
4. But of all their rendezvous their latest proved the least successful.
5. It was a most unhappy day for me when I discovered how ignorant I am.
6. "Dearest Daye," Decima wrote. "I'm terribly sorry I've been such a hopeless correspondent."

Exercise 2.

A. Classify the adjectives and determine their functions. Are the characteristics expressed by the adjectives temporary or permanent? Translate into English.

B. Find in the Russian text sentences with more than one modifier to a noun. Translate into English. Will the order of the modifiers coincide in both languages?

A.

1. Ты действительно хороший человек, Губерт.
2. «Люди твоего возраста, папа, — сказала Анна, — все время жалуются, что молодые их не понимают».
3. Старший инспектор записал имена и адреса всех присутствующих.
4. «Он жив!» — закричал кто-то.
5. Снега еще нет, но уже очень холодно.

6. Он слишком стар, чтобы начать все сначала.
7. Я нахожу его привлекательным.
8. Спасибо, но со мной все в порядке.
9. Я вовсе не нахожу ситуацию смешной.
10. Ну, это сущие пустяки.
11. «Вы сейчас выглядите гораздо счастливее». — «Да? А я и не знал».
12. Его трудно убедить.
13. Она была на пять лет старше своей сестры.
14. Эти дни были самыми счастливыми в его жизни.

B.

Был самый обычный осенний день. Солнце с трудом просвечивало сквозь сизые облака. С моря дул холодный ветер, но в парке было все же очень красиво. Это, пожалуй, был самый красивый парк, в каком мне когда-нибудь приходилось бывать. Молодые люди редко заходили туду. Там не было аттракционов и кафе, где играет музыка. Пожилым же людям он очень нравился, так как там было много тихих, защищенных от ветра, аллей, с удобными уютными скамейками. В конце парка на горке стояла старая зеленая беседка. По преданию, на этом месте находился когда-то древний языческий храм. Никто всерьез не верил этой легенде, но место действительно было удивительно красиво. К беседке вела узкая извилистая тропинка. Вниз с горы можно было спуститься и по другой дороге. Это была старая забытая аллея, по сторонам которой росли высокие стройные темно-зеленые сосны.

Exercise 3.

Describe a person (someone you know) or a thing supplying a noun and arranging the adjectives below (if more than one) in the right order.

1. real, great;
2. fine, pretty, nice, odd, strange, pleasant, dreadful, horrible, good, clever;
3. large, short, big, tall, oval, round, square, little;
4. old, young, ancient;
5. dark, brown, red, blue, black;
6. wooden, silk, golden;
7. French, German, Japanese.

Exercise 4.

Reproduce the dialogue given below. Make a new dialogue describing and qualifying people you know.

- A. How do you find Eve, by the way? Has she changed much since you last saw her?
- B. No, she doesn't seem to have changed.
- A. You never actually knew her very well, did you?
- B. Why, yes, we were at school together and we were the closest of friends.
- A. You seem very dissimilar types. You could never be placed in the category in which I should place Eve.
- B. And what category is that?
- A. It would be better if you didn't ask.
- B. I assume your opinion of Eve can't be very high.
- A. No, I didn't intend to imply that. Eve is very beautiful and very charming and an admirable hostess. I don't think anyone would deny that.
- B. No, indeed.

Exercise 5.

What will you say if...

1. you are to describe the building of Moscow University and give a few facts about the history of the area;
2. somebody asks you to describe your favourite place in Moscow;
3. your friend is in two minds as to what pair of shoes to buy;
4. you have a dress you'd like to wear on your wedding day (say why you have chosen this one);
5. you have a pet and want to describe it (say why you have chosen this one to keep).

(Adjectives in different forms and functions may be helpful here.)

Exercise 6.

Below are some humorous quotations. If you agree or disagree give your reasons. Start with "I think", "I personally believe", "I can't agree that...", etc.

1. The best way to convince a fool that he is wrong is to let him have his own way.
2. Women are never stronger than when they arm themselves with their weakness.
3. Work is the greatest thing in the world, so we should always save some of it for tomorrow.
4. It takes a lot of things to prove that you are smart, but only one thing to prove that you are ignorant.
5. When a man makes a woman his wife it's the highest compliment he can ever pay her, and it's usually the last.
6. Be not simply good, be good for something.

III. THE ADVERB

GRAMMATICAL DESCRIPTION

See 1.1.

Exercise 1.

What semantic groups do the underlined adverbs belong to (adverbs of time or frequency, place or direction, manner, measure or degree, interrogative adverbs)?

A.

1. Although her mother had frequently described to her the wonder and the majesty of the Castle, she found herself always visualizing Lord Colnall as she had first seen him.
2. Gently he said, "Aren't you taking things a touch too seriously?" — "Oh, sure, probably," she said.
3. "Where do you come from?" He told me — Missouri — and some very few years before from its state university.
4. He had come to see me early in the evening at my hotel. He spoke of certain stories of my own. "You almost get at some thing, sometimes," he said. We agreed that no man ever quite got at — the thing.
5. I walked eastward from my house.
6. A description of M.L. Nicholas must begin with the two things immediately to be perceived about him: his height and his energy. He was a short man, just over five feet seven, neatly proportioned. He always moved rapidly — not nervously but energetically.
7. It was a white shape, small and bobbing, illuminated somehow against the dusky sky, about one-third the size of the window, bobbing half in, half out of the room.
8. "Do you happen to have Mr. Barley's telephone number?" — "Mr. Dwight Barley down the road? I think we may have that, sir."

B.

Dorothea stiffened, was silent, regarding the other woman intently. She was suddenly frightened. Had she betrayed herself, put this wretch on dangerous guard? But before she could speak, Amily was saying, in a gentle tone: "Forgive me. I'm afraid I am somewhat nervous myself."

Dorothea slowly approached the table. The two women sat to their silent meal.

A maid tiptoed up and out through the baize door. Then Amily said: "It is so bright outside. Would it not be possible for us to go out for a short walk or ride?"

"I am afraid you have not understood Dr. Hawely, Amily. Have you forgotten that he said I must rest constantly, no exertion, no disturbing conditions?"

Amily said steadfastly, looking up at Dorothea with her large purplish eyes: "No, I have not forgotten. But you seem quite strong and the mild weather might do you good."

"I feel exceptionally weak today," said Dorothea, leaning back in her chair, and staring heavily before her. "I shall have to ask you to come to my room with me, Amily, and go over the household accounts while I rest in bed." (*after E. Caldwell*)

See 1.2.

Exercise 2.

Fill in the blanks with the required degree of comparison of the adverbs in brackets.

1. I'll talk to you ... (late). When are you eating lunch?
2. You are too perceptive. I find that people usually do what you want them to do far ... (quickly) if they are needled emotionally.
3. The ... (much) I thought about him the worse became the uneasiness that comes before fainting.
4. Charles laughed, and Maria knew from the sound of the laugh that Celia had not made things any ... (well), only ... (badly).
5. He is much more serious than he was. He takes everything ... (seriously).
6. ... (far) back, in the shade of a great oak, two girls in shorts were playing badminton.
7. "How were you responsible?" She hung her head still ... (low).
8. I'm ... (much) pleased to see you.

9. She brought me a pile of books the kind I liked ... (well).
10. I'm afraid he's ... (awfully) busy this morning — board meeting and all that sort of thing, you know.

See 1.3.1.

Exercise 3.

With what part of speech are the adverbs combined in Text B of Exercise 1?

Exercise 4.

Fill in the blanks with appropriate adverbs. Choose among those given in brackets.

1. When I arrived ... , which was ... late, I was ... surprised to find Mrs. Lloyd was still (greatly, home, there, fairly)
2. This business has shocked us all ... much. We saw ... a lot of the poor girl, you know. It seems ... unbelievable. My father-in-law is ... upset. He was ... fond of Ruby. (very, quite, terribly)
3. I had breakfast ... , and, feeling the need for fresh air and exercise, went ... afterwards. The wind had dropped ... , but it was still ... cold. (bitterly, out, early, directly, somewhat)
4. "I've got that queer feeling," he said, "that I used to have as a child, and I haven't had for years. That all this has happened ..." — "I have it ... , " said Maria. "It comes ... , like a ghost touching you, and then it goes ... , leaving you ... sick." (before, suddenly, often, again, rather)

Exercise 5.

Fill in the blanks with as many adverbs as you can out of those which could be combined with the underlined word.

Model. *He went ... — He went home (there, upstairs, down the street).*

He ... went home. — He slowly (reluctantly, quickly) went home.

He ... slowly went home. — He very slowly went home.

He is ... slow. — He is rather (too, quite, very) slow.

1. "Where is he?" — "I haven't seen him for about half an hour. I think he may have gone"
2. You don't have to say anything, Frank. But I'm glad you came
3. I feel like going
4. "I can guess how you feel," he said "But you need not worry, Jody."
5. I can't help it. I cry . . . easily.
6. "You never smoke cigars, do you, Hubie?" — "... seldom."
7. "It's still . . . early," he said. "It's only a little after eleven."
8. "Camilla," Ralph said, "is . . . sensitive."
9. You know, you're a . . . talented young man.
10. She has an apartment here. I haven't seen her I only came down . . . and she was out all day.
11. "She must have had something to say to you." — "But I wasn't there. I left almost . . . she arrived."
12. "Will you be free . . . ?" — "I think so."
13. "What have you been doing with yourself . . . ?" — "Nothing special."
14. "Did you see that funny thing in the paper . . . ?" — "Yes."

Exercise 6.

Rephrase the sentences below using the adverbs attributively.

Model A. *Where is the newspaper we got yesterday?*
Where is yesterday's newspaper?

1. If I get tickets for the ship that sails tomorrow I'll certainly arrive there on time.
2. He prefers to travel by the train that goes tonight.
3. His aunt could do nothing but treat him to the dinner she had cooked yesterday.
4. I believe the film you look forward to seeing will be on tomorrow. At least it is in the TV program for tomorrow.
5. I see you feel like missing the classes today.

Model B. *The room you will find upstairs is very small.*
The room upstairs is very small.

1. The trees that were growing overhead deepened the gloom of the hour.

2. The light that was flickering outside threw a chalky whiteness on the river.
3. In your place I'd thoroughly consider the remark that is made above.
4. He was received by Z. who was then president of the country.

Exercise 7.

Determine the syntactical functions of the adverbs in Text B of Exercise 1.

USE IN COMMUNICATION

See 2.1/2.2.

Exercise 1.

How often or when did the events described below take place? Choose the appropriate adverb to fill in the blanks. (See the list below.)

1. As I told you ... , my name is Archer.
2. I paid him the money and he gave me a receipt
3. He met her but not very
4. Is he ... there? I was quite sure he had ... left.
5. Such children are ... demanding much attention.
6. Where is he working ... ? They say that he is ... changing places.
7. "Did he seem nervous ... ?" — "If he was, I ... noticed. He didn't talk about himself."
8. Then they went out. ... she came back, but I haven't seen him
9. He wants me to have lunch with him ... , but I can't. However, I'm having lunch with him and two other people on Friday.

now, later, tonight, forever, before, since, then, never, afterwards, (not) often, already, still

Exercise 2.

Play a question-answer game with your partner.

1. Do you ever think about your future life?
2. Do you often go to the theatre?
3. Do you always keep your word?
4. Do you have to be reminded of things again and again?
5. Do you ever meet your school friends?
6. How often do you watch TV?
7. Do you always find it easy to get out of bed in the morning?
8. What English books have you read lately?
9. Will you be able to discuss my problem afterwards?
10. Do you still have time for a chat with a friend?

Exercise 3.

Ask your partner a question about something he or she does usually, normally, regularly, often, sometimes, seldom, never.

Exercise 4.

Reproduce the dialogue between a secretary and a visitor.

- A. I'm sorry, he isn't back from lunch yet.
- B. It's three-thirty.
- A. I know. I don't expect he'll be in again today. He'll be sorry he missed you.

Make mini-dialogues between

- a) two students,
- b) a mother and a son,
- c) two young girls,
- d) two passengers in the same compartment,
- e) a car driver and a traffic warden.

(Adverbs of time may be helpful here.)

See 2.3/2.4.

Exercise 5.

Write out adverbs of place and direction. Work in pairs and reproduce the given snatches of conversation.

1. The elevator girl had brought the cage back to the seventh floor and looked up as they entered the elevator. "Down?"

she asked. "Down," Mason said. "She is living there?" asked Drake. "Yes."

2. "May I ask why you want to see me?" — "It is a matter of some urgency and it may be to your advantage." — "Very well. Will you come on up, Mr. Mason?" — "I'd like to come right away, if I may." — "All right. Come on up. You have the number?" — "I'll be right up."
3. "It's quieter here," Mark said. "And it has the advantage of being air conditioned, though we can eat outside, if you wish. How long will the table be?" he asked the waiter. "Only a few minutes," the waiter promised. "I'll bring you drinks here and then take you inside."

Exercise 6.

Rephrase the sentences to qualify the action or state expressed by the predicate.

Model. *She is better today. (a little)*
Yes, she is a little better today.

1. She is older than her sister. (a little)
2. She is uppish. (slightly)
3. You are bored. (a little)
4. You feel lonely. (a bit)
5. I am feeling annoyed. (slightly)
6. She looks tired. (rather)
7. The coat is expensive. (fairly)
8. The noise is annoying. (rather)
9. Her dress is good. (pretty)
10. He is good at football. (rather)
11. He is a nuisance. (rather)
12. He looks puzzled. (somewhat)
13. The place is different now. (somewhat)

Exercise 7.

Make mini-dialogues as suggested by the model. Intensify the quality of people or objects using the adverbs in brackets. Which of them are preferably used in informal speech?

Model. *He is clever. (amazingly)*
A. He's clever, isn't he?
B. Yes, he's amazingly clever.

1. The man is intelligent. (very, highly, definitely)

2. If we don't have any instructions, the instrument will be useless. (absolutely)
3. I'm all right now. (perfectly)
4. It was nice of him to let you stay for two more days. (awfully)
5. She's been helpful. (very)
6. I'm glad to meet everybody again. (awfully)
7. The price is small. (ridiculously, fantastically)
8. It's cheap. (amazingly)
9. It was a stupid thing to do. (terribly)
10. She was a nice girl. (frightfully)
11. This boy of yours is lazy. (terribly)
12. He's ambitious. (awfully)
13. His sister is ungrateful. (shockingly)
14. He's rude. (scandalously)
15. Those armchairs are comfortable. (exceptionally)
16. She is beautiful. (incredibly)
17. This boy of his is foolish. (extremely)

Exercise 8.

Translate into English. (The words from the list below may prove helpful.)

almost, rather, a little, enough, much, very, quite, absolutely, awfully

1. Они виделись почти ежедневно.
2. Ему было почти 50 лет в то время.
3. Он был немного взбоднован.
4. Что случилось? Знаешь, еще немного рановато для телефонных разговоров.
5. Казалось, она совсем не нервничала.
6. Я там никогда не был, но я знаю, что это довольно близко.
7. Я себя неважно чувствую.
8. Я сегодня довольно сильно занят.
9. Ее приглашение прозвучало несколько небрежно.
10. Я достаточно стар, чтобы быть его отцом.
11. «Но он ничего обо мне не знает». — «Он знает вполне достаточно».
12. Вы знаете гораздо больше об автомобилях, чем я.
13. Он был гораздо старше своей жены.

14. «Я ужасно опоздал сегодня», — сказал он извиняющимся тоном.
15. «Она знает?» — «Да, я ей позвонила. Она ужасно огорчена».
16. «Это не совсем верно», — сказал он мягко.
17. Я считаю, что он совершенно прав.
18. Он был совершенно спокоен.
19. Через месяц он был совершенно здоров.
20. «Вы это серьезно?» — «Да, совершенно серьезно».

See 2.6.

Exercise 9.

Fill in the blanks with the adverbs below to show in what way or manner the event is performed. Make a list of Russian equivalents for the English adverbs.

vividly, strongly, briefly, urgently, easily, slowly, wearily, quickly, searchingly, desperately

Translate the utterances into Russian.

1. The captain came down the cabin to make his passengers feel relaxed. They exchanged a few words while he leaned on the back of the empty seat in front of her.
“Holidaying?” She shook her head.
“I’m going out to stay. Once I get acclimatized, I’m getting married.”
“In Singapore?”
“I expect so.” He looked at her a trifle . . .
“Been out before?”
“No.”
“Going so far to get married?”
“Oh, yes, what difference does it make?” He was still regarding her . . .
“I certainly hope you will be happy,” he said.
2. The mangrove swamps were real enough on the last lap of her journey. It looked a desolate land with no sign of human habitation that she could see. Then, turning . . . eastwards, the great plane came in over Singapore island.
3. “Has something happened? I expected my fiancé to meet me,” she said.
“I’m not quite sure. I think he is on leave.”

- "I wrote to Nigel. Everything was arranged. I think we should get there as ... as possible." She was in no mood for sightseeing.
4. Something rebellious rose in her in protest. She had as much, if not more, right to know the truth. "Is there any news of Nigel?" she asked
 5. Lisa was so tired that she felt she couldn't eat a bite. Mark sat at the table watching her closely. "You can have English food, if you insist," he said. "I couldn't insist about anything at the moment," she told him
 6. Without turning to look Lisa knew that it was Mark. He strode towards them, greeting Mrs. Woodfall with the curtest of nods, and Lisa rose to her feet. "I have everything arranged," he explained ... , and before she could ask, "There is no further news."

See 2.7.

Exercise 10.

Ask about the time, place or manner in which the actions were performed. Give an answer using the sentences below.

1. It had never occurred to her before that her foster-parents would talk about her to Ross in the same way that they talked of him to Jody.
2. "Thank you, Papa," Natalia gave him a little smile, and then bending forward she laid her cheek for a moment against his arm.
3. She was intelligent, she was extremely tasteful, she was poised and articulate.
4. The whole thing took him only about twenty minutes to prepare. He worked quickly, surely, cleanly. He enjoyed cooking.
5. "You will send me a horse?" she questioned. "One like those you have outside?"
6. He sometimes wondered — again much more often recently than earlier — why Iris had married him.

Exercise 11.

In the sentences below find the right place for the adverbs in brackets.

1. She stuttered when she was the least bit disturbed. (frequently)

2. Gently he said: "Aren't you taking things a touch seriously?" (too)
3. I just wanted to work hard, live pleasantly and die painlessly. (reasonably, relatively)
4. If you like her much why don't you see more of her? (so)
5. You are wrong, Ferdy. I was sore. (never) Did you hear me say a sore word about it? (ever)
6. Jody had met him five years ago. (last) She hadn't liked him one bit and nothing she had heard about him had given her reason to change her opinion. (since)
7. Do you decide people are guilty before you know the facts? (always)
8. Jody's temper had reached flash-point and she looked at him with glowing eyes that threatened a storm. (almost)

Exercise 12

Translate into English. Make a list of English equivalents for the underlined Russian words.

1. «Я не уверен, что стоит обсуждать это вслух», — сказал он.
2. Я почти не знаю этих мест, так как была здесь в раннем детстве.
3. Подойдя поближе, я обнаружил, что дверь была открыта.
4. Я живу одна, и мне приходится довольно-таки много работать.
5. Она знала, что скоро ей придется начать совершенно новую жизнь.
6. Самолет летел высоко над горами, в направлении прямо на солнце. С высоты в несколько тысяч метров можно было видеть лишь мелкие озера внизу и одну яркую звезду на востоке.
7. Он внимательно следил за ходом разговора, потом вдруг совершенно неожиданно привлек к себе внимание, громко сказав: «Я полностью согласен с вашими условиями, но все же оставляю последнее слово за собой».

Exercise 13.

What elements of the context make the sentence sound more emphatic? Does that depend upon the place of the adverb in the sentence?

1. My aunt often sent me food and Julia's mother did the same.
2. A tall woman, with a beautiful figure, which some member of the family had once compared to a heathen goddess, stood looking at these two with a shadowy smile.
3. I had hardly read more than the first three chapters when my attention diverted by a conversation going on in front of the store.
4. Hardly had he been in our cell half an hour, when a convict sauntered down the gallery and looked in.
5. Uncle Elliot says he has often been surprised at your power of observation.
6. I have never been so happy in my life as I have been today.
7. Never had there been so full an assembly, for mysteriously united in spite of all their differences they had taken arms against a common peril.
8. Only once did Michelangelo go to the master of the studio for help.
9. Yes, here he was without Savina, on his way to total disillusion about the biggest research development of his time.
10. "There is nothing more to tell you than I have told you already, Mamma," she said.
11. Already it was deep summer on road-house roofs and in front of wayside garages.
12. Out came Bubby Kane, his arms full of little packets.

Exercise 14.

Below are some instructions for the use of a Personal Copier. Where will you place the words given in brackets to make the instruction more emphatic?

- A. Use materials supplied or approved by the firm (always).
- B. Use supplies or cleaning materials for purposes other than what they are intended (never). Keep all supplies and material out of reach of children (always).
- C. Insert the Paper Tray into the copier (firmly).
- D. Shake the Cartridge to loosen the Toner (vigorously).
- E. Read the following instructions before operating the Copier (carefully).

REVISION EXERCISES

Read through 1.1—2.7 of the “Adverbs” in “Theory” and be ready to discuss the following problems.

1. What do adverbs denote?
2. What groups of adverbs do you know?
3. What morphological characteristics do adverbs have?
4. What adverbs form degrees of comparison?
5. What adverbs form degrees of comparison synthetically?
6. What adverbs form degrees of comparison analytically?
7. What parts of speech may adverbs refer to?
8. What is the position of adverbs in the sentence?
9. What are the main syntactical functions of adverbs?
10. What do adverbs communicate?

Exercise 1.

Are the underlined words adjectives or adverbs? Give your reasons.

1. Talking fast, he waited for her to come back to Fleur. But she didn't.
2. Fast cars were rushing in both directions along the dual carriage way.
3. They are but cheap things that I'll never sell.
4. Soames was wondering whether Profond would take those post-impressionists off his hand, but he didn't want to sell them cheap.
5. Many other directors wanted Frederick's scripts, for his plays were well-informed and could be had cheaply.
6. You might have taken him for an officer of high rank.
7. His authority and prestige in the school stood high, higher, since Demoyte's departure, than that of any other master.
8. Moreover, they were proud of each other in the eyes of their expanding world where he was considered to be deeply interesting and she highly talented.
9. The car was poised now, its inside wheels well clear of the ground, its outside wheels biting deep into soft earth halfway down the bank.

Exercise 2.

Complete the descriptions of actions. Use the adverbs in brackets as a cue.

1. At precisely one minute past five-thirty leave your office, get in your car. Start driving ... on Sunset Boulevard. Turn ... on Hollywood Boulevard. Then turn ... and keep an eye on your rearview mirror. Make certain you are not being followed. Come to the Redfern Hotel and go ... to room 729. Open the room, come up to the desk, put your hand ... and you'll find the paper you want. (left, right, west, up, inside)
2. "You drive ... along this road, then turn ... , and climb the hill, then turn ... to the second street. I'll be waiting for you" — "Sorry, I can't drive any I am shaking like a leaf." (straight, right, east, there, farther)

Exercise 3.

Describe some event indicating its frequency and explain why it occurs with this or that frequency. (Adverbs from the list below may be helpful here.)

always, usually, normally, generally, regularly, commonly, often, frequently, sometimes, occasionally, now and then, rarely, seldom, hardly ever, never

Exercise 4.

Below are some grammar rules. Give a grammar rule relating to indication of the frequency of an event.

- A. Nouns that are inflected for number are called "countable nouns". They are always either singular or plural.
- B. The true possessive is not regularly used with inanimate objects. Thus, we do not usually say things like "the chair's leg", "the tree's leaves", although all of these are grammatically possible.

Exercise 5.

Describe some qualities of a person (someone you know) or a thing. Use the adverbs given below to intensify the described qualities.

almost, nearly, a little, a bit, slightly, rather, somewhat, pretty, enough, much, greatly, a lot, very, extremely, awfully,

dreadfully, horribly, quite, completely, absolutely, perfectly, too

Exercise 6.

Think up a possible continuation of the following snatches of conversation. Reproduce them in class with your partner. Use adverbs to express the time or the direction of an action or to intensify a quality of somebody (something).

1. A. When is your next free Sunday?
B. Well... I'm not absolutely sure. Perhaps next month.
A. As long as that? Anyway, I'll ring you again.
2. A. Did you know him?
B. Somewhat.
A. What kind of person was he?
B. He was a pretty nice man. Rather quiet in his manner. It was mostly books that interested him.
3. A. You've kept me waiting, Gordon. It's nearly time for my lunch.
B. I'm awfully sorry, I was delayed at home.
A. Don't apologize. I detest apologies. They're really further demands on one's patience.

Exercise 7.

Translate into English using adverbs as required. Check your translation with the key given below.

1. Мне нравится здесь, но я скучаю по дому.
2. «Вы рады, что вернулись?» — вдруг спросила она.
3. Не волнуйте ее. У нее не очень хорошее здоровье.
4. Я был слишком взволнован, чтобы говорить.
5. Я провожу вас домой.
6. Они все так говорят, но это абсолютно ничего не значит.
7. Он был совершенно спокоен.
8. «Но меня там не было, — сказал он быстро. — Я ушел почти сразу же после ее прихода».
9. Он был выбрит лучше, чем обычно, и его костюм был выглажен лучше, чем всегда.
10. Это было так неожиданно, что он сделал шаг назад.
11. В последний раз я его видел год назад.
12. Он оглядел меня с ног до головы.

13. Он пошел вниз по улице по направлению к автобусной остановке.
14. Я его видела вчера или позавчера. Не помню точно.
15. Я себя неважно чувствую. Мне лучше сегодня никуда не выходить.
16. Она поколебалась с минуту, что писать дальше, прочитала уже написанное и порвала письмо.

KEY:

1. I love it here, but I miss home.
2. "Are you glad you came?" she asked suddenly.
3. Keep her as calm as you can. Her health is not too good.
4. I was much too moved to speak.
5. I'll take you home.
6. They all say that, and they mean absolutely nothing by it.
7. He was perfectly calm.
8. "But I wasn't here," he said quickly. "I left almost as soon as she arrived."
9. He was shaven and pressed better than usual.
10. It was so unexpected that he took a step backward.
11. I saw him last a year ago.
12. He glanced me up and down.
13. He walked down the avenue towards the bus stop.
14. I don't remember exactly whether I saw him yesterday or the day before.
15. I'm feeling unwell. I'd better stay in.
16. She hesitated over what to say next, read the lines already written and tore up the letter.

Exercise 8.

Below are some humorous quotations. If you agree or disagree give your reasons. Start with "I think", "I don't think so", "I can't agree that...", etc.

1. I am not young enough to know everything.
2. One half of the troubles of our life can be traced to saying "yes" too quickly and not saying "no" soon enough.
3. A woman's mind is cleaner than a man's, she changes it more often.
4. No man needs a vacation so much as the person who has just had one.
5. I never put off till tomorrow what I can possibly do the day after.

IV. THE PRONOUN

GRAMMATICAL DESCRIPTION

See 1.1.

Exercise 1.

Single out pronouns. What semantic groups do they belong to? Name other pronouns belonging to the same groups.

A.

1. — Come here a minute, will you? I need some help.
— Yes, all right, Jess. I'm just coming.
2. — Is someone going to answer the door?
— Yes, Dad.
3. — We've got your address, have we?
— I'll give it to Mother.
— Make sure you do.
4. — Help yourself to bread and butter, Alan.
5. — Is that what you think?
6. — What were you and Alan talking about?
— Whether or not he should take this new job he's been offered.
7. — What are you doing? Did you find it?
— What? Find what?
— The photograph.
— No, I didn't.

B.

1. Bert and Mennie smiled at each other.
2. "Now, now, don't quarrel with one another." — "It's all his fault. I'm the easiest person in the world to live with."
3. They looked at me in silence and said nothing when I left.
4. "You want me to speak to her now?" — "We both can."
5. We regret things we haven't done more than those we have.
6. I think that's quite a surprise to her. I don't think she's accustomed to that sort of treatment.

7. "I'm just as glad those two kids have gone off," said Michael when they got into the launch. "We haven't had an evening to ourselves for ever so long."
8. And you know how people gossip in a company. Everyone would know everything in twenty-four hours. And when you start a thing like that you don't know what you're letting yourself in for. I wasn't risking anything.
9. I see you can keep things to yourself and I hope you'll decide to do so now. There's something else I want to do.

See 1.2.2.

Exercise 2.

Determine the case of the underlined pronouns. What semantic groups do they belong to?

A.

1. — You hurt me. Saying all those things.
— I'm sorry.
2. — Let me know if you're coming to Detroit. My wife and I'd be glad to have you stay with us.
— I'll do that, Van.
3. — You remember Tom?
— What?
— He went to Canada. D'you remember him?
4. — Funny we haven't heard from Terry lately.
— We'll hear from her. When there's something she wants.
5. — Is it the right case?
— I'm sure it is.
6. — Why did he say it?
— I don't know.
7. — We'll wait for you downstairs.
— Yes, all right.
8. — How are the kids?
— They're fine.
— When are they coming to see us?
— When are you coming to see them?
— Ask your mother about that.

B.

1. It was at this moment that the announcer in Grand Hotel chose to tell his listeners that the orchestra would play a selection from the dance tunes by Niall Delaney.

"It's rather hard," said Niall aloud, "to hear one's mistakes in public."

"You mustn't say that, Mr. Niall," said Polly. "Hm, this one is my favourite." It was everybody's favourite too, five years ago.

2. When I got up Miss Mowbray had backed up against the door and didn't realize her weight was holding it against someone's effort to open it.
3. Too many love affairs she had to straighten and settle, too many private pangs and woes. Always the flow of somebody else's ears.
4. "It seems the suitcases are April's without a doubt," he said to Melissa. "But of course!" said Melissa ironically. "Did you really expect them to be anyone else's?"
5. Fox polished his spectacles. Railey and Thompson drew chairs up and produced their notebooks. They had the air of men who had worked together for a long time and who understood each other's eyes.

See 1.2.1.

Exercise 3.

Give the plural of the pronouns in Exercise 1 where possible. Arrange the singular and the plural forms in two columns.

Exercise 4.

Replace the underlined nouns and expressions by the appropriate pronouns. What case and number forms of the pronouns will you choose?

1. Who's there? — It's Phil.
2. She took up half a dozen of Philip's photographs and looked at the photographs carefully one by one.
3. I say, what are you doing afterwards? — Jackie's giving a party for Philip and me.
4. You know how I hate to interfere with other people's business.
5. My guess is as good as your guess.
6. I had been lunching with my good friend Maisie Greene. Late in the afternoon Maisie and I went back to Maisie's apartment.
7. When Maisie opened the door, a small furry object rushed to greet Maisie. "This is Browny," Maisie said, and picked up the dog.

See 1.3.1.

Exercise 5.

Say whether the underlined pronouns are used absolutely or as part of a phrase. Single out the head word of a phrase.

1. “A man said Lynn had phoned him from your flat. Perhaps I misunderstood him.” — “You must have.”
2. I have another proposal to make.
3. He stood there, staring at us, and for a moment none of us said anything.
4. “I can’t offer you anything to drink,” she said, “unless I make some tea. Want any tea?” — “No, thank you. I’d like some water.” — “You’ll find some in the bedroom jar. Something’s wrong with the tap in the kitchen.”
5. Julia was not dissatisfied with herself.
6. “I don’t remember.” — “That’s a pity.” — “Actually at the time I was thinking of something quite different.”

Exercise 6.

Fill in the blanks with one of the pronouns given in brackets. In what form is it used?

1. I stood in the doorway with ... hand on the knob and said, “I’m sorry. I didn’t know you were busy, Bertha.” (my, mine)
2. “Was it ... idea to have Dora here?” — “Partly ... , partly Dora’s.” (yours, your; my, mine)
3. You talk of different worlds. ... world, Maria’s and ... , is different from ... , and always has been but only on the surface. We have ... traditions, too. We have ... standards. But we look at them from another range. (our, ours; my, mine; your, yours)
4. “Are you a friend of Captain Wingfield?” — “I’m a friend of ... , unless they try to throw me in the gutter.” (everybody, everybody’s)

Exercise 7.

Translate into English. Find English equivalents for the underlined Russian words.

1. a. Мое удовольствие при виде этого трудно было описать.
b. Я говорю не о твоем удовольствии, а о своем.

2. a. Это было мое предложение, а не ваше.
b. А каково ваше предложение?
3. a. Ты так смотришь на эту работу, как будто она не твоя.
b. Твоя работа очень интересна.
c. Это один из твоих друзей?
4. a. Меня очень тронула ее забота.
b. Это твоя забота, а не ее.
5. a. Его выступление было очень интересным.
b. Я имею в виду не твое выступление, а его.
6. a. В таком деле, как наше, нам мало кто сможет помочь.
b. Это наше дело.
7. a. Это в их интересах.
b. Мы думаем не о своих интересах, а об их.

See 1.3.2.0/1.3.2.1.

Exercise 8.

Determine the functions of the underlined pronouns. What other groups of pronouns can be used in the same functions?

1. “I had a headache,” she said. “I was lying down in my room upstairs and I heard you.” — “I’m awfully sorry,” he said. “I didn’t know. I thought everyone was out. The others were on the veranda a while ago, but they went off to the beach, I think.”
2. I remember everything. That’s the trouble.
3. The suit fitted perfectly, and as Maria stared at herself in the glass all her excitement returned.
4. “Can I call a doctor?” — “I just want to sit down a moment. It isn’t anything.”
5. Fourteen minutes to four, and the telephone rang. “It’s me,” he said.
6. “Mr. Stephens, I wonder — can I have a word with you?” — “Me?” — “Er — yes. If you don’t mind.”
7. I’d like to hear you play it on the piano. I don’t play too badly myself after all.
8. “Did you have your supper?” — “I ate something. I’m going to bed.”

Exercise 9.

Rephrase the sentences to make them more compact. Follow the model.

Model. *I like her better than I like him. = I like her better than him.*

I like her better than he does. = I like her better than he.

1. a. We knew John's sister better than we knew him.
b. We knew John's sister better than he did.
2. a. I knew that my colleagues trusted him more than they trusted me.
b. I knew that my colleagues trusted him more than I did.
3. This idea appealed to us more than it appealed to them.
4. He appreciated his efforts more than you did.
5. He answered fewer questions than we did.

Exercise 10.

Rephrase or complete the sentences to reinforce the meaning of the noun (pronoun) or to emphasize the actual doer of the action.

Model. *1. We knew she did it. = She did it herself.*
2. We knew that she did it without any outside help. = She did it by herself.

1. Lissie said she would read this book without anybody's help.
2. Mary assured me that she would look after my sister while I was away.
3. "Can you get me a cup of coffee?" — "I'm afraid I can't. I'm pressed for time."
4. Look! She's cooked a glorious dinner and nobody has helped her!
5. He sent out all the notices yesterday.

USE IN COMMUNICATION

See 2.1/2.2.

Exercise 1.

What object (person, thing, abstract notion) do the underlined pronouns refer to? In which cases does the pronoun refer to a previously made statement? Translate into Russian.

A.

1. Sunday morning there was fog but it cleared soon after nine.
2. "Forgive me for calling on you like this. But I wanted your help. I have to trace Marijohn urgently and no one except you seems to know where she is."

"I'm afraid I can't tell you where she is. You've caused too much trouble in your life, Jon Towers, and you've caused more than enough trouble for Marijohn. If you think I'm fool enough to tell you where she is, you're crazy."

3. Hadzi Michali was suddenly going up the beach to the wire. And Nisus called out to him about it and asked him what it was.

"The grenade-thrower," Hadzi Michali said. "We were forgetting it." He was trying to lift it out of the sand, where Stone had left it, and Burke, seeing him, said to Nisus:

"What's he going to do with that?"

"He brings it," Nisus said.

B.

1. He said he would come to the address she had given at seven o'clock that evening. It was that of a shabby lodging-house in a sordid street.
2. She claimed to regulate her own life, not those of others.
3. Sally was quiet, but she was always that.
4. "She may not have been more than ten," said Philip. "She was older than that," said Aunt Louisa.
5. Julia soon discovered that he did not much like spending money, and when they ate a meal together, or on a Sunday went for a small excursion, she took care to pay her share of expenses. She did not mind this.
6. "He doesn't seem to mind, they say." Christine thought grimly: someone would mind tomorrow morning. She would guarantee it.
7. He said nervously: "The window is sealed. They did it for the air conditioning." — "Then force it. If you have to, break the glass."

Exercise 2.

Choose an appropriate pronoun (personal, possessive or demonstrative) for the blanks in the sentences. Do the pronouns

refer to something already mentioned or specifically known to the speaker (writer), the listener (reader)? Translate into Russian.

1. “How long is it since you came last, Michael? Six months?” — “Seven; ... came last Christmas.” — “How are ... friends? Have you seen Camilla again? ... remember ... said ... ’d met ... at some party last Christmas.”
2. “Marney should know about all this,” said Leonie suddenly. “Let ... ring ... up and ask ... to come over.”
3. “Did the paper say anything else?” — “Yes,” he said, “... did. ... said he was engaged to an English girl and planned to marry shortly.”

See 2.2.

Exercise 3.

Complete the sentences. Use “it” or “that” to refer to a previously made statement. (The words in brackets may be helpful here.)

1. It was too early for asking. (Мы все это понимали.)
2. I wish you would get on the train and go back to New York. (Это было бы самое лучшее в данной ситуации.)
3. It makes me so angry when I hear her called cold and conceited. (Мне неприятно, чтобы о ней это говорили.)
4. I must remember to tell him about his promise. (Он может о нем забыть.)
5. I don’t want to see him again. (Это всем ясно.)
6. She always said, “My, you’re getting to be a big boy” to Peter when she met him. (Ему это было очень приятно.)
7. Thank this man for us. Thank him very well. (Я не смогу это сделать сама.)
8. Whenever he tried to write down anything, he felt at a loss for words. (Он никак не мог этого понять.)

Exercise 4.

Translate into English. What pronouns will be used to substitute for the previously made statement?

1. Может быть, я начинал терять чувство юмора. Это было вполне естественно в той ситуации.
2. Я вас называю просто Тед, как это принято между ста-

- рыми друзьями. Вы ничего не имеете против?
3. Мне придется очень долго его убеждать сделать это. Если мне это удастся, я дам вам знать.
4. «Она вам объяснила, зачем хочет меня видеть?» — «Нет, она сказала, что все объяснит вам сама».
5. «А как насчет багажа? Когда мы его получим?» — «Не беспокойтесь, я сам прослежу за этим (to see to something)».
6. «Он очень хорошо рисует». — «А откуда вы об этом знаете?»
7. Она с удовольствием покупала себе все, что ей понадобится на новом месте: одежду, белье и прочее (things like that).

See 2.3.

Exercise 5.

Fill in the blanks to specify the underlined objects from the point of view of their number or quantity. Make Russian sentences based on the material of the exercise for back translation into English.

A. Use indefinite pronouns.

1. Yet, until this year, he had scarcely known the name of ... tree, though there was countryside all around Hawton. He had never been able to distinguish one bird from ...
2. Then, he thought that he could hear the thudding of the guns. But there were so ... noises now, imagined or remembered, that he could no longer rely on his own judgment.
3. Beth's room was on the ... side of the house, away from the terrible scent of roses.
4. They sat in silence again, and he thought then of ... the things that he wanted to tell her.
5. "You look as if you were going to a wedding, mother!" Though in truth she might always have been dressed for ... wedding. She was a provincial woman who bought the type of clothes designed for ... London society hostess.
6. I love tea. I'd love to make it ... day.
7. But she had married, he thought, and marrying, moved further away. How clear that had become, in the light of the last ... months.

B. Use indefinite pronouns or phrasal quantifiers.

1. "I'm just checking on the facts," I said. "We can save ... time if you'll do the talking."
2. "All right," I said. "You can remember ... details."
3. It was a nice apartment. She evidently rented it furnished, but there were ... personal touches which indicated she'd been there for ... time.
4. He received ... invitations to address various societies of designers on ... problems of ... interest to them.
5. I see ... women, but those are women of rank.
6. She respected him mightily, but gave him very ... thought.

Exercise 6.

Translate into English. Use indefinite pronouns as equivalents for the underlined Russian words.

1. Ты хочешь мне что-то сказать?
2. Ты хотел мне что-то сказать? Говори, я давно жду.
3. Можешь ли ты нам что-нибудь сказать об остальных, кто там будет? Знаешь ли ты о них что-нибудь, кроме их имен?
4. Кто-либо из вас был там?
5. Любой из них был готов отвечать.
6. Есть в его работе что-либо новое?
7. В работе есть что-то новое? Расскажи мне об этом.
8. Мне все известно об этом.
9. Доведите это до сведения всех студентов.
10. Любой из них мог это сделать. Они оба свободны в это время.

Exercise 7.

A. Insert appropriate pronouns and reproduce the text.

Bertha said: "There isn't ... trouble (any, some). ... that we can bother about (nothing, anything, something). She wants to locate an Uncle Amos. If Amos is alive, he has ... money coming, and if he feels like it he can pay for ... medical expenses and keep the family together (some, any). It seems the mother is sick and can't work ... more (some, any). Even

if you locate the Uncle, there's no guarantee that he's going to give the mother ... money, and if he gives the mother ... there isn't ... fee in it for ... detective agency (some, any).

B. Insert appropriate pronouns and explain your choice.

1. "What good would it do to crack our code?" — "I don't want to crack it," I said, "I just want to check on it in case ... overhears the conversation." (someone, anyone)
2. I've never found it necessary to resort to subterfuge. If I like ... , I say so. (someone, anyone)
3. "All right," I told her, "You go on home and then we'll let you know if we find out" (something, anything)
4. I told the customer that if he really wanted to help him drive, I might be able to find this fellow, and the customer said he really wanted (someone, anyone)
5. "Do you have ... in the way of personal identification?" she asked the guy. (something, anything)

See 2.4.

Exercise 8.

Fill in the blanks to specify the object. Choose an appropriate pronoun (possessive, demonstrative or indefinite) in the genitive case.

1. I saw ... purse on the floor. I didn't know, of course, to whom it belonged.
2. This set I like much better than ... one. The first act was rather dull.
3. ... solution of the problem is preferable to yours.
4. ... announcement was quite unexpected.
5. Where did you take all ... things? They seem like rubbish to me.
6. I'm surprised that you have become such an admirer of ... poems. I remember you didn't like ... I gave you some time ago.
7. Which of the suggestions are ... ?

Exercise 9.

Translate into Russian. In what cases do English possessive pronouns have no corresponding pronouns in Russian?

1. He shook his head and said nothing.
2. He turned his head. "You don't know what happened in

- here, do you?" — "No."
3. Her eyes met his.
 4. Bring your brother with you. We'd be delighted to meet him.
 5. "Well, good luck," he looked at his watch. "I'm sorry I can't be here to help."
 6. Her voice trembled with tears.
 7. She buried her face in her hands.
 8. "He was wounded." — "Where?" — "In the chest."

Exercise 10.

Translate into English. Use indefinite pronouns in the genitive case where necessary.

1. Я приеду не один, а с приятелем.
2. Моего друга зовут Тед, я вам о нем говорил.
3. Это не ваше дело. Это вообще никого не касается.
4. Я пришел не первый. На вешалке уже висело чье-то пальто.
5. Очень жаль, что у вас сложилось такое впечатление.
6. «У меня есть вопрос». Он поднялся со стула и стоял посредине комнаты.
7. Это была не его вина, а моя.
8. На этот раз я сделаю все по-своему.
9. Свою часть работы я уже сделал, но он не торопился делать свою.

Exercise 11.

Translate into English. Show that one of the underlined nouns was either previously mentioned or specifically known to the speaker or listener. (Articles and pronouns may be helpful here.)

1. У него есть отец и мать.
2. Отец работает вместе с его отцом в одном учреждении.
3. Это, должно быть, работа отца. Сын вряд ли смог бы это сделать.
4. Он очень аккуратный человек и всегда кладет вещи на свое место.
5. Она жила в старом доме. Крыша его была давно не красена.
6. У дома была покатая (sloping) крыша, как это делают в странах, где часто идут дожди.

7. Она протянула ему руку. Рука была маленькой и теплой.
8. Его можно было легко узнать по шраму на лбу.
9. У него был высокий лоб и красивые вьющиеся волосы.
10. Лоб у него был высокий, а волосы вьющиеся и красивые.
11. У нее была плохая привычка постоянно морщить лоб.

Exercise 12.

Reproduce the mini-dialogues. Make new dialogues mentioning objects that you (or somebody else) possess.

1. A. — What's the time?
B. — Ten o'clock, I think. Just gone.
A. — The exact time.
B. — I don't know. I didn't put my watch on. Sorry.
2. A. You're looking rather feverish, child. What is it?
B. I'm a bit unwell, mother.
A. Your forehead is hot. I think you're starting a flu. Go to bed at once.

See 2.5.

Exercise 13.

Rephrase the sentences to make them sound more colloquial.

Model. *She saw nobody there.* = *She didn't see anybody there.*

1. She had nobody to talk to there.
2. He has nothing left.
3. Drouet is a good fellow, but he's no man for Carrie.
4. He listened attentively, but made no answer.
5. She has no appointment.
6. There is no one with whom I would change places.
7. He knew none of them.
8. I am no good at music, art and such things.

Exercise 14.

Translate the questions into English and answer them denying that the action takes (took, will take) place. Work in pairs.

1. Кто из вас взял это?
2. Кто из вас знал его адрес?

3. Любой из них был готов отвечать, разве не так?
4. Кто-нибудь из вас живет рядом с институтом?
5. Кто-нибудь из ее родственников может помочь?
6. Ты что-нибудь знаешь об этом?
7. Есть о нем что-нибудь новое в газетах?
8. Кому вы подарили эту книгу?
9. Неужели это кому-нибудь нужно?
10. О ком эта статья?

Exercise 15.

Reproduce the dialogue with your partner. Make up a new dialogue mentioning “indefinite” objects or quantities. (The pronouns “both”, “anything”, “nothing”, “something”, “any”, “much” may be helpful here.)

- A. Good evening, Sheila. Mary sends her regards. She wants you both to come with us to the cinema.
- B. You’re not doing anything on Saturday, are you, John?
- A. No, dear, I’ve got nothing on Saturday. I hear there’s something good on at the Alhambra.
- B. That sounds fine. But isn’t there any new film on the TV on Saturday?
- A. No, I don’t think so. How about getting to the cinema? I haven’t been there for long and haven’t seen any of the new films that are much talked about.
- B. We were thinking of suggesting some of them ourselves. Now why don’t Mary and you come and have some dinner with us before the show? If you come at 6, we’ll be able to start by half past six. That should give us plenty of time.
- A. Thank you very much. I’m sure Mary will be glad to come. Should anything urgent arise. I’d expect a call from either of you.

Exercise 16.

Make mini-dialogues describing food products you prefer (for breakfast, for a snack, for lunch, etc.). Follow the model and use the words from the list below.

Model. — Take || some more meat.
|| another cheese sandwich.

— No, thank you. || meat.
I don’t want any more || cheese sandwiches.

— *Why not?*

— *I don't like much meat.
cheese sandwiches.*

*But can I have some bread and butter?
an egg?*

— *Certainly.*

vegetables, sausage sandwich, cold beef, egg, salad, ice-cream, coffee, sweets, apple, sausage, fish, cake, potatoes, milk, cocoa, meat and potatoes

See 2.6.

Exercise 17.

Make statements of a general character.

A. Say something which is true or not of people in general.

Model. *One always does (should do) such things.
One never does (should never do) such things.*

1. to brush teeth in the morning;
2. to greet people one knows;
3. to prepare everything in advance before leaving for a vacation;
4. to leave everything for the last moment;
5. to help elderly people;
6. to switch off TV after eleven;
7. to enter the carriage after the train starts moving;
8. to ask for something which you have no right to have.

B. Say whether you or people you know do such things as those mentioned in part A.

Model. *We do (should do, shouldn't do) such things.
You do (should do, shouldn't do) such things.*

C. Speak about something that other people do, but you'd rather not.

Model. *They do such things, but I don't like it.*

See 2.7.

Exercise 18.

Rephrase the sentences to emphasize the objects or the circumstances expressed by the underlined words. Translate the paraphrases into Russian.

A. Model.

Peter went there in September.

- a) *It was Peter who went there in September.*
- b) *It was in September that Peter went there.*

1. The roses grew in great perfumed masses all over the garden.
2. A man with a scar across his face held my attention.
3. They waited for several hours where the sailors were to come ashore.
4. He reported that a cigarette end caused the fire.
5. They had only four days to take measurements.
6. They exhausted all their supplies two days ago.
7. He was wounded in the shoulder.

B. Model.

I want to see the girl.

*It was the girl whom I wanted to see.
She was the only person who could help me.*

1. She was a painter in a small way. She painted landscapes.
2. She smiled over the phrase.
3. She has lots of courage and spirit.
4. You should pay more attention to the good points of these young people.
5. They had a distinct air of festivity about them.
6. She looked at Roger and Mary and she thought of them at Lynton.
7. "My dear children," she said towards the end of the dinner,
"I'm very pleased with you both."
8. She rose and went with Mary to fetch her cloak.
9. Everywhere she saw a huddle of houses and chimneys.
10. The same evening he took a less optimistic look about it.

Exercise 19.

Translate into English. What structures will help you to emphasize the objects or the circumstances?

1. Это он предложил мне написать письмо по адресу, указанному в журнале.
2. Как раз в пять часов мы и вернулись домой.
3. Я очень хорошо помню, что это случилось именно вчера.
4. Это не мне, а ей пришлось объяснять, почему она опоздала.
5. Именно тебе и не стоило бы это делать.
6. Только минуту назад мы об этом говорили.
7. Этим неизвестным оказался ее брат.
8. Завтра ты как раз об этом и забудешь.
9. Именно в этом доме прошло их детство.
10. Как раз так и нужно было объяснять решение задачи.

Exercise 20.

Form questions about people, things, ideas described in a book you are now reading. Use interrogative pronouns as required.

See 2.9.

Exercise 21.

See Exercise 1 in “Revision”. In what way are pronouns used to connect utterances into a text? (Specifically for the purpose, pay attention to the referential meaning of pronouns.)

REVISION EXERCISES

Read through 1.0—2.9 of the “Pronoun” in “Theory” and be ready to discuss the following problems.

1. In what do pronouns differ from nouns or adjectives semantically?
2. What groups of pronouns do you know?
3. What pronouns have cases?
4. What cases do pronouns have?
5. What pronouns have a conjoint form and an absolute form?
6. When should pronouns be used as “substitutes” for a noun or a previous statement?
7. What pronouns are used to specify objects from the point of view of their number or quantity?

8. What pronouns are used to show the relations of the given object to the other objects of the same class?
9. What pronouns are used to deny something? Are constructions with such pronouns frequent in colloquial speech?
10. What pronouns would you use to make a statement of a general character?
11. What pronouns are used to form emphatic constructions?
12. What pronouns are used to form special questions?

Exercise 1.

A. Single out pronouns. What semantic groups do they belong to? To what objects do they refer? Translate into Russian and explain a possible difference in the use of pronouns in Russian and in English.

Fox sidled to a corner and surveyed the scene. People were here and there in pairs and groups. A woman was trying not to giggle, and a man and another woman were gripping her arm and telling her to stop. Felix Beck was pacing up and down, washing his hands in air. Hebe Heath was not to be seen, but the young man, who had been in the dressing-room with her previously, was standing across the room with his hands in his pockets. Fox noted that he also seemed to fancy himself as a recording and appraising instrument. Then Fox frowned, moved involuntary, and stopped again, as his gaze was directed at Dora Mowbray. She was on a chair by the opposite wall, and on her face there was no expression whatever or sign that she was hearing the words being addressed to her by Perry Dunham, who was leaning over her and talking earnestly into her eyes. Everyone turned as the door opened and three men entered. They were not in uniforms, but the manner of their entry proclaimed them. (*after R. Stout*)

B. In the text above find the English equivalents for the following Russian sentences.

1. Все повернулись, когда открылась дверь.
2. Он что-то говорил ей на ухо.
3. Он стоял в противоположном углу комнаты, держа руки в карманах.
4. Казалось, он воображал себя сторонним наблюдателем.
5. Его взгляд упал на Дору Маубрей.

Exercise 2.

Translate the mini-dialogues into English. Make new Russian dialogues mentioning “indefinite” people, objects or quantities of something and offer them to your partners for translation.

1. «Я хочу чаю с молоком. У нас есть молоко?» — «Да, в холодильнике. Я очень занята, возьми, пожалуйста, сама».
2. «Хочешь чашку чаю?» — «Нет, спасибо. А нет ли у тебя кофе?» — «Только растворимый». — «Прекрасно, я его как раз очень люблю». — «Ты что-нибудь ела сегодня? Может быть, я быстро что-нибудь приготовлю?» — «Нет, спасибо, мне что-то ничего сейчас не хочется, кроме кофе».
3. «Давай я помогу тебе вымыть посуду». — «Спасибо, не нужно, ее очень немного, а ты что-то хотел посмотреть после обеда». — «Да, сегодня прекрасный фильм по телевизору. Я очень хочу его посмотреть».
4. «Это ты, Алан?» — «Да, это я». — «Подожди минутку, я выключу телевизор. Мне нужно с тобой кое о чем поговорить».
5. «Иди скорей, твой чай уже остывает». — «По-моему, он уже остыл!» — «Налить свежего? Бери хлеб с маслом». — «Спасибо, я бы с большим удовольствием съел немного пирога».

Exercise 3.

Reproduce the dialogue with your partner. Make a new dialogue speaking of town life and country life. (Negative and indefinite pronouns and the constructions starting with “there is”, “there are” may be helpful here.)

- A. The suburbs aren't bad, but I think I'd rather live in the country. Everything is slower and quieter and more peaceful.
- B. Yes, that's what I don't like about the country. Nothing ever happens there. I'd be bored to death.
- A. I am not sure I agree with you. I think there are plenty of things to do. You can go for walks.
- B. Yeah, and get all wet and muddy. No, thank you. There aren't any shops to look at. It's much less exciting than the town.

- A. If you call it exciting to be almost run over by a car every time you go out...
- B. No, come off it; I mean there are fewer cinemas and shops, and no theatres and nowhere to go.
- A. There are cinemas in the country, you know.
- B. And all the films they show are fifty years out-of-date.
- A. Now you're exaggerating, though I agree that some films are rather old, but you must admit the town is noisier and dirtier than the country. It's busier and no one has time for anyone else.
- B. In the country everyone knows everyone else. That's because there are fewer people. You go on meeting the same people day after day. In the country there's no change, no variety.
- A. That's true. But I'd still like to live in the country because of the fresh air; it's less polluted. I'd like to grow my own vegetables, and keep a few chickens...
- B. You are an idealist!

Exercise 4.

Read the text. With what statements of a general character do you agree or disagree? Give your reasons. Why do you think the pronoun "one" is used here so often?

"He was such a dear, my sweet moody Richard. I knew him so awfully well. We were both innately lonely people and... well, we were very fond of one another. When he simply vanished I was broken-hearted, but naturally I couldn't admit it. Could I?" She made a little fluttering appeal to them all to understand. "One doesn't, does one?" she demanded with that sudden frankness which, if it is as embarrassing, is also as entirely disarming as nakedness. "I mean, when one really is in love, one's so painfully self-conscious, so miserably mistrustful of one's own strength. I'm talking about the real, rather tragic thing, of course. Then one's so horribly afraid that this exquisite, precious, deliriously lovely sanctuary one's somehow achieved may not be really solid, may not be one's own for keeps. One's so conscious all the time that one can be hurt beyond the bounds of bearing that in one's natural pessimism one dreads disaster all the time, and so when

something does happen one accepts it and crawls away somewhere. You do know what I mean, don't you?" (after M. Allingham)

Exercise 5.

Below are some jocular statements. If you agree or disagree give your reasons. Start with "I quite agree", "I believe", "I don't think so", etc.

1. You never know what you can do without until you try.
2. An expert is one who knows more and more about less and less.
3. Education is what remains when we have forgotten all that we have been taught.
4. The brighter you are, the more you have to learn.
5. Secrets are things we give to others to keep for us.
6. Duty is what one expects from others.

V. THE ARTICLE

GRAMMATICAL DESCRIPTION

See 1.1.

Exercise 1.

Answer "yes" or "no": 1. Are the underlined words nouns? 2. Does the form of the words remind you of some other parts of speech? 3. Does the article help you to identify the words as nouns?

1. There are two anthracite mines here, a steel works, and one coal mine in the district.
2. An epidemic had swept the city for the past ten days.
3. A telegram from Sophia reached me at my father's house. It said: "Will be at Mario's, nine o'clock. Sophia."
4. Wai-ata-tapu Hostel was a one-storied building shaped like an E with the middle stroke missing.
5. Her uncle, speaking with a calm that was really terrifying, interrupted her.

See 1.2.

Exercise 2.

Answer "yes" or "no": 1. Are the underlined nouns countable? 2. Are all semantic groups of nouns used with all articles?

1. I know that you know a girl called Pat.
2. "I'd like to see Mr. Jeremy Hale, please," I said to the girl at the desk.
3. They were a mixed bunch of boys and girls.
4. Montanelli sat down on a rough wooden bench. Then silence followed and nobody uttered a word.
5. How quietly you live, John. I love the silence of this room and garden.

6. Tom turned as white as a sheet. "What's the matter, boy? Here, run, somebody! Fetch a glass of water." The water was brought and thrown into Tom's face.

See 1.3.

Exercise 3.

Say "yes" or "no": 1. Is the underlined noun presented as something unique under the circumstances? in general? something specifically known to the speaker and the listener? 2. Do the nouns belong to different semantic groups?

1. I walked home briskly and packed. Besides the small bag I had carried the money in I had a flight bag. Then I wrote a note to the landlord saying that I was giving up the apartment. I folded the note and stuck it in an envelope and dropped the key in with the note. Downstairs I put the envelope in the landlord's mailbox.
2. She got up and opened the refrigerator and took out a glass of orange juice. "I'm Brenda Morissey," she said. "I share the apartment with Evelyn. Didn't she say anything about me?" — "Not that I remember," I said. I sipped at the chilled orange juice. She poured two cups of coffee, indicated the cream and sugar on the table. "Sit down. You are not in a hurry?"
3. He went between the fruit trees into the coppice (роща) and took the path leading down to the beach. It was very warm, the sky clear and pricked all over with stars. First he heard the soft hiss and suck of the sea, and then saw it, thin and silvered as a snail's trail where the moon lay along its edge.
4. He had swum hard and fast... and then they were side by side, out as far as the end of the headland, they could survey the whole of the bay, lying on their backs and floating on the soft mattress of the sea. "I can see the windmill." — "I can see the house." — "I can see father. He is in a deck chair." — "I can see your bedroom window. It is open." — "I can see the whole, whole world."

Exercise 4.

Say what articles you would use with the underlined words in the corresponding English text. Give your reasons. Check your answer with the text below. Could you interpret a change in the situation if you used a different article with "young man"?

Когда они вошли в контору, юноша, которого заметила, проходя, Джулия, обернулся и встал.

— Разрешите познакомить вас с мисс Лэмберт, — сказал Майкл. Затем добавил с видом посла, представляющего атташе царственной особе, при дворе которой он аккредитован:

— Это тот джентльмен, который любезно согласился привести в порядок наши бухгалтерские книги.

Юноша засиял ярким румянцем. На теплую улыбку Джулии, всегда бывшую у нее наготове, он ответил деревянной улыбкой. А сердечно пожав ему руку, она отметила, что ладонь его стала влажной от пота.

As they entered the office the young man Julia had noticed turned round and stood up.

“I should like to introduce you to Miss Lambert,” said Michael. Then with the air of an ambassador presenting an attaché to the sovereign of the court to which he is accredited: “This is the gentleman who is good enough to put some order into our accounts.”

The young man went scarlet. He smiled stiffly in answer to Julia’s warm, ready smile and she felt the palm of his hand wet with sweat when she cordially grasped it. (*after W. Somerset Maugham*)

See 1.1.

Exercise 5.

1. Do the underlined words in the examples below denote “the centre of communication”? 2. How do the articles help you to define it? Put questions to the sentences to prove your point.

1. When I was young I wanted to be a teacher.
2. He pointed at a portrait on the wall between the French doors. He reached out and touched a switch, and a light came on under the portrait. It was a portrait of a woman.
3. She was a person whom it was extraordinary easy to talk to.
4. “It is jam, that’s what it is. Forty times I’ve said if you didn’t let that jam alone, I’d skin you.”
5. Maybe I’m old-fashioned... To me art is hard work and more hard work.

Exercise 6.

Say what articles you would use with the underlined words in the corresponding English text. Give your reasons. Check your answer with the text below.

Для пятидесяти двух лет у Майкла была еще очень хорошая фигура. В молодости его густые каштановые волосы, чудесная кожа, большие синие глаза, прямой нос и маленькие уши завоевали ему славу первого красавца английской сцены. Только тонкие губы несколько портили его. Высокий — шести футов ростом — он отличался к тому же прекрасной осанкой. Столь поразительная внешность и побудила Майкла пойти на сцену, а не в армию — по стопам отца.

He still had at fifty-two a very good figure. As a young man, with a great mass of curling chestnut hair, with a wonderful skin and large deep blue eyes, a straight nose and small ears, he had been the best-looking actor on the English stage. The only thing that slightly spoiled him was the thinness of his mouth. He was just six foot tall and had a gallant bearing. It was his obvious beauty that had engaged him to go on the stage rather than to become a soldier like his father.
(W. Somerset Maugham)

Exercise 7.

Use the indefinite article with the underlined nouns where possible. Say where it is impossible and explain why.

1. He was very bad dancer.
2. She had intelligent sensitive face with light-grey eyes.
3. If you are good and do whatever you are told you shall sleep in proper bedroom, and have lots to eat and money to buy chocolate and to take rides in taxis.
4. “Oh, those lovely cluster roses; I am so fond of them! But they had much better go into water. I hate to wear flowers.”
5. The fish broke into number of pieces. It was made of stone.
6. He picked up stone, put it into the shoe and threw the whole construction at the rat.
7. Carrie asked her sister for ink and paper and when the latter had gone to bed got out Drouet’s card.

USE IN COMMUNICATION

See 2.1.1.

Exercise 1.

Say if all the objects expressed by the underlined nouns are presented as unique under the circumstances. If they are, in what way are they specified?

1. I think it is a horrid thing, Soames.
2. Don't you know it's the worst thing.
3. Life is a game that one plays according to the rules.
4. It was the last game of the year.
5. George's practised glance caught sight of the face of a lady clad in a grey fur coat.
6. Frances Wingo, I decided, was a long way from being beautiful but she had a face you could remember with pleasure.
7. It was a pleasant feeling to be free to do as I wanted — a feeling I had never experienced before.
8. It was very black coffee.
9. He was flattered yet at the same time irritated.
10. She leaned against the trunk of a pine, glad of support for her shaking limbs. It came to her only gradually that she was not alone. From somewhere very near her came the sound of voices.
11. He had the dishevelled air of a man who had dressed hastily.
12. Charlotte took the six o'clock train to New Haven that night.

Exercise 2.

Before translating the sentences into English decide:

1. What does the writer communicate with the help of the underlined nouns? 2. Is it the centre of communication? 3. Does the word order of the Russian sentence help you to make a decision?

1. a. За столом справок сидела молодая девушка.
b. Девушка, сидевшая за столом справок, спросила мое имя и профессию.
2. a. Она протянула мне большой конверт, на котором было написано мое имя.
b. На конверте, который она мне дала, было написано мое имя.

3. а. Я хочу взять отпуск и уехать в горы.
б. Отпуск, который я провел в горах, был для меня самым интересным.
4. а. Боюсь, у меня для вас плохие новости.
б. Новость, которую мне сообщили тогда, изменила всю мою жизнь.
5. а. Это учитель, я сразу вижу.
б. Учитель, который вошел в класс, преподает математику.
6. а. Послышался звонок в дверь.
б. Звонок в дверь удивил его.
7. а. Я был голоден и заказал яичницу с ветчиной и чашку кофе.
б. Я был голоден, и яичница с ветчиной и кофе, которые я заказал, показались мне очень вкусными.
8. а. Утром меня разбудил шум с улицы.
б. Шум с улицы мешал мне работать.
9. а. В комнате царило молчание.
б. Молчание в комнате становилось невыносимым.
10. а. В дверях стоял невысокий человек с чемоданом в руке.
б. Невысокий человек, стоявший в дверях, держал в руке чемодан.

Exercise 3.

Complete the following situations making use of the cues in brackets.

Model. I enjoyed the play immensely. I have never seen anything of the kind.
(best play) — It is the best play I have ever seen.

1. I can't bear such heat. It's about 35 above zero. (hottest time)
2. Though she lost her uncle's money he didn't punish her. (kindest of men)
3. I see you are enjoying yourself. You have never been to the gallery before, have you? (first time)
4. "Why have you chosen this profession?" With this question professor Brown always began his interview. (same question)
5. He thought that she would help him. (very person)
6. This boy gets only excellent marks for his answers. There is no one like him in the group. (brightest boy)

7. This sewing machine is out of order. Why haven't you chosen another? — There was no other machine. (only one)
8. You shouldn't have addressed him: he is not a man to offer help in a critical situation. (wrong person)
9. In the American Civil war between the North and the South the North had no soldier to compare with Robert Lee. (greatest soldier)
10. On May 26 the American Civil war was over. (last day)

Exercise 4.

Before translating the sentences into English decide whether the underlined nouns have limiting attributes.

1. Я думаю, что она решила уехать в последнюю минуту.
2. Она была там самой хорошенькой из всех девушек.
3. Вы первый человек, кто мне об этом сказал.
4. Это единственное место, где я могу быть счастлив.
5. Сама мысль об этом была ей неприятна.
6. Вы выбрали правильный путь.
7. Я считаю, что он предложил неверное решение проблемы.
8. У него был сын того же возраста, что и мой.
9. Вы как раз тот человек, который может нам помочь.
10. Надень свое лучшее платье.

Exercise 5.

Are the attributes to the underlined nouns limiting or not?
How is that connected with the use of articles?

1. "No. 15 — that is quite close to your seat, is it not?" — "Yes, Monsieur, it is the second compartment that end of the corridor."
2. I drank a second cup of cold coffee and threw my few things into the case.
3. We selected for our victim the only child of a prominent citizen named Ebenezer Dorset.
4. He woke up feeling good. There was no reason for him to wake up feeling anything else. He was an only child. He was twenty years old. He was over six feet tall and weighted 180 pounds and had never been sick in his whole life.
5. "You're an only child or have any brothers or sisters?" — "I'm an only child."

6. Mrs. Caypor was a most remarkable teacher and a most interesting person. She's the most remarkable woman I know.

Exercise 6.

Specify the underlined objects expressing "the whole" of which only a part is mentioned.

A.

1. The car drove up to the gate of
2. Absent-mindedly, I took it down on the cover of
3. When Louise looked at him, he was slowly turning the pages of
4. I found his note in the pocket of
5. They saw him climbing the wall of
6. Water was dropping from the ceiling of
7. The face and the figure of ... were perfect.
8. The leaves of ... were still green.
9. I just turned round the corner of
10. She had the face of

B.

I've just had a trip by air, and it was not very exciting. I was in the airport on time. After I had my luggage weighed I waited for a few minutes and together with a dozen passengers got into the plane. The seats of ... were very comfortable. The pilot ... came in and arranged us as he wanted so that neither the tail part of ... nor the front part of ... might be too heavy. When we had all settled down in our seats the door of ... was closed, the engines of ... started and the pilot ... began to taxi out into the middle of ... , right over to the other side of Then he turned the nose of ... into the wind ... and we began to race towards the buildings of ... Then the airplane... took off.

Describe an air travel on analogy with this description.

Exercise 7.

Specify the underlined objects expressing "a doer of the action" or "a person or thing possessing the quality".

1. Though there may be some inaccuracies in the report of ... we must consider it very seriously.
2. I remember the cleverness of

3. The chief occupation of ... is agriculture.
4. My only object is the happiness of
5. One day Robinson Crusoe was surprised to see the print of ... on the shore.
6. With the progress of ... many relationship have been discovered between sunspots and the atmosphere.

Exercise 8.

Say:

- 1) what sounds you can hear in a busy street (the sound of ...);
- 2) what sight can give you pleasure (the sight of ...);
- 3) what feature made you remember a person (the kindness of ...).

Exercise 9.

Specify the underlined object expressing “the time or the place of the event or phenomenon”.

1. Winter is the coldest season here, but the winter of ... was unusually warm.
2. Andrew is doing research in the sixteenth century French literature and Jane in the literature of
3. The students at ... were fond of sports and games.
4. He was born on New Year's day, on the morning of
5. “Where is Maisie?” I asked. “She is in the house”
6. She always puts fresh flowers into the vase
7. There was a heavy snowfall on the February of

Exercise 10.

Say:

- 1) where you like to go in summer (e.g. to the lake near ...);
- 2) which year, as far as you can remember, was marked with unusual events (e.g. the summer of ...).

Exercise 11.

Before translating the sentences into English decide whether the underlined nouns have limiting attributives or not.

1. Вам ничего другого не остается, это единственный выход.
2. Надо идти в другую сторону.

3. Окно в доме было открыто настежь.
4. Голос говорившего показался мне знакомым.
5. Он единственный ребенок в семье, у него нет ни братьев, ни сестер.
6. В вагоне он был единственным ребенком, и все старались сделать ему что-нибудь приятное.
7. Дверь дома была выкрашена в зеленый цвет, а медная ручка ярко начищена.
8. Обложка книги была потрепана, одной страницы не хватало.
9. Он мало чем выделялся внешне, но его глаза были глазами человека, который в своей жизни много повидал.
10. Положи чемодан в багажник машины.
11. Как быстрее всего пройти к станции?
12. Осенью 1995 года они переехали в новую квартиру.
13. В последнюю неделю года выпало очень много снега.
14. У него лицо честного человека. Ему можно доверять.
15. Я люблю русскую литературу XIX века.
16. Это лучшая из всех книг, которые он написал.

Exercise 12.

Read the following jokes and reproduce them in class. Pay special attention to the use of articles.

1. *Mrs. Newrich:* “I want to teach my son a foreign language.”
Professor: “Certainly, madam. French, German, Russian, Italian, Spanish — ?”
Mrs. Newrich: “Which is the most foreign?”
2. The critic started to leave in the middle of the second act of the play. “Don’t go now,” said the manager. “I promise there’s a terrific kick in the next act.” “Fine,” was the retort, “give it to the author.”
3. Bobby had been to a birthday party, and, knowing his weakness, his mother looked him straight in the eye and said, “I hope you didn’t ask for a second piece of cake?” “No,” replied Bobby. “I only asked Mrs. Smith for the recipe so you could make some like it, and she gave me two more pieces, just of her own accord.”

Exercise 13.

Before translating the sentences decide if there is a limitation implied in the context.

1. Сад был в образцовом порядке: цветы пышно распустились, деревья были подстрижены, а дорожки подметены и посыпаны желтым песком.
2. Мы живем в доме с лифтом.
3. Я решил не ждать лифта и спустился по лестнице.
4. Раздался звонок, и она быстро взяла трубку телефона.
5. Я хотела бы купить красный телефон. Он бы очень подошел к цвету обоев в моей комнате.

Exercise 14.

Speak about:

- 1) the colour scheme of a room you liked
(The curtains were... , etc.);
- 2) the beginning of a performance you once attended and enjoyed (The musicians came and...).

See 2.1.2.

Exercise 15.

1. Are the objects expressed by the underlined nouns already known to the reader? 2. What article helps the reader identify the objects?

A.

1. They passed the bench and saw a figure but not the figure they expected.
2. In her hand Annabel held the script she had been reading.
3. We all found it very interesting to hear Mrs. Encombe talk of the people she knew.
4. I changed my clothing and drank some brandy, but the brandy did not taste good.
5. Pierre, the chauffeur, had a son that was the same age as Frank Stratton, and the boy decided he wanted to go to Harvard.
6. Mrs. Lambert and her only child, Meg, ate their supper slowly in a daze of fatigue. The mother hardly glanced at the other people in the room.
7. "I remember it all so well," said Mrs. Badcock. "I was thrilled, you know, absolutely thrilled. I was only a girl at the time."

B. Part of a contract.

The General Technical Department of the Ministry of ... of ... , hereinafter referred to as the Department, on the one hand, and the Ministry of ... of the Republic of ..., hereinafter referred to as the Ministry, on the other hand, have concluded this contract upon as follows:

Article ...

The Parties have agreed upon that deputation of specialists and interpreters through the Department shall be effected on the terms and conditions specified in this Contract.

Exercise 16.

Build up a paragraph round the following sentences to show that the subject of the conversation is already known to the listener.

Model. The flowers were very nice. There were three early roses among them.

— She brought in some freshly-cut flowers.

The flowers were very nice. There were some three early roses among them.

1. He remembered the autumn.
2. The room of the girl was in great disorder.
3. The bath is ready.
4. The cake is too rich, I am afraid.
5. I do not like the man.
6. Where is the boy?
7. And what about the climate? Do you like it too?
8. Who has taken the magazine?
9. The doctor will be here any moment.
10. I don't like the idea.

See 2.1.3.

Exercise 17.

In the sentences below single out words denoting objects considered to be unique on the basis of experience common to mankind as a whole. Make a list of the words and think of your own examples with them.

1. It was certainly a nice morning. The sun was shining, and the sky was a clear pale blue that promised fine weather.
2. We sat on the ground with our backs against the wall and smoked. Outside it was nearly dark.
3. The moon was down. The garden was totally indistinct.
4. Oh, well, there's plenty more fish in the sea.
5. I'm glad a dozen times a week when I read in the papers of what's going on in the world.

Exercise 18.

Describe the following using the words "sun", "moon", "earth", "sky", "sea", etc.:

1. a summer day near the sea;
2. a winter day in the forest;
3. a spring day in the fields;
4. an autumn day in the garden.

Exercise 19.

In the following sentences single out words referring not to single objects but to a unique set of features characterizing a whole class of similar objects. Give their Russian equivalents.

A.

1. In reading his romances the American boy becomes for a little while the Indian, the trapper.
2. The average Italian restaurant tries to live up to its name by dousing everything in tomato ketchup.
3. I should like to give you a little lecture upon the history and habits of the domestic cat.
4. The rose is the heart of the world like the heart is the heart of the body.
5. Of course, I don't go very often to the cinema nowadays.
6. You are an idiot because no man born of woman is strong enough to take liberties with his public.

B.

1. The adjective must be distinguished from the verbal noun used as a modifier of another noun. (*Palmer*)
2. The modals are generally called "defective" in that they have only one form each. (*Close*)

3. The infinitive with “to” frequently expresses purpose, indicating that one action will follow another. (*Close*)
4. The “were — subjunctive”, when “were” is used instead of the expected “was”, occurs in clauses expressing condition or contrast in subclauses after verbs like “wish”. (*Leech*)

Exercise 20.

Complete the following choosing the correct words out of those given in brackets.

A.

1. The unchangeable parts of speech are ... (the verb; the adverb; the preposition; the conjunction).
2. (actions; states; qualities) are denoted by the adjective.
3. There are three non-finite forms of the English verb ... (the infinitive; the gerund; the continuous form; the participle).
4. After the modal verb we generally use ... (the infinitive without the particle “to”; the infinitive with the particle “to”; the gerund).
5. The auxiliary verb has ... (no independent lexical meaning; an independent lexical meaning).
6. The noun is used in the sentence as ... (the subject; an object; the predicate).
7. The article generally ... (precedes; follows the noun with which it co-occurs).
8. The noun has the categories of ... (person; number; tense; case).

B.

1. The preposition is ... (an unchangeable part of speech; a part of speech that has a number of grammatical forms).
2. The word “beautiful” is ... (a noun; a pronoun; an adjective; a numeral).
3. The word “to run” is ... (a gerund; a participle; an infinitive).
4. The word “must” is ... (an auxiliary verb; a notional verb; a modal verb).

Exercise 21.

Translate the following into English. Make use of the words: beginner, reader, listener, speaker, learner, advanced learner, teacher, student.

1. Эта книга предназначена для студента, находящегося на начальном этапе обучения.
2. Знание грамматики необходимо как читающему, так и говорящему на языке.
3. Этот курс предназначен для совершенствующихся в области английского языка.
4. Изучающий иностранный язык должен много читать в подлиннике.
5. Преподавателю необходимо знание психологии.
6. Слушание текстов на иностранном языке очень полезно для студента.
7. Преподаватель английского языка должен быть хорошо знаком с историей и литературой Англии и Америки.

Exercise 22.

Read the following characteristics of the resourceful language learner. Can you continue?

The resourceful language learner has a strong drive to communicate, is uninhibited and willing to appear foolish, is aware of ... ?, uses ... ?, tolerates ... ?

Exercise 23.

Say whether you agree with the rules below and whether you follow them. Give your reasons for or against the rules.

1. Never sit when talking on the phone.
2. Don't turn on the radio as loud as it would do.
3. Don't turn up the volume of the radio late in the evening.
4. Take care of the traffic as you cross the road.
5. Cross the street on the green light.
6. Don't whisper to your neighbour in the cinema.
7. Don't leave the theatre when the actors are still on the stage.
8. Don't speak very loudly in the reading-hall.
9. When you are at the shop ask the shop assistant to show you only such items which you want or intend to buy.
10. When you are in the bus or in the tram don't try to read the newspaper or the book that another person may be reading at the moment.

See 2.2.1.

Exercise 24.

Read the following letter of application. What does the writer want to communicate with the help of the underlined nouns. What article does he use?

Dear Dr. Smith:

I would like to apply for a teaching position in the area of the French language. I am enclosing a resume of my skills and background. I am very interested in pursuing a career in education.

Whenever it would be convenient, I would be happy to come in for an interview.

Sincerely,
Michael N. Tompson.

Exercise 25.

Before translating the sentences into English decide: 1. What does the writer communicate with the help of the underlined noun? 2. Is it the centre of communication? 3. Does the word order of the Russian sentence help you to make a decision?

1. Одно из окон дома было раскрыто. У окна сидела женщина. Она шила.
2. Элиза тотчас же узнала хозяйку дома. Это была та женщина, которая открыла ей дверь.
3. Элиза с трудом узнала хозяйку дома. С тех пор, как они не виделись, женщина очень сильно изменилась.
4. В день нашего отъезда мы получили телеграмму.
5. В телеграмме, которую мы получили в день нашего отъезда, сообщалось, что Мартин не сможет с нами встретиться, так как его задерживают дела в городе.
6. — Когда было послано это сообщение? — Я не обратила внимания. Посмотрите сами, пожалуйста. Телеграмма на столе.
7. — План прекрасный, но как мы сможем осуществить его?
— У меня есть идея. Мы можем сейчас ее обсудить.

8. Идея, которую он предложил, показалась всем очень интересной.
9. Наше обсуждение очень затянулось. Идея была прекрасной, но ее осуществление требовало дополнительных решений и расходов.

See 2.2.2.

Exercise 26.

Before filling in the blanks with appropriate articles, determine the types of the attributes modifying the underlined nouns.

1. I always think there is something cold and cheerless about ... house that lacks a woman's touch.
2. June was living now in ... tiny house with ... big studio at Chiswick.
3. "Where is Robin Hill, Father?" — "In Surrey," he muttered, "not far from Richmond. Why?" — "Is ... house there?" — "What ... house?" — "That they quarrelled about."
4. He stood by ... window of the sitting-room which gave view over Hyde Park.
5. Irene, lost as it were in the letter of her boy, stood at ... window where the light fell on her face and her fine grey hair.
6. She was eminently qualified, "raised" fashionably under ... comfortable mother and ... father whose nerves might not be shaken and for many years ... wife of Montague Dartie.
7. "How did he look?" — "Grey; but otherwise much the same." — "And ... daughter?" — "Pretty. At least John thought so."
8. "Come in," a woman's voice called. I pushed the door open and entered ... small room where a beautiful woman was typing.
9. "We've got ... best room in the hotel," he said.
10. For a while there was an absolute silence, then a click. I couldn't tell whether ... person at the other end had hung up ... telephone or whether the connection had been broken.
11. Eleanor, you know I'm not the sort of chap to say anything against another chap behind his back, and I'd rather not tell you what I know about Hardy; I can only ask you to take my word for it that he isn't ... proper person for you to know.

Exercise 27.

Answer the following questions. Use the words given below or come up with your own suggestions.

1. How long will it take you to finish your report?
2. What are you going to give your friend as a birthday present?
3. Who gave you a lift to get to the station?
4. What are you looking for on the table?
5. What did you have for breakfast?
6. What would you put on in warm weather?
7. What would you put on in cold weather?
8. Whom did you meet at the airport?
9. What do you call this animal?
10. Where did you have your dinner?

(a small cafe, a warm jersey, a roll, a glass of milk, a pen, a book of pictures, a week, a relative, a friend of mine, a cheetah, a sleeveless dress)

Exercise 28.

Make up questions on analogy with those given above and ask your fellow-students to answer them.

Exercise 29.

Introduce the object into a situation.

Model. The girl had large blue eyes and fair hair.
I turned round and saw a young girl. The girl
had large blue eyes and fair hair.

A.

1. When I was going upstairs the door of the room below mine opened and ... The girl smiled with just a twitch of her mouth. I introduced myself.
2. ... The suit fitted perfectly, and as Maria stared at herself in the glass all her excitement returned. She was happy, nothing mattered.
3. ... There was no name or address on the envelope. She took out a small pencil and a notebook. "Here's the address and the telephone number of my friend," she said.

B.

1. The boy didn't understand my question.

2. The piano was out of tune.
3. The melody was somehow familiar to me.
4. I remembered that I had read the story.
5. The animal was frightened and I couldn't touch it.
6. I liked the purse very much.
7. The week seemed endless.
8. The voice seemed strange.
9. The room was bright and cozy.
10. The suggestion was quite out of place.

Exercise 30.

Read part of the instructions for the video cassette recorder. Find instructions to some home appliances and introduce them in class.

The VCR is a television receiver in its own right. When you record a TV programme, it is being received by the video recorder, not by your TV set. Read the instructions for installation carefully.

Exercise 31.

Describe a household object and let your fellow-students guess what you have in mind.

Exercise 32.

A. Give a written description of a room, somebody's appearance or costume. Use the words below or come up with your suggestions.

a. *Model. She took me into the untidiest room I have ever seen. It was littered with The top of the piano was loaded with On the mantelpiece there stood In the mirror above, which you could see had once been gilded, were stuck*

a paper, a book, a handbag, a teacup, a dog collar, bits of clothing, a vase, a bottle of vinegar, a pile of coppers, a box, a dead potted plant, a tobacco tin, a snapshot, a postcard, a receipt, a pot full of hairpins, a bag full of knitting

b. *Model. He was ... (a tall man) with ... (the dark eyes of a poet, a thin straight nose, a profusion of wavy black hair). He looked like ... (a person*

who could hold his emotions under complete control).

a young man, sharp eyes, a hard mouth, a straw-haired man, arrogant eyes, an erect carriage, a short neck, a boxer's jaw, a deep frown between the sandy eyebrows, a slow sleepy smile, black hair, dark blue eyes, a fine tennis player, a perfect dancer, a short nose, a balding man

a sad-eyed woman, a slender girl of nineteen, a brunette, big dark eyes, high cheekbones, an expressionless face, an immediate perceptible vitality, a short wide woman, a bad-tempered face, limp hair

c. *Model. She was wearing ...*

a black open-work cardigan, a brown home-knitted dress, a tight grey suit, a dark suit, a low-cut dress, a green taffeta dance dress, an old jersey, a blue satin dress, an evening suit, a short white skirt, a pair of suede shoes, a blue turtle-neck, a ribbon in the hair

B. Describe a room, somebody's appearance or costume. Use as many non-limiting attributes as you can.

Exercise 33.

Before translating the sentences into English decide if the attribute to the underlined noun is limiting or not.

1. Вот книга, где об этом очень подробно говорится.
2. Вот книга, о которой в свое время очень много говорилось.
3. Вот та книга, которую я рекомендовал вам прочесть.
4. Каждый месяц я ходил в театр, в котором ставились лучшие пьесы современных авторов.
5. В театре, в который я ходил каждый месяц, ставились лучшие вещи современных авторов.
6. Это театр, в который мы часто ходили, когда были студентами.
7. Это предложение, которое стоит обсудить.
8. Это предложение, которое стоит принять.
9. Это предложение, которое и было принято после долгой дискуссии.

10. Вчера я случайно встретилась с человеком, которого не видела очень много лет, но я сразу узнала его.
11. Человека, которого я встретила вчера, я не видела много лет.
12. Человека, которого никогда не видел, трудно узнать по описанию.
13. Идем, я покажу тебе место у реки, где очень красиво.
14. У меня было впечатление, что он меня не узнает.
15. Это рассказ, который тебе очень понравится.
16. Это письмо, которое пришло в субботу, когда на кафедре никого не было.

Exercise 34.

Give grammatical definitions to the underlined parts of the following sentences.

Model. *You won't catch the train if you don't hurry.*
"If you don't hurry" is a conditional clause.

1. He is my best friend.
2. It's a second time you ask me this question.
3. What a beautiful day!
4. Swimming is my favourite sport.
5. I want you to go to the party.

(Clues: a complex object, a gerund, a personal pronoun, a demonstrative pronoun, a noun, a possessive pronoun, a numeral, a verb, an adjective, an exclamatory sentence, an article)

Exercise 35.

Answer the following questions.

1. When do you prefer to read for your exams?
2. Have you ever met a person who would look calm and collected outside the exam room?
3. Do you sometimes forget things in the middle of an exam?
4. Don't you think that a student who doesn't read the card properly may fail at the exam?
5. Do you think that a student who wants to get a good mark ought to know all the material?
6. Don't you think that a student shouldn't leave the preparation for the exam till the examination period?

7. What is in your opinion a good answer?
8. What is in your opinion a bad answer?
9. Is the examination period a time you like?
10. Is the examination period a time you dislike?

Exercise 36.

Discuss the examination period with a friend of yours. Use the questions in the Exercise above as a cue.

Exercise 37.

Read the following English proverbs and sayings. Choose the one you like best and explain its inference.

1. A bad workman quarrels with his tools.
2. A bird in the hand is worth two in the bush.
3. A burnt child dreads the fire.
4. A dog in the manger.
5. A drop in the bucket.
6. A friend in need is a friend indeed.
7. A hard nut to crack.
8. A rolling stone gathers no moss.
9. A good beginning is half the battle.
10. A little body often harbours a great soul.

Exercise 38.

Read the following jokes and reproduce them in class paying special attention to the use of articles.

1. Father was explaining to his little son fundamentals of astronomy:
“That’s a comet.”
“A what?”
“A comet. You know what a comet is?”
“No.”
“Don’t you know what they call a star with a tail?”
“Sure — Mickey Mouse.”
2. *The son:* Father, shall I be an ear specialist or a tooth specialist?
The father: Choose the teeth, my boy; everyone has thirty two of them but only two ears.
3. A man had a donkey for sale, so on hearing that a friend of his was looking for one, he wrote to him as follows: “Dear Richard, I hear you want to buy a donkey. If you want a really good one, remember me. Yours, William.”

See 2.3.1—2.3.2.

Exercise 39.

Explain the absence of articles with the underlined nouns.

Does the noun in each case denote a group of objects? an abstract notion? a material?

A.

1. The work was one long monotony for me. I made lists of the children from elementary schools. Our room did little but accumulate such facts, pass records of names to other departments, and occasionally draw up a chart.
2. “Snow will bring the people into town on Saturday,” said the druggist. “Snow will be good for the wheat.”
3. Their blue eyes became filled with gaiety and ferocity and joy and their mouths with laughter.
4. He was gifted, exceptional. He was passionately fond of music; every spare penny he had went on books. He was always full of new ideas, schemes, plans.

B.

The ability to take notes quickly and accurately will be an asset throughout the rest of your academic career. Precise, complete notes a necessity in courses which emphasize lecture material. The easiest to master is the outline form. Generally there are two methods. One involves using complete sentences and the other simple phrases.

Share your experience in note-taking with your fellow-students.

Exercise 40.

Make up questions about the objects denoted by the underlined words. Say what you would ask for under similar circumstances.

1. At a grocer's shop: Perhaps I'd better take butter and not cooking fat.
2. At a dress shop: I'd like to see summer-dresses, please.
3. At a tea-party: What nice sandwiches! I do so enjoy cucumber sandwiches.
4. At a snack-bar: I'd have milk with my coffee, and no sugar, please.

Exercise 41.

Think up short snatches of conversation that you might have once overhead. Use the material of the previous Exercise as a cue.

Exercise 42.

Comment on the use of articles with the underlined nouns.
Translate the sentences into Russian.

1. There were big palms and green benches in the public garden. In good weather there was always an artist with his easel. Artists liked the way the palms grew and the bright colours of the hotels facing the gardens and the sea.
2. His round blue eyes were ghastly with terror.
3. The horror which she felt for him was the transference of the horror which she felt for herself.
4. In her face there was a horror which was inexplicable.
5. Pray, don't talk to me about weather, Mr. Worthing. Whenever people talk to me about weather, I always feel quite certain that they mean something else.
6. By nine o'clock that evening snow lay deep in the streets and the weather had become bitter cold.
7. "I suppose he's gone?" Robin said warily a few minutes later when he arrived with a tray of tea. Jumping up, she began quickly to arrange the cups and saucers but found it almost impossible to look at the tea.
8. It is a very fine tea flavoured with jasmine petals.

Exercise 43.

Supply the nouns in the following sentences with limiting or non-limiting attributes. Use the appropriate articles.

Model. She drank milk.

She drank hot milk. She drank the milk which her mother had brought her.

1. I hate coffee.
2. He liked ice cream.
3. I prefer tea.
4. He brought water.
5. They gave him wine.
6. She was fond of lemonade.
7. She drank cocoa.

8. She often gave him chocolate.
9. We like yogurt.
10. They mixed vermouth with juice.

Exercise 44.

Translate into English paying particular attention to the underlined words.

A.

1. Что вам подать на завтрак: яйца, омлет? А что вы будете пить: чай, кофе?
2. Мери дала ему тазик и кусок мыла, и он стал умываться.
3. Я боюсь, что он забудет купить масло.
4. В этом районе недавно открыли новые месторождения нефти.
5. Ей было трудно готовить еду на такую большую семью.
6. Этот кофейный столик сделан из стекла.
7. Эта чашка сделана из пластмассы.
8. Тебе лучше съесть чашку бульона.
9. Ты положила в тесто дрожжи?
10. В лесу было много снега.

B.

1. Он посмотрел на меня с удивлением.
2. Простота и искренность — очень ценные качества.
3. Я люблю музыку.
4. Он вдруг почувствовал страх.
5. Она не выносила одиночества.
6. Она впервые испытала гордость и радость за любимого человека.
7. Все работали с энтузиазмом.
8. Она посмотрела на сына с любовью.
9. Он говорил быстро, с возбуждением.
10. Он ко всему относится с иронией.

Exercise 45.

Before translating the sentences decide whether the underlined nouns are countable or not.

1. Дай мне, пожалуйста, стакан воды.
2. — Какая красивая ваза! — Это цветное стекло.
3. Они хранили свою коллекцию под стеклом.

4. На тарелке лежал лимон и два апельсина.
5. Хочешь чаю с лимоном?
6. Я угощу тебя чаем, которого ты никогда не пробовал.
7. Возьми утюг и погладь белье.
8. Железо на воздухе быстро ржавеет.
9. Еще в начале века все печи в Лондоне топили углем.
10. Из камина выпал уголек.
11. «Что приготовить на ужин: рыбу или мясо?» — «Я предпочел бы цыпленка..
12. Карась — пресноводная рыба, а сардина — рыба морская.
13. Ребенок измазал лицо яйцом.
14. Он взял на завтрак яйцо, ветчину и чашку кофе.

Exercise 46.

Imagine you are at a restaurant discussing the menu with the waiter. Compose a dialogue according to the model. Use the words given below or come up with your own suggestions.

Model.

- | | |
|----------------|---|
| <i>Waiter:</i> | <i>Here is the menu. What would you like for starters, sir?</i> |
| <i>You:</i> | <i>I think I'll have a prawn cocktail and the soup of the day.</i> |
| <i>Waiter:</i> | <i>Thank you, sir. And what to follow?</i> |
| <i>You:</i> | <i>A medium stake. And, probably, a hot apple pie topped with ice cream. We'll decide that after the main course.</i> |
| <i>Waiter:</i> | <i>Very good, sir.</i> |

(clear soup; smoked salmon; pineapple juice; omelette, roast beef, roast lamb, chicken; pork, turkey, plum tart, cherry tart, cutlet, coffee, etc.)

Exercise 47.

Imagine you are at a grocer's shop. Ask the grocer to show and sell you the goods you want. Compose a dialogue according to the model. Use the words given below or come up with your own suggestions.

Model:

- | | |
|-------------|---|
| <i>You:</i> | <i>I think, that's all for today, thank you. Oh, no! I mustn't forget <u>cheese</u>. My mother prefers <u>cheese</u> to <u>butter</u> for tea. Let me</i> |
|-------------|---|

have some cheese, a pound of cheese, please.

Grocer: *That's on the other counter, ma'am. Is there anything else you want on this side?*

You: *Perhaps I'd better take some dried fruit, some raisins and currants. Will you also show me peaches? My son said he didn't want apricots today. I'll take two pounds of peaches.*

Grocer: *Thank you, ma'am.*

(butter, bacon, sugar, cake mixture, flour, salt, cooking fat, self-raising flour, fish paste, plums, apricots, sausage meats, etc.)

Exercise 48.

Imagine that a friend of yours is trying to treat you to something special at tea and you are very choosy. Compose a dialogue according to the model making use of the words below.

Model.

- A. *Hallo, Jane dear! What about having tea together? You've come just in time. What would you like for tea?*
- B. *I wonder if you have got cucumber sandwiches.*
- A. *I am sorry, I haven't. Do you take tomato and cheese, or buttered toast and jam?*
- B. *No, thanks, but I hate cheese for tea. Could you give me egg sandwiches?*
- A. *I'm awfully sorry, but I haven't got a single egg in the fridge.*
- B. *OK, then I'll have some buttered toast and jam.*

(biscuits, cornflakes, pastries, cake, lemon, tea, coffee, sugar, cream, etc.)

Exercise 49.

Before filling in the blanks with appropriate articles decide whether a special aspect of the abstract notion is expressed.

1. "You can't trust any of them," he thought numbly with ... certain bitter pleasure.

2. Cal's eyes had ... new interest, ... gleaming interest that was close to triumph.
3. ... self-interest with her was high but not strong.
4. She was bubbling over with triumph and ... good feeling.
5. He had ... feeling that he had seen her some place before.
6. She had never been so afraid before in her life, but she had learned ... fear now.
7. But he sat there for a minute or two with ... cold fear.
8. Nothing happened until ... afternoon.
9. It was ... cheerless place in which to pass ... wet afternoon.
10. "Won't you have ... breakfast with us?" — "No, thank you."
11. As soon as he was dressed, he went into ... library and sat down to ... light French breakfast.

Exercise 50.

Translate into English paying particular attention to the use of articles with the English equivalents of the underlined abstract nouns.

1. Наступило долгое молчание.
2. Они шли несколько минут, не говоря ни слова.
3. Он испытывал в их обществе какое-то странное чувство одиночества.
4. Он говорил живо, с большим чувством и убежденностью.
5. Он прожил долгую и счастливую жизнь.
6. Он любил жизнь и все делал с любовью и интересом.
7. Она относилась к нему с любовью, которую мы не разделяли.
8. Был прекрасный летний день.
9. Была ранняя весна.
10. В их семье царила атмосфера сердечности и тепла.

Exercise 51.

Fill in the blanks with appropriate articles where necessary.
Reproduce the anecdotes in class.

1. *Tommy's aunt*: "Won't you have another piece of cake, Tommy?"
Tommy (on a visit): "No, thank you."
Tommy's aunt: "You seem to be suffering from ... loss of ... appetite."

Tommy: "That isn't ... loss of ... appetite. What I'm suffering from is ... politeness."

2. *Teacher:* "What have the expeditions to the North Pole accomplished?"

Jimmy: "Nothing, except to make ... geography more complicated."

3. A school teacher who had been telling a class of small pupils the story of the discovery of America by Columbus ended with: "And all this happened more than 400 years ago."

A little boy, his eyes wide open with wonder, said after a moment's thought: "Gee! What ... memory you've got!"

See 2.4.1.

Exercise 52.

Comment on the use of articles with the proper names in the text.

"I don't know whether any of you know the Canary Islands," began the doctor.

"They must be wonderful," said Jane Helier. "They are in the South Seas, aren't they? Or is it in the Mediterranean?"

"I've called in there on my way to South Africa," said the colonel. "The peak of Tenerife is a fine sight with the setting sun on it."

"The incident I am describing happened in the island of Grand Canary, not Tenerife. It is a good many years ago now. I had had a breakdown in health and was forced to give up my practice in England to go abroad. I practiced on Las Palmas which is the principal town of Grand Canary. Ships from all over the world put in at Las Palmas. In the principal hotel there, the Metropole, you will see people of all races and nationalities. My story begins there in the Metropole Hotel one Thursday evening in January." (after A. Christie)

Exercise 53.

Translate the following into Russian and comment on the use of articles with the underlined nouns.

1. I know ever so many Lauras, but I never met a Jewase before.
2. But then I saw that it was a new Flora. She too had changed.
3. The MacAndrews, who were childless and in easy circumstances, arranged to undertake the care of the children.
4. "Do you know anyone by the name of Wathins?" — "I know a Wathins in San Francisco."
5. Charles was an Arundell. He bore the family name.
6. One would think every child in the last fifty years had been an immaculate conception and every one of our non-conformist females was a shining Joan of Arc.
7. Ashurst, rather like a bearded Schiller, tall, long-legged, grasped the luncheon basket and got out.
8. A Morland was a Morland, as a Millet was a Millet and would never be anything else.
9. The grandchildren asked her to play the piano; she played Schumann. "Now a Beethoven," called Cecil.
10. The expedition was typical of Miss Bartlett who would return cold, tired, hungry and angelic, with a ruined skirt, a pulpy Baedeker and a cough in her throat.
11. "Is there a Mr. Strickland?" — "Oh, yes, he's something in the City, I believe he's a stockbroker."
12. Go to the Louvre and copy something: a Raphael, a Boucher.
13. We arrived at the George and took a couple of rooms.
14. The particular Emersons consisted of a father and a son.
15. The Honeychurches were a worthy family, but he began to realize that Lucy was of another day.

Exercise 54.

Fill in the blanks using appropriate articles with proper nouns. Compose ten sentences of your own with any of the proper nouns in the text for back translation from Russian into English.

A.

1. Consider that piece of luck of ours, ... Lake District. You can climb with ease several of its mountains in one day. Nevertheless, you feel they are mountains and not mere hills.
2. If you go down ... West Country, you suddenly arrive at ... table lands of Dartmoor and Exmoor, genuine high moors, as if ... North had left a piece of itself down there.

3. ... East Anglia has a kind of rough hearth country of its own.
4. ... East Lincolnshire should show us ... England that looks more than half Dutch.
5. ... London began on ... north bank of ... Thames. ... Alfred ... Great took ... London from ... Danes and gradually it replaced ... Winchester as the capital.
6. Actually there are several Londons. First there is ... City of ... London. It contains ... Bank of ... England, ... Stock Exchange. It is the financial and business centre of ... Great Britain. Then there is ... County of ... London composed of about thirty boroughs. Finally, there is ... Greater London which includes all above and a deal more.
7. ... London has many other faces. There is ... West End, a fashionable shopping and entertaining centre. There is ... Mayfair, ... upper class London, stretching from ... West End to ... Hyde Park. There are ... Houses of ... Parliament, built on ... banks of ... Thames at ... Westminster. ... working-class London is centered in ... East End.
8. From ... Tower of ... Houses of ... Parliament ... B.B.C. wavebands carry the chimes of ... Big Ben to all the territories.
9. ... Westminster Abbey is regarded as the centre of ... Westminster area.

B.

Overlooking the square there are three important buildings, ... Bank of ... England, ... Royal Exchange, and ... Mansion House, the official residence of ... Lord Mayor of London. Most of the people who are hurrying to and fro are businessmen and shopkeepers, but we also notice among the crowd the faces of holidaymakers and tourists seeing the sights of ... London, visiting the famous public buildings: ... Tower of ... London, ... St. Paul's Cathedral, ... Law Courts, ... British Museum, ... National Gallery, ... Buckingham Palace, ... Houses of Parliament, ... Westminster Abbey and the bridges over ... river Thames. (*after J. B. Priestley*)

C.

... Fleet Street is known all over the world as the home of ... British journalism. ... river Fleet, from which the street takes its name, still runs under Ludgate Circus, but is now used as a sewer. Probably the most unusual modern building in ... Fleet Street is that of ... Daily Express, which has

the front of the building, except for windows, entirely covered in black glass. ... Daily Telegraph and ... Reuters buildings are also noteworthy. (*from Bereny's "Guide to London"*)

Exercise 55.

Translate into English paying particular attention to the use of articles with proper nouns.

1. Эверест был покорен в 1953 году.
2. Транссибирская железная дорога идет вдоль озера Байкал.
3. Меловые утесы на побережье Сассекса носят название «Семь сестер».
4. Филиппины — цепь островов в Тихом океане.
5. В Лондонском университете больше студентов, чем в Оксфорде.
6. Соединенное королевство Великобритании и Северной Ирландии расположено на Британских островах в северо-западной части Европы.
7. Аргентина и Чили находятся в Южной Америке.
8. Куба — самый большой из островов в Вест-Индии.
9. Лондон развился из римской колонии, основанной в устье Темзы.
10. Большая часть земного шара покрыта водой — водами Тихого, Атлантического, Северного Ледовитого и Индийского океанов.
11. Шетландские острова очень мало населены.
12. Белфаст — столица Северной Ирландии.
13. Остров Мэн — один из самых больших островов у побережья Англии.
14. Население Большого Лондона составляет более восьми миллионов человек.

Exercise 56.

Explain the use of articles with the underlined nouns. What variations in the meaning of the noun does the article indicate in each case?

1. There is a certain person who is interesting us very much. A Major Laidlaw — perhaps you have heard the name?

2. The first thing I caught sight of was a photograph of the celebrated Mrs. Barnaby.
3. Isabel paced up and down the room, while an outwardly calm, inwardly very much perturbed George silently echoed the question.
4. Suzanne employed herself in sending off a long soothing cable to the far-off Clarence.
5. After he had succeeded in getting rid of a suspicious Mrs. Myers, he went in to tell Gorenham about her.
6. He lifted his head and for a moment the mask of pain was curiously cleared and a new Otto looked out.
7. The car was a Chevrolet, several models old.
8. A Bourbon and water, go lightly on the water.
9. Mr. Beebe's eyes rested on Windy Corner where Lucy sat practising Mozart. ... He stepped into the drawing room, where Lucy was still attentively pursuing the Mozart.
10. Perhaps, it would have been possible to see in him a new Prometheus.
11. Poirot, I — the humble Watson — am going to hazard a deduction.
12. It may be that among them a more fervid Keats, a more ethereal Shelley has already published numbers the world would remember.

Exercise 57.

Fill in the blanks with appropriate articles. Explain your choice of the article (or its absence) in each case.

1. I went into the kitchen to talk to ... Mary-Anne.
2. ... Stricklands were an average family in the middle class.
3. This was the occasion to celebrate the engagement of ... Miss June Forsyte to ... Mr. Philip Bosinney.
4. Did you know that Paul had ... brother Harry?
5. Margharita, this is ... wonderful Poirot.
6. They are nice people ... Vyses.
7. The memory of ... little Valerie Redfern would never leave him.
8. "I am a consultant." — "Engineering?" — "Investments. I get rich making other guys rich. How about that?" — "... modern Robin Hood."
9. I knew ... certain Stave Barlow.
10. I duly parked ... Austin.
11. I am not ... Michelangelo, but I have something.

12. ... Dante of the same material, ... Eros and Psyche in alabaster, ... St. Peter to match all of them would have cost less in London.
13. Within a decade ocean-going ships might be dry-dock museum pieces, pushed out of business in the same way that passenger airplanes had clobbered ... Queen Mary and ... Elizabeth.
14. The people didn't know that about ... good old L. Keith.
15. Little change had Time wrought in the "warmest" of ... young Forsytes as in the last of ... young Forsytes — ... Timothy.
16. There was a crude power in him and I set myself to see ... Sammy whom Madge saw.
17. There is no reason, is there, why ... Miss Greenshaw you saw when you went to the house should be ... same Miss Greenshaw he saw a few days earlier?

Exercise 58.

Say what the following place names denote. Use them in situations of your own.

San Francisco Bay, New York Harbour, the Buckingham Palace, London Road, Covent Garden, Drury Lane; the Strand, the Arctic, the Argentine, the Ruhr, the Lebanon, the Midwest, the Hague, the Bronx, the City, the East End, the West End.

Exercise 59.

Make up sentences of your own with the following phrases. Explain the difference.

1. a) the Nelson column, b) Nelson's battle;
2. a) Chaikovsky's music, b) the International Chaikovsky Competition;
3. a) the Andrei Rublyov Museum of Ancient Russian Art, b) Andrei Rublyov's icons;
4. a) the Dostoyevsky Museum, b) Dostoyevsky's novels.

Exercise 60.

Say what literary, theatrical and musical museums of Moscow you know (Tolstoy, Dostoyevsky, Pushkin, Chekhov, Bakhrushin, Glinka). Speak about your visit to one of the museums. Say what things belonging to the great writers, actors or composers you saw in the museums.

REVISION EXERCISES

Read through 1.0—2.4.1 of the “Article” in “Theory” and be ready to discuss the following problems.

1. What articles are there in English?
2. Does a noun always co-occur with an article?
3. What other noun modifiers are frequent in English?
4. What article indicates that the object denoted by the noun is unique or specifically known to the speaker (writer) and the hearer (reader)?
5. What article indicates that there may be other objects similar to the one denoted by the noun?
6. With what nouns and in what forms no articles are sometimes found?
7. What is the limiting attribute?
8. What is the role of the limiting attribute in the process of communication?
9. What article will be generally found before the noun denoting the “centre of communication”?
10. What groups of nouns are preferably used without articles?
11. What articles are traditionally used with proper names denoting individual living beings? What change of the meaning of the proper name does the indefinite article indicate?
12. What proper names denoting inanimate objects are preferably used without articles or with the definite article?

Exercise 1.

Fill in the blanks with appropriate articles. Check your version with the key given below. Be prepared to explain the mistakes if you have made any. Reproduce the text in class.

Miles J. Berry entered ... kitchen of his home on ... outskirts of ... Trenton, ... New Jersey, took ... can of ... bear out of ... refrigerator, put ... can and ... glass on ... kitchen table, pushed his cap to ... back of his head, and let go ... long sigh. From ... second story came his wife's voice.

“Is it you, Miles?”

“Yes, that's me.”

“There's ... letter for you, I put it on ... top of ... TV.”
Now she was standing at ... dining-alcove door, with ... bundle

of ... laundry in her arms. "Why don't you read ... letter from your sister?"

"... curiosity killed ... cat!"

"Well, what's she writing you ... letter for? If she has anything to say why doesn't she say it over ... phone?"

... letter was leaning against ... light blue, temporary empty flower pot on ... top of ... television apparatus. ... handwriting was that of ... Miles Berry's older sister. ... envelope almost matched ... color of ... flower pot; and Berry held it up to ... light because he could tell it contained two items, one besides ... note paper. He tore open ... end of ... envelope and took out ... contents, ... note paper and ... old newspaper clipping.

It was ... photograph taken in 1943, and it showed ... teen-age girls, some grinning, some rolling their eyes huddled together behind ... sign that said: "Frankie Boy is the Most — ... Sinatra Swooners, Trenton N.Y." ... caption gave ... names of ... girls and ... second from ... left was Vilma Schrock, 17 (now Miles' wife). (*after J. O'Hara*)

KEY:

Miles J. Berry entered the kitchen of his home on the outskirts of Trenton, New Jersey, took a can of bear from the refrigerator, put the can and a glass on the kitchen table, pushed his cap to the back of his head, and let go a long sigh. From the second story came his wife's voice.

"Is it you, Miles?"

"Yes, that's me."

"There's a letter for you, I put it on top of the TV." Now she was standing at the dining-alcove door, with a bundle of laundry in her arms. "Why don't you read the letter from your sister?"

"Curiosity killed the cat!"

"Well, what's she writing you a letter for? If she has anything to say why doesn't she say it over the phone?"

The letter was leaning against the light blue, temporary empty flower pot on top of the television apparatus. The handwriting was that of Miles Berry's older sister. The envelope almost matched the color of the flower pot; and Berry held it up to the light because he could tell it contained two items, one besides the note paper. He tore open the end of the envelope and took out the contents: the note paper and an old newspaper clipping.

It was a photograph taken in 1943, and it showed teenage girls, some grinning, some rolling their eyes huddled together behind a sign that said: "Frankie Boy is the Most — the Sinatra Swooners, Trenton N.Y." The caption gave the names of the girls and the second from the left was Vilma Schrock, 17 (now Miles' wife).

Exercise 2.

A. Read the following texts. Say how the use of articles helps to connect the utterances into a text.

- a) He went to the street door and looked out. It was a suburban, unfrequented street of detached Regency houses like his own. A car went slowly down the street, some people crossed it; everything was normal.
- b) Mary looked about her: the room was vast, the ceiling far higher than customary, the various woods of the floor beams — all of a costly variety.
- c) There was no one else on the beach so late in the afternoon. She walked very close to the water, where there was a rim of hard, flat sand.

B. Describe your native town:

- a) to a friend of yours who has never been there;
- b) to a friend of yours who is your fellow townsman but has long been away;
- c) as if you were a stranger telling a friend of yours of an accident that once happened to you there.

Use texts a), b), c) as a cue.

Exercise 3.

Fill in the blanks with appropriate articles. Be prepared to explain the choice of the article in each case.

A.

1. a. They listened in ... silence, and presently they heard the sound of dancing.
b. In ... silence after the storm he glided from ... more directly personal songs of ... Scotland half humming them as he played, into ... "Evening hymn".
c. There was ... long silence before Bateman spoke again.

2. a. He was born in the town and for forty seven he never slept ... night outside it.
b. He tossed restlessly in bed all through ... night until at six in the morning he at last fell asleep.
c. It was ... lovely night so warm that he threw his coat over his arm and did not even put his silk scarf round his throat.
d. When ... night came I didn't sleep.
3. a. As Nathaniel Cooper walked towards the lighted school building he thought of ... rather uncomfortable dinner he had just finished.
b. Towards the end of ... wonderful dinner, when dessert had been brought in, my uncle leant forward to admire a diamond ring on her hand.
c. Jon dressed for ... dinner early, and was first down. But he missed Fleur, who came down last. He sat opposite her at ... dinner.
4. a. "Our name is ... Forsyte, my dear," replied Jolian with an ironical smile.
b. Old Jolian was too much of ... Forsyte to praise anything freely.
c. Young Jolian, whose circumstances were not those of ... Forsyte, found at times a difficulty in sparing the money.
d. This was an occasion for an "at home" to celebrate the engagement of ... Miss June Forsyte to Mr. Philip Bosinney.
e. That word "Late" — extreme, so primitive — made all ... Forsyte in him tremble.
f. And ... eight Forsytes were silent for a moment round the map.
g. But Fleur was ... Forsyte enough to feel such a proceeding dubious and to dread her father's face when he heard of it.
5. a. We cannot know too much about ... language we speak every day of our life.
b. Because Indo-European was ... inflected language, word order was free.
c. We need not assume with Jespersen that this analytical progress has meant unqualified progress in ... language or that our forebears ... were less gifted linguistically than we are.
6. a. Fleur had on a white frock, very simple and well made; her arms were bare, and her hair had ... white rose in it.
b. Jolian came to the rosary, and the beauty of ... roses in that sudden sunlight seemed to him unearthly.

c. The sultry air charged with a scent of meadow-sweet, of river and ... roses, closed on his senses, drowsing them.

B.

1. Tom arranged to come on ... following Saturday and she drove him down after ... theatre. It was ... moonlit night and at that hour the streets were empty.
2. Michael and Roger had gone to ... bed, but ... supper was waiting for them in ... dining hall.
3. Julia showed him his room, which was next to ... Roger's, and then went to ... bed. She did not wake him till late ... next morning. It was ... lovely day.
4. ... boys did not come back till ... luncheon was nearly ready.
“Sorry, we are so late,” said Roger.
5. “I thought ... rest would be nice,” said Julia. Roger gave her ... glance. “It'll do you good, mummy. You are looking awfully fagged.” — “I had ... sleepless night.” — “Come on then, let's go to ... river.” “We'll be back for ... tea. Is ... court marked out, daddy? We are going to play ... tennis after ... tea.”
6. Tom and Roger came back to eat ... enormous tea and then played ... tennis till ... light failed. After ... dinner they played ... dominoes.
7. ... next morning while she was having her breakfast Michael came into Julia's room. “... boys have gone to play ... golf at ... Huntercombe. They went to play ... couple of rounds and they asked if they need come back to ... lunch.” (*after W. Somerset Maugham*)

Exercise 4.

Translate into English paying particular attention to the use of articles with proper nouns.

1. Малая Азия — часть Азии между Черным и Средиземным морями.
2. Можно сравнивать Темзу и Сену, но можно ли сравнить Париж и Лондон?
3. Большинство населения Буэнос-Айреса — это потомки тех бедняков, которые тысячами переезжали в Южную Америку из Европы в поисках лучшей доли.
4. Бой быков пришел на Канарские острова вместе с испанскими завоевателями.

5. В странах Восточной и Юго-Восточной Азии запуском воздушных змеев занимаются люди разного возраста.
6. Пустыня Намиб, протянувшаяся вдоль юго-западного побережья Африки — одно из самых суровых мест земного шара.
7. Американский журнал «Сайенс» опубликовал статью о катастрофе на реке Тетон в штате Айдахо.
8. Город и замок Эльсинор стоят на берегу узкого пролива Эресун, отделяющего датский остров Зеландию от Швеции.
9. Каждый день с первого пути Лионского вокзала уходит «Палатино», экспресс Париж—Рим.
10. В. Шекспир был одним из владельцев театра «Глобус», который построили в Сутверке в 1599 г.

Exercise 5.

Prepare a talk about some interesting place on the map.
Try to make an extensive use of different proper names and place names in particular.

Exercise 6.

Consider the underlined words and explain the use of articles with them. Write out the cases which seemed to you difficult to explain. Discuss them in class.

1. Nevill had a longing to see Marney, the one person who was almost the same and who never changed.
2. She was exactly the same as so many other women. Karen was the one who was different.
3. At the desk there was a letter. It was a short one.
4. So I fled west from the fact, and in the West I had discovered the dream.
5. “Do you know a Colonel or Mrs. Bantry?” Again Josie shook her head. “Or a Mr. Basil Blake?” She frowned slightly. “Yes, I’m sure I do — but I don’t remember anything about him.”
6. The darkness hid the English green of the countryside from her eyes.
7. “Pain is evil,” I said, cheerfully. “Pain is an evil,” he said, “but it is not evil — it is not evil in itself.”
8. Her hair was yellowish, like metal, with grey in it now, but

- the grey was metallic, too, like spun metal woven and coiled into the yellow.
9. Tommy came in, two men with him. The bigger of the two came forward.
 10. English society is a class society strictly organized.
 11. She gave me her hand and spoke with a tingling huskiness which made me think of rubbing my hand upon a soft deep-piled cloth, like velvet, or upon a fur.
 12. Perhaps the Gilbert Masterns are always at home in any world. As the Cass Masterns are never at home in any world.
 13. That was how I found out. At the moment the finding out simply numbed me.
 14. You become all and only the thing you want and nothing else, for you have paid too much for it, too much in wanting and too much in waiting and too much in getting. But the wanting and the waiting were over now.
 15. I took a deep breath of air that smelled of roses, pine and the lake.
 16. He was mixing himself what he called a Bernard Shaw — a foundation of brandy and soda, with a little of everything else to give it snap.
 17. "Have you a revolver?" — "All kinds in the gun rack," I replied. I came back with a Smith and Wesson.
 18. Man has a sixth sense that scientists ignore — a sense of the nearness of things. All the time you have been gone, someone has been watching me.
 19. The sense of the ridiculous is very close to the sense of tragedy.
 20. I suppose it is the maternal in a woman that makes a man turn to her when everything else fails. The eternal boy in him goes to have his wounded pride bandaged, his tattered self-respect repaired.
 21. Kathleen was a beauty. I was a college kid, and I went head over heels for her. She reciprocated enough to scare Mercedes [her rich mother]. I was a nothing, a nobody, without a dime.
 22. By one o'clock my first day's duties were over, and a long Sahara of hot afternoon stretched ahead.
 23. She was a charming creature — with the slenderness of a wood nymph and the face of a Greuze picture.
 24. He settled down in the armchair before the fire to smoke a last cigarette before going to bed.

25. My dear sir, I must ask you to excuse me. A most urgent summons.
26. This case is decidedly a Sherlock Holmes case. Even you cannot have failed to notice the similarity.
27. Some quality of the light pouring down from the distant seas and clouds of Earth gave the impression. It was a light tinged with blues and greens; an Arctic radiance that gave no atom of heat. And that, thought Sadler, was surely a paradox, for it came from a world of light and warmth.
28. This is a well-known society lady, the Hon. Mrs. Clarence Blair.
29. The telephone got me out of bed one morning. It was Sadie Burke, who said, "Get down here to the Capitol at ten o'clock. The Boss wants to see you." "The who?" I said. "The Boss," she said, "Willie Stark, Governor Stark, or don't you read the papers?"
30. There's an elderly aunt, Miss de Haviland, sister of the first Mrs. Leonides.
31. From the warmth of her embrace he probably divined that he had let the cat out of the bag, for he rode off at once on irony.
32. Lifting the telephone, she asked for room 1400. A woman's voice answered.

Exercise 7.

Read the texts paying particular attention to the use of articles with the underlined nouns. Reproduce the texts.

A. Say whether you'd like to taste this dish.

We like to spoil our appetite by eating hot jambalaya in the French Market, and delicious hot coffee. It's a Creole dish, hot and savouring. Garlic and ham and rice and tomatoes and onion and shrimp or oysters all stewed up together.

B. Say what you think about the English custom to have tea many times a day.

There are some occasions when you must not refuse a cup of tea. When you are disturbed in your sweetest morning sleep you have to declare with your best smile, "Thank you so much. I do adore a cup of early morning tea." Then you have

tea for breakfast. Then you have tea at eleven o'clock in the morning; then after lunch; when you have tea for tea; then after supper; and again at eleven o'clock at night.

C. Say whether you agree or disagree with the following quotations. Give your reasons.

1. Science is organized knowledge. (*Spencer*)
2. The test of a first-rate work, and a test of your sincerity in calling it a first-rate work, is that you finish it. (*Bennet*)
3. The wisest of the wise may err. (*Aeschylus*)
4. Activity is the only road to knowledge. (*B. Shaw*)
5. Boredom is a sign of satisfied ignorance, blunted apprehension, cross sympathies, dull understanding, feeble powers of attention and irreclaimable weakness of character. (*Bridies*)

Exercise 8.

Choose an article from your linguistics course. Write a short review. Make use of the following.

1. The problem of ... is of current interest.
2. Chapter 1 provides a survey of
3. The paper is an attempt to investigate ... with a special reference to
4. ... provides a basis for an analysis.
5. It does the author credit that he tries to explore the problem of ... from a new angle.
6. The extensive discussion of ... reveals the author's profound knowledge of the subject.
7. The paper produces a most favourable impression.
8. The paper presents a considerable interest for
9. The paper lacks a logical ending.
10. The results may be employed in practical class-room teaching.

VI. THE NUMERAL

GRAMMATICAL DESCRIPTION

See 1.1/1.2.

Exercise 1.

Identify cardinal and ordinal numerals in the following sentences. Classify the numerals into simple and compound (according to their structure).

A.

1. Six times nine equals fifty-four.
2. She was the second to come.
3. Room 303 is on the third floor.
4. In 1900 only 15 percent of the US population lived in big cities; in 1970 the figure was 73.5 percent.
5. Towards the fifth century Europe went into a period of decline sometimes called “the Dark Ages”.
6. They recalled that the date of the event was July 23.
7. Learning a language can mean a dozen different things to many persons.
8. There are dozens of complex affixes for every verb in the Japanese language.
9. Some articles of merchandise are still counted by scores and dozens.

B.

Richard was thankful for the second time in two days his shoes were soled with rubber. At any moment he expected the door above them to open. But the door didn't open. Its double panels remained shut. It was only when they reached them that they could hear the voices from within. A man's voice and then another man's voice. Again the first voice. Richard looked at the two men beside him and nodded. They

were not arguing with each other. They were talking to a third person.

Exercise 2.

A. Read and spell the following cardinal numerals and form the corresponding ordinal numerals (see the Appendix).

1, 2, 3, 4, 5, 8, 12, 14, 20, 32, 40, 64.

B. Read the following fractional numbers. By what numeral (cardinal or ordinal) is the numerator and the denominator expressed?

1. $\frac{2}{5}$; $\frac{7}{8}$; $\frac{9}{11}$; $\frac{3}{5}$; $\frac{3}{4}$; $\frac{1}{6}$; $\frac{4}{9}$;
2. 12.25; 0.012; 24.24; 13.6.

Exercise 3.

Read and spell in English.

1. 318; 115; 414; 819; 917; 619; 512; 215;
2. 3679; 1825; 2420; 2146; 6442; 8563; 5491;
3. сто рублей, сто книг, сто лет, сто платьев;
4. тысяча человек, тысяча автомобилей, тысяча дней, тысяча книг;
5. миллион человек, миллионы людей, три миллиона человек;
6. 0.56; 4.07; 8.293; 0.89; 2.375; 6.009;
7. глава 5, комната 432, 25 автобус, 31 троллейбус, поезд 580, рейс 65;
8. на расстоянии 4,5 миль; 67 км; 200 м;
9. 103%, 50%, 99%, 0.4%;
10. January 9, 1905; March 8, 1980; July 26, 1974.

Exercise 4.

Translate into English. (Cardinal and ordinal numerals may be helpful here.)

A.

1. Сотни людей хотят знать иностранные языки.
2. Он решил выучить сотню новых английских слов.
3. В этой книге 141 страница.
4. Три тысячи человек собрались в этот день на стадионе.

5. Много тысячелетий тому назад древняя Греция была известна под именем Эллада.
6. Каких-нибудь двадцать лет назад этот город был маленькой деревушкой.
7. Яйца фасовали по десятку, клали в коробки и отправляли в магазин.
8. Дюжины рыбакских лодок стояли у причала.
9. Две трети студентов получили на экзамене отличные оценки.
10. Троє із його друзів — студенти.
11. Два мої брата учатся в школі, а один — в інституті.
12. Вторий спортсмен прибыл к финишу на 2 секунды позже первого, а третий — на полсекунды позже второго.
13. Эти три города находятся на расстоянии 30,5 км друг от друга.

B.

1. «Махабхарата» — древнейший памятник человеческой культуры, ему двадцать пять веков. В эпосе сто тысяч двустиший (couplets). Первая книга «Махабхараты» вышла в переводе в 1955 году.
2. Говорят, что всех существующих источников энергии человечеству хватит на 28 273 года.
3. 65 миллионов лет тому назад одновременно с динозаврами вымерли морские организмы.
4. Создан компьютер, способный выполнять 800 миллионов операций в секунду.
5. Несчастные случаи происходят чаще всего с молодыми людьми в возрасте от 15 до 19 лет.
6. Самое старое дерево в Японии имеет возраст 750 лет.
7. В Индонезии каждая пара, которая вступает в брак, обязана посадить два дерева, а требующая развода — пять деревьев.
8. Самая большая в мире почтовая марка имеет размеры 11 на 16 см.
9. Тысячи людей привлекает созданный в Вашингтоне зоопарк для насекомых. Зоопарк обслуживают 3 специалиста и около 100 любителей.
10. На Кубе была выловлена акула длиной 10 метров и весом 6 тонн.
11. Самое длинное предложение содержится в одном из романов известного французского романиста Марселя Пруста и насчитывает 814 слов.

See 1.3.2.

Exercise 5.

Determine the function of the numerals in the sentences given in Exercise 1. Make new sentences with numerals in similar functions.

USE IN COMMUNICATION

Exercise 1.

Read A. the mini-talk and B. the mini-dialogue. Make new talks and dialogues mentioning...

A. what you have to wash up. (Use the words of the list given below.)

Oh dear! It's my turn to do the washing up. What a lot of dirty things! I can't think how we got so many dirty plates and pans from one meal for two.

(small plate, dessert plate, vegetable dish, knives, forks, spoons, teaspoons, saucepan, teacups, etc.)

B. what you will ask the milkman to bring. (Use the words of the list given below.)

Housewife: What's the bill this week?

Milkman: Seventy pence, ma'am. Eight pints of milk, a dozen eggs, half a pint of cream.

Housewife: Here you are, one and a half pound. Please, bring ... on Wednesday.

(a pint of milk, cream, half a pound of butter, half a dozen eggs, etc.)

Exercise 2.

Play a question-answer game with your partner.

1. What food and in what quantities did you buy at a food store?
2. You are expecting guests. What objects and in what quantities will you need to lay the table?
3. What objects can be measured by hundreds, by thousands, by millions?
4. Can you name half a dozen dishes made of potatoes?

Exercise 3.

Read and memorize the following British-American units of measurement and their equivalents in the metric system.

1 inch = 2.54 centimetres
 1 foot = 30.48 centimetres
 1 yard = 91.44 centimetres
 1 mile = 1.609 kilometres
 1 acre = 0.405 hectare
 1 pound = 453.59 gram(me)s
 1 ounce = 28.35 gram(me)s

Exercise 4.

Which of the words denoting qualities are numerals and which are nouns? Make sentences with those for which you could think of a suitable situation.

сто рублей, сотня человек, сто платьев, тысячи людей, миллион человек, миллионы людей, три миллиона человек, глава пятая, комната четыреста тридцать два, двадцать пятый автобус, на расстоянии четырех с половиной миль, за двести километров отсюда, сто двадцать процентов, пять десятых процента, тридцать первое декабря 1999 года, девятнадцатое августа 1991 года, триста сорок пять тысяч семьсот пять

REVISION EXERCISES

Read through 1.1-1.3.2 of the “Numeral” in “Theory” and be ready to discuss the following problems:

1. What do numerals denote?
2. What words other than numerals may denote the quantity of something?
3. What numerals are called ordinal and what numerals are called cardinal?
4. Do numerals have any morphological grammatical categories?
5. What numerals are called simple and what numerals are called compound?
6. With what do numerals combine in the sentence? Can they be used absolutely?

7. In what functions are numerals used?
8. What do numerals communicate?

Exercise 1.

Answer the following questions. Do you know Moscow well enough to ask a partner a few more questions?

1. When was Moscow founded?
2. In what century was the Kremlin built?
3. What is the population of Moscow now?
4. How vast is the Moscow area?
5. How many museums, theatres, cinemas or concert halls are there in the city? Enumerate those you know.
6. How many railway stations or airports are there in Moscow? Name those that you know.
7. When were the first metro stations in Moscow built?

Exercise 2.

Make a mini-talk on:

- 1) your family expenditure (education, leisure, savings, household appliances, etc.);
- 2) your diet (protein, fat, starches, sugars, etc.);
- 3) highway fatalities in big cities;
- 4) adult cigarette smokers (among professionals, skilled workers, unskilled workers, all persons).

VII. THE PREPOSITION

GRAMMATICAL DESCRIPTION

See 1.1.

Exercise 1.

- A. Single out all the prepositions in the following sentences.
- B. Specify the meaning of the prepositions if possible. Single out those with a more general meaning and translate the sentences into Russian.
- C. Classify the prepositions into simple and compound.

1. Marijohn was sitting at the desk by the window. There was a pen in her hand. Behind her slightly to her left, so that he could look over her shoulder, was a tall man, unobtrusively good-looking, with quiet eyes and a strong mouth. Both he and Marijohn looked up with a start as Sarah came into the room. "Oh, it's only you," Marijohn put down the pen for a moment. "Michael, dear, this is Sarah. Sarah — Michael Rivers."
2. "Maybe I should go to London," I said uncertainly. "I'm so worried about her." — "Because of the phone call?" — "Yes — yes. I suppose mainly because of the phone call."
3. "I'm sorry," he said, "for rushing you away like that."

See 1.2.

Exercise 2.

Fill in the blanks with appropriate prepositions. Check your version with the key.

1. They headed ... the plant ... the outskirts ... Watford and, little more than an hour ... leaving London, turned ... the gates. One thing became obvious immediately: there was grave danger ... the fire spreading ... some ... the other shops. Only a few

- damping downjets ... water were being sprayed ... the wreckage ... the experimental sheds.
2. The travellers got ... the car. There was a big bell-pull ... the gate but before they could touch it the gates swung open. They passed ... the gate ... one side, screened ... a high fence ... wire, there was a big courtyard where men were walking up and down.
 3. "The wages of sin, Watson — the wages of sin," said he. "God knows, there was sin enough," he added, taking a brown volume ... the table. "Here is the book the woman talked If this will not break off the marriage, nothing ever could." "It is his love diary?"
 "Call it what you will. The moment the woman told us ... it I realized what a tremendous weapon was there, if we could but lay our hands ... it. I knew I had only a few minutes ... which to act for my time limited ... your knowledge of Chinese pottery. Therefore I gathered the girl up ... the last moment. How could I guess what the little packet was that she carried so carefully ... her cloak? (*after A. Conan Doyle*)

KEY

1. They headed for the plant on the outskirts of Watford and, little more than an hour after leaving London, turned into the gates. One thing became obvious immediately: there was grave danger of the fire spreading to some of the other shops. Only a few damping downjets of water were being sprayed on the wreckage of the experimental sheds.
2. The travellers got out the car. There was a big bell-pull at the gate but before they could touch it the gates swung open. They passed through the gate at one side, screened by a high fence of wire, there was a big courtyard where men were walking up and down.
3. "The wages of sin, Watson — the wages of sin," said he. "God knows, there was sin enough," he added, taking a brown volume from the table. "Here is the book the woman talked of. If this will not break off the marriage, nothing ever could." "It is his love diary?"
 "Call it what you will. The moment the woman told us of it I realized what a tremendous weapon was there, if we could but lay our hands on it. I knew I had only a few minutes in which to act for my time limited by your knowledge of Chinese pottery. Therefore I gathered the girl up at the last moment.

How could I guess what the little packet was that she carried so carefully under her cloak?"

See 1.3.

Exercise 3.

Determine the functions of prepositional phrases in Exercise 1.

Exercise 4.

Give the English equivalents for the underlined parts of the Russian sentences. (Prepositions "with", "by", "of", "for" will be useful here.)

A.

1. Он побледнел от гнева.
2. Нас встретили очень любезно.
3. Сегодня у нас в гостях Джон со своей невестой.
4. Кофе с булочками — мой любимый завтрак.
5. Дорога была вымощена желтым кирпичом.
6. Окно было разбито большим круглым камнем.

B.

1. Он стоял рядом с отцом.
2. Проходя мимо кинотеатра, я увидел афишу нового фильма.
3. К тому времени, как они дошли до дома, он падал с ног от усталости.
4. В этом музее экспонируются картины Гейнсборо.
5. Я был встревожен его молчанием.

C.

1. Он был человеком дела.
2. Он не любил много говорить.
3. Мужество этого человека достойно восхищения.
4. Стены крепости были сложены из огромных каменных блоков.
5. Я должен напомнить вам о ваших обязанностях по отношению к друзьям.
6. Он боялся простудиться.
7. На стене висел большой портрет Л.Н. Толстого.
8. Она стояла на перроне с букетом цветов.

D.

1. Мы остались в этой деревне на все лето.
2. Я писал это для удовольствия, а не ради денег.
3. Она дрожала от холода.
4. Он за или против этого предложения?

USE IN COMMUNICATION

See 2.1.

Exercise 1.

Make phrases to express relations between objects. Make sentences with those phrases for which you could think of a suitable situation.

Model. *roof/house (of) = the roof of the house*

1. cover/book (of)
2. a friend/Peter (of)
3. a flock/sheep (of)
4. a novel/Dickens (by)
5. the scenery/play (for)
6. the day/yesterday (before)
7. the shop/road (down)
8. the house/street (across)
9. the apples/tree (on)
10. the room/stairs (up)
11. the room/windows (without)
12. coffee/milk (with)
13. a brooch/gold (of)

Exercise 2.

Read the sentences below. In which of them is the meaning of the preposition hard to state? Translate into English.

1. Почта находилась в доме через дорогу, и я часто ходил туда за письмами от отца.
2. С приходом осени листья на деревьях пожелтели и покраснели. Стая птиц стали готовиться лететь на юг.
3. Знакомый моего мужа обещал показать нам город со всеми его достопримечательностями.
4. В комнате наверху жил старый скрипач, который часто играл пьесы Брамса.
5. Этот поворот в разговоре ему совсем не понравился.
6. Войдя на кухню, она почувствовала запах дыма.
7. Мысль о будущем сына не давала ей покоя.
8. «Сколько стоит мясо с подливой (gravy)?» — спросил Том. «Один шиллинг, сэр». — «А подлива без мяса?» — «Мы ничего не берем за подливу». — «Тогда принесите мне хлеб и подливу».

See 2.2.

Exercise 3.

Make sentences to express relations between an object and an action. Follow the model.

Model. *went/window (to)* = *He went to the window.*

1. fell/floor (on) 2. was born/city (in) 3. studies/school (at)
4. works/university (at) 5. was passing/cinema (by) 6. jumped/fence (over) 7. something rolled/table (underneath) 8. walk/platform (up and down) 9. live/street (across) 10. live/corner (around) 11. came/the time (by) 12. stay/summer (for)
13. slept/midnight (until) 14. died/his country (for) 15. aimed/bird (at) 16. broke something/stone (with) 17. was written/pencil (in) 18. took somebody/shoulder (by) 19. told somebody/adventures (about)

Exercise 4.

Make sentences to express relations between an object and an action. Use the suggested prepositions.

I. “*by*”

1. to be decorated/vases 2. to be detained/business 3. to be answered/Mary 4. to be interrupted/a ring at the door 5. to be accompanied/her aunt 6. to be alarmed/his long absence 7. to suggest/his father

II. “*with*”

1. to cut/a razor 2. to wipe/a towel 3. to fill/books 4. to provide/tables 5. to help/suitcase 6. to amuse oneself/light reading 7. to be delighted/sight 8. to dance/a pretty girl 9. to communicate/colleagues

III. “*to*”

1. to explain/students 2. to listen/tape-recorder 3. to say/friends 4. to talk/visitor 5. to suggest/colleagues 6. to belong/grandmother 7. to get/work 8. to agree/proposal

IV. “*at*”

1. to laugh/clumsiness 2. to wonder/behaviour 3. to stare/woman 4. to glance/watch 5. to work/play

V. “*from*”

1. to fall/ladder
2. to take/drawer
3. to buy/neighbour
4. to translate/Italian
5. to differ/others

VI. “*in*”

1. to be interested/ancient history
2. to wash/cold water
3. to believe/sincerity
4. to be engaged/conversation
5. to use/teaching

VII. “*for*”

1. to apologize/rudeness
2. to care/arts
3. to look/spectacles
4. to ask/advice
5. to pay/a pair of shoes

VIII. “*on*”

1. to lie/sofa
2. to comment/facts
3. to sit/grass
4. to insist/proposition
5. to depend/common sense
6. to tell/one's nerves

IX. “*at*”

1. to look/companion
2. to work/dissertation
3. to jump/proposal
4. to smile/child
5. to grin/friend
6. to wonder/greediness

Exercise 5.

Translate into English. Make a list of the used English prepositions. Are they always used as the equivalents of the respective Russian prepositions?

1. Их беседа была прервана телефонным звонком.
2. Он сказал, что задержался в конторе по делу.
3. Огромный шкаф в его кабинете был забит книгами.
4. Я не поверил в его искренность.
5. Я хочу попросить у вас совета.
6. Я не могу заплатить такую сумму за это платье.
7. Это действовало мне на нервы.
8. С кем ты только что разговаривала?
9. Эти часы принадлежали моему другу.
10. Он с удивлением посмотрел на меня.
11. Возьми чистое полотенце из нижнего ящика.
12. Вы переводите с чешского?

13. Он работал всю ночь и на следующий день спал до полудня.
14. Записка была написана карандашом на клочке бумаги.
15. Карандаш закатился под стол.
16. Мать крепко держала девочку за руку, когда они вдвоем переходили улицу.

Exercise 6.

Make sentences to express relations between a quality and an object. Follow the model.

Model. *good/games (at) = He is good at games.*

1. keen/mathematics (on)
2. not bad/youngster (for)
3. sorry/his mistake (about)
4. angry/John (with)
5. furious/bad behaviour (at)
6. resentful/rudeness (of)
7. weak/lack of food (from)

See 2.4.

Exercise 7.

Make sentences to express relations between a quality and an object. Use the suggested prepositions.

I. “*for*”

1. to be good/eyes
2. to be difficult/little boy
3. to be early/bed
4. to be excellent/one's character
5. to be famous/one's pictures

II. “*with*”

1. to be clever/tools
2. to be busy/correspondence
3. to be helpless/babies
4. to be wet/rain
5. to be gentle/children

III. “*at*”

1. to be glad/the news
2. to be good/mathematics
3. to be bad/languages

IV. “*about*”

1. to be glad/the outcome
2. to be anxious/one's brother
3. to be calm/the matter
4. to be careless/somebody's feelings
5. to be hopeful/the future

V. “*of*”

1. to be ashamed/one's ignorance
2. to be careful/one's health,

3. to be certain/success 4. to be confident/result 5. to be fond/one's home

VI. “*from*”

1. to be different/one's brother 2. to be faint/fatigue 3. to be raw/the sun 4. to be absent/class

Exercise 8.

Determine the communicative aim with which the preposition is used. Translate into English.

1. У нее есть большой опыт исследовательской работы.
2. Скамейка в парке была мокрой от дождя.
3. Он прекрасно разбирается в этом вопросе.
4. Он был уверен в успехе.
5. Все игроки футбольной команды были уверены в своей победе на соревнованиях.
6. Я очень люблю легкую музыку, особенно джаз.
7. Он очень сердился на меня за то, что я не выполнила своего обещания. Я и сама сожалею об этом.
8. У этого юноши несомненно есть способности к языку. Его перевод совсем не плох для первокурсника.
9. Я вполне осознаю то, что наши предположения не подтвердились во время эксперимента.
10. Участники экспедиции очень устали и ослабли от голода, когда их подобрал вертолет.

REVISION EXERCISES

Read through 1.0—2.4 of the “Preposition” in “Theory” and be ready to discuss the following problems.

1. What may prepositions indicate?
2. How can prepositions be subdivided in accordance with their meaning?
3. Do prepositions always have a precise lexical meaning?
4. How can prepositions be classified in accordance with their structure?
5. What phrases do prepositions form?
6. Do prepositions have an independent function in the sentence?

7. For what communicative aims may prepositions be used by the speaker (writer)?

Exercise 1.

Fill in the blanks with appropriate prepositions. Single out the headword of the prepositional phrase. In what function is the phrase used in the sentence? Check your version with the key and reproduce the text in class.

We walked together ... the Avenue de Clichy, but Strickland was not ... the café. It was too cold to sit outside, and we took our places ... leather benches within. It was hot and stuffy, and the air was grey ... smoke. Strickland didn't come, but presently we saw the French painter who occasionally played chess ... him. I had formed a casual acquaintance ... him, and he sat down ... our table. Stroeve asked him if he had seen Strickland.

“He's ill,” he said.

“Seriously?”

“Very, I understand.”

“Why didn't he write and tell me? How stupid ... me to quarrel ... him! We must go ... him at once. He can have no one to look ... him.”

I tried to make Stroeve understand that it was absurd to hunt vaguely ... Paris. We must think ... some plan. His own plan was to run ... and ... the streets that led ... the Avenue de Clichy and ask ... every house if Strickland lived there. My commonplace scheme was after all effective, for ... the second shop we asked ... the woman ... the counter acknowledged that she knew him. (*after W. Somerset Maugham*)

KEY

We walked together down the Avenue de Clichy, but Strickland was not in the café. It was too cold to sit outside, and we took our places on leather benches within. It was hot and stuffy, and the air was grey with smoke. Strickland didn't come, but presently we saw the French painter who occasionally played chess with him. I had formed a casual acquaintance with him, and he sat down at our table. Stroeve asked him if he had seen Strickland.

“He's ill,” he said.

“Seriously?”

"Very, I understand."

"Why didn't he write and tell me? How stupid of me to quarrel with him! We must go to him at once. He can have no one to look after him."

I tried to make Stroeve understand that it was absurd to hunt vaguely about Paris. We must think of some plan. His own plan was to run up and down the streets that led out the Avenue de Clichy and ask at every house if Strickland lived there. My commonplace scheme was after all effective, for in the second shop we asked at the woman behind the counter acknowledged that she knew him.

VIII. THE CONJUNCTION

GRAMMATICAL DESCRIPTION

See 1.1.

Exercise 1.

Write out conjunctions and classify them in accordance with their meaning.

1. I don't see how anyone can be expected to tackle a case like this unless he knows all the details.
2. "We must get the two sides of your life," Francesca explained, "in case there should be any doubt."
3. Even if I could do it, it would be profanation for me to play at being in love.
4. I never talk of my affairs until they're carried through.
5. As long as a woman can look ten years younger than her own daughter, she is perfectly satisfied.
6. I don't know whether he was asking the question because he wanted to know what I planned to do or because he wanted to see me again.
7. And we went there straight away in a taxi for, after all, you never know.
8. Rose perceived that she was not being sorry for Tina, but for herself.
9. "Suppose we make it a party?" Rose suggested.

See 1.2.

Exercise 2.

Are the conjunctions in Exercise 1 simple or compound?

See 1.3.

Exercise 3.

Are the conjunctions used to join words or clauses?
Determine the functions of the words or the types of the

clauses combined by means of the conjunctions. Translate into Russian. Arrange the English conjunctions and their Russian equivalents in two columns.

1. I objected to the sea trip strongly. A sea trip does you good when you are going to have a couple of months of it, but for a week it is wicked.
2. He unlocked the dusty back of the car, and thrust in the suitcase he carried.
3. She was standing now between the table and the couch.
4. He turned away from her and crossed to the patio wall and put his hand on the top of it as if to climb over.
5. She rang for the waiter and ordered coffee for herself and hot milk for Tina.
6. His leather-elbowed tweed jacket and flannel trousers hung around him with that stylized looseness which shouts of London tailoring.
7. Dinner was a very good, but an unusually silent meal.
8. He was vaguely aware of Sandra standing in front of him, but only vaguely.

USE IN COMMUNICATION

See 2.1—2.10.

Exercise 1.

Complete the following:

a) to enumerate a number of objects, phenomena or utterances:

1. He ... (to have given up smoking, to have given my cigarette-case and ash-trays away).
2. She ... (to have done spring-cleaning, to have mowed the lawn).
3. Now that our daughter is able to walk we ... (to lock the side drawers, the central drawer; to shut the garden gate).
4. Miss Hetherington was ... (tall, thin), with ... (badly arranged hair, a general expression of moral disapprovement of the universe).

b) to indicate a choice between objects, phenomena or statements:

1. A delay of ... (two hours, three hours) doesn't matter.
2. ... (he, to drive slower) ... (he, to manage to ease her fears) for she sat back, quite relaxed.
3. Then he saw two men walk along the street and turn into ... (Number 17, a house very close-by).
4. His large brown eyes often held ... (a doleful, a puzzled look), but just now he was obviously very wary.

c) to contrast one utterance to the other:

1. There is a great deal in what you say ... (you, to know how things are; you, to be a man of experience).
2. He expected to spend time with her, walking about the beach ... (she, to be busy; she, going out to lunch with their mother).
3. He tried to speak ... (the words, not to shape themselves).
4. He was in a chatty mood and had settled me into the arm-chair ... (he himself, to have curled down upon the opposite chair).

d) to indicate that one statement results from the other:

1. He wanted to have an omelette, and she had half a dozen eggs in the larder ... (it, to take her only about five minutes to prepare).
2. She deceived him one day about the date of her departure ... (he, never to get a chance to say good-bye to her).
3. He found it wise to impress his clients with a sense of power ... (he, to give the newcomer some of his conclusions as to his background).
4. To Kate, these were a jumble of voices and a curious mixture of faces, one merging into another ... (some people, to seem to have two noses, two mouths and four eyes).

e) to indicate that the second statement expresses a cause of the first statement:

1. He didn't argue ... (he, not to want to reveal anything).
2. He realized he might be seeing his old friend again ... (he, to move in the same professional stratum in New York).
3. He disliked dancing ... (he, to be no good, to have no rhythm).
4. He wanted to hear the owl begin to hoot in the trees. But

there was nothing to hear ... (the owls, to have moved away some years ago).

f) to indicate that the statement expresses a condition for something:

1. ... (he, to have the films developed, and to find three perfect blanks), he would think something had gone wrong with the camera.
2. We will get in touch with you ... (it, to become necessary).
3. ... (Maurice, to arrive in the middle of the scene), there will be an impossible situation.
4. I'm sorry you're having this anxiety, and ... (I, to be able to help), I gladly will.

g) to compare the two statements:

1. His room seemed ... (it, no longer to belong to him).
2. She was dressed ... (she, to be going to a wedding).
3. She looked ... (she, to have been crying).
4. There were dark smears beneath her eyes ... (she, not to sleep).

h) to indicate the time or place of the other event:

1. Friday morning, ... (he, to come in), she was not at her desk.
2. He felt as he had felt on a day's outing from school ... (the money his father had given him, to burn a hole in his pocket, and he, to find nothing he desired to buy).
3. ... (he, to awake), he saw the sea immediately in front of his face through glass.
4. She had nearly finished the hot coffee ... (the door, to open again and the sergeant, to appear).

i) to name a subject, object of another event or a quality of something:

1. He wondered ... (she, to be keeping back) and the one certain way was to make her angry.
2. I take it ... (you, to have some connection with the woman shown in the photograph).
3. I wonder ... (you, to have been able to pass the news to him in due time).

4. She gave the impression ... (she, to be trying hard to think of some reasonable explanation).

Exercise 2.

Translate into English. (The conjunctions in brackets may be helpful here.)

1. Она вынула из сумочки ключи и кошелек. (and)
2. И моя сестра, и мой брат наотрез отказались ехать. (as well as)
3. Они навещали его не только в больнице, но и дома. (not only, ... but also)
4. Я отлучусь на десять минут. Если я вам буду нужен, позвоните в комнату 207. (if)
5. Никто не может заставить вас сделать это заявление, если только вы сами этого не захотите. (unless)
6. Я бы хотел увидеть его, на случай если он захочет чтонибудь мне сказать. (in case)
7. Вы его хотите видеть, потому что вас заинтересовала его работа или по другим причинам? (because)
8. Поскольку я абсолютно забыл об этой встрече (appointment), я был очень удивлен, когда его увидел. (since)
9. Я не хотел начинать этот разговор один, поскольку я все еще ожидал, что появится (to turn up) Эрик. (for)
10. Он осторожно приблизился к опрокинутой машине, в то время как остальные остались стоять поодаль. (whereas)
11. Пока он упаковывал вещи, она готовила на кухне чай. (while)
12. Он не был знаком ни с доктором, ни с его сестрой. (neither...nor)
13. Пять или шесть ребят играли в мяч во дворе. (or)
14. Вы можете обратиться либо в комнату 301, либо в комнату 217. (either...or)
15. Я опоздал и пришел, когда все уже разошлись, так что мне ничего не оставалось делать, как отправляться домой. (so)
16. Было так темно, что ничего не было видно на расстоянии вытянутой руки. (so...that)
17. Когда дверь закрылась, он оглядел комнату. (as)
18. Он читал в сгущающихся сумерках до тех пор, пока нельзя было уже ничего разглядеть. (till)
19. Я даже не напомнил ей об этом, когда мы сели завтракать. (when)

20. Долли, как только села, начала возбужденно пересказывать то, что она слышала от своего брата. (as soon as)
21. Она очень изменилась с тех пор, как я видела ее в последний раз. (since)
22. Он повернул в переулок, прежде чем я его успел спросить, что он собирается делать и куда мы идем. (before)
23. Он вел себя так, как будто он был хозяином этого дома. (as if)

REVISION EXERCISES

Read through 1.0—2.10 of the “Conjunction” in “Theory” and be ready to discuss the following problems.

1. What do conjunctions indicate in the sentence?
2. How can conjunctions be classified in accordance with their meaning?
3. How can conjunctions be subdivided in accordance with their structure?
4. Do conjunctions have an independent syntactical function?
5. What can conjunctions connect within a simple or compound sentences?
6. For what communicative aims may conjunctions be used by the speaker (writer)?
7. Which of the conjunctions may be used by the speaker (writer) for more than one communicative purpose?

Exercise 1.

Fill in the blanks using appropriate conjunctions. Check your version with the key below.

1. “Flight number 107 will arrive on time. Visitors who are meeting friends off the flight are reminded ... they may not enter the Customs Bay ... go on to the airfield ... are very welcome to wait in the Arrival Hall, ... they have all facilities for greeting their friends. The Strato-Cruiser will touch down” — there was a pause, ... then the announcer went on — “seven fifty-one exactly.”
2. Hilary noted, ... , ... she at last went into the dining-room, ... the old man sat at a table by himself ... he had done on the previous evening. At a table nearby sat two young men whom

she thought were probably the secretaries ... she noticed ... one ... the other of them was always on the alert ... looked constantly towards the table ... Mr. Aristides ate his lunch ... did not seem to notice their existence.

KEY

1. "Flight number 107 will arrive on time. Visitors who are meeting friends off the flight are reminded that they may not enter the Customs Bay or go on to the airfield but are very welcome to wait in the Arrival Hall, where they have all facilities for greeting their friends. The Strato-Cruiser will touch down" — there was a pause, and then the announcer went on — "seven fifty-one exactly."
2. Hilary noted, however, when she at last went into the dining-room, that the old man sat at a table by himself as he had done on the previous evening. At a table nearby sat two young men whom she thought were probably the secretaries since she noticed that one or the other of them was always on the alert and looked constantly towards the table where Mr. Aristides ate his lunch and did not seem to notice their existence.

Exercise 2.

Determine the communicative purposes of the underlined conjunctions.

1. He would surely ask her to dance, and if he danced with her it would be as it was before.
2. She called that afternoon and asked if it would be much trouble for dear Rose to keep her eye on the twins for a couple of hours.
3. I had never met them before as Robinson was only a recent acquaintance of Parker's.
4. And Mary Gould waked from her half-sleep with a sort of sick, jarring feeling as she heard his voice.
5. Her profile was still so youthful that her hair seemed powdery.
6. A contributing reason for his success was that he never wasted time on diplomacy.
7. Didn't Isobel see that Nicholas had been more cruelly deceived than anyone?
8. There was no surer way to lose the confidence of an audience, or a jury, than by letting them think faster than yourself, so that they became aware of what you were going to say before you said it.

9. I inform you of these things so that we understood each other.
10. The waiter, who now seemed to consider himself as Hilary's guide and mentor, stopped at her table as he collected glasses and gave her further information.

Exercise 3.

Make sentences:

- 1) to name a time, cause or manner of the event expressed in the previous statement (use the conjunction "as");
- 2) to name an object of another event or a condition for something (use the conjunction "if");
- 3) to name a subject, object of another event, a quality of something or a result (purpose) of the previous (following) statement (use the conjunction "that");
- 4) to name an object, a time of another event or a quality of something (use the conjunction "when");
- 5) to name an object, a place of another event or a quality of something (use the conjunction "where");
- 6) to indicate a time of another event or to show that the following statement expresses a cause of the previous statement (use the conjunction "since").

Exercise 4.

Make sentences:

- 1) to enumerate a number of objects, phenomena or utterances;
- 2) to indicate a choice between objects, phenomena or statements;
- 3) to contrast one utterance to another;
- 4) to indicate that the following statement results from the previous statement;
- 5) to indicate that the following statement expresses a cause of the previous statement;
- 6) to indicate that the statement expresses a condition for something;
- 7) to compare two statements;
- 8) to indicate a time of another event;
- 9) to indicate a place of another event;
- 10) to name a subject, object of another event or a quality of something.

(Use all possible conjunctions.)

Exercise 5.

Find the English equivalents for the underlined Russian conjunctions. (The words given in brackets may be helpful here.)

1. Любой инспектор по охране природы знает, что почти каждый мальчишка по натуре браконьер. Маленькие мальчики, например, любят болтаться у ручейков и ловить мелкую рыбешку или наблюдать за ней. Это для них важнее, чем пойманная рыба. Если первое знакомство с природой происходит под присмотром взрослого, за которого можно ручаться, что ребенок с ним не утонет, то у мальчика вырабатывается пристрастие к рыбной ловле на всю жизнь. Конечно, при условии, что у него от природы есть вкус к таким вещам. (provided, in case, that, and, or, than if)
2. Я послал собаку вперед. Время от времени Сэк подавал голос, и я был в курсе дела, понимая, когда он терял след и когда находил его снова. Был момент, когда я увидел пса. Так я шел и шел, пока не стемнело. Пришлось остановиться. Я понимал, что мой ночлег лучше и безопаснее, чем у Сэка, но по такой местности все равно не очень-то побродишь, да я и не знал толком, куда идти. (when, where, till, than)
3. Выше в горах весь июнь свирепствует мошка и слепни, из тех, что кусают, едва сядут, так что, когда едешь верхом, бывает, что уже через несколько километров вся шея выше воротника искусана в кровь. Лоси в это время норовят держаться ближе к озерам, где спасаются от насекомых. Все виды животных как-то приспособливаются к неудобствам, хотя в иные годы кое-кому приходится худо. (so, when, as soon as, where, though)
4. Когда я уже начал задумываться о том, успеем ли мы добраться до избушки или придется заночевать под сенью звезд, впереди появилось нечто. Из снежного вихря возник, словно выскоцил прямо из сугроба, красноносый седобородый гном на резвой лошадке. Уши его ондатровой шапки развеялись, как у гончей. Не разберешь, где кончается лохматая лошадка и где начинается человек. (whether, if, where, like, or, when, as if)
5. Метрах в пятидесяти от нас тяжело хрустнул валежник. Похоже, что бежит какой-то зверь. Сквозь кусты мне

6. не видно, что там происходит. Еще на несколько минут мы углубляемся в заросли, как вдруг на нас выскакивают сразу несколько гризли. Когда на тебя хотят напасть сразу несколько медведей, попробуй снять вожака. Жаль убивать зверя, но порой это неизбежно, если зверя что-то разозлило или когда-то в прошлом ему досадил человек. (or, if, as if, when, but)
7. Рысская по округе, волчья стая встречает на своем пути массу лосей и отбирает больных и калек. Сведущий и наблюдательный человек сразу видит больное животное: оно и стоит и ходит не как все. Стая волков проходит иногда сотни километров, но обычно завершает круг в две недели, даже если проведет несколько дней в одном месте. (while, when, like, even if, and, for, because)
 Волчата живут в норе, только пока это неизбежно, и начинают охотиться не позже чем к декабрю. Родителям иногда трудно добыть вдоволь пищи для волчат. Одна волчья чета зарезала штук двадцать овец. Позже, когда коров с телятами выпускают на пастбища, эта пара могла бы оказаться весьма опасной, в то время как их родная стая не доставляла никаких хлопот. (whereas, while, than, when) (after W. Hillen)

Exercise 6.

Is the underlined word an adjective, a preposition, a conjunction or an adverb? To what semantic group does it belong? Single out homonymous parts of speech.

1. The cuckoos were still calling when he awoke.
2. “I had another reason for suspecting the deceased woman,” he said, “which appears to me to have been stronger still.”
3. He was free to go off with his easel where and when he liked.
4. I remember you quite clearly from the Mayfarers. When was it? — Years ago.
5. There, just inside the door, stood a wide shallow tray full of pots of pink lilies.
6. It was dark inside.
7. You have never worked at anything like this before, have you?
8. She thought for a moment before she replied.
9. The best known of all Picasso’s paintings is “Woman in White” done in the classic Greek style. Yet no one would confuse it with the early Greek sculpture it so plainly looks like.
10. The truth was that he was leaving early, far too early.

IX. THE VERB

GRAMMATICAL DESCRIPTION

See 1.0.

Exercise 1.

- A. Which of the underlined forms are finite and which are non-finite (gerund, infinitive, Participle I or Participle II)?

Looking across at his wife and her mother and sister sitting together he reflected that it was strange that there should be such a strong family resemblance between three such different people. At half past ten Angela rose.

"You don't have to go yet," protested her mother. "It's still early." "We ought to, really, Mom. The boys are beginning to get restless. No, really, we must get them to bed soon. Gerald will keep an eye on them this evening, won't you, love?"

"Sure," her husband agreed without much enthusiasm. He was not too pleased at the prospect of being left alone to baby-sit on the first night of their holiday. (*after J. Dunbar*)

- B. Identify the verbs in the text above as notional (N), semi-notional (S-N) or auxiliary (A) and write them out under the appropriate headings.

See 1.1.0—1.1.3.

Exercise 2.

Identify the notional verbs below as "dynamic" (D) or "stative" (S), transitive (TR) or intransitive (INTR), terminative (T) or non-terminative (NT) and write them out under the appropriate headings. Check with a partner if you are working with someone else.

1. When I arrived there at the house, he told me that Mr. Hall was coming at almost any minute. He took me into an upstairs room.
2. "I want you to come and help me." — "Well, of course, my dear, if I can be of any help to you."
3. "How about joining me for a late supper?" Christine said. "I love late suppers."
4. "You are new to New Orleans, aren't you?" — "Fairly new. In time I hope to know you better."
5. "Does your mother dislike me?" — "No. Absolutely not. She just likes me more."
6. "How do you feel?" — "Better." — "I'm glad of that."

A. THE FINITE FORMS

See 1.2.0—1.2.1.

Exercise 3.

How do the underlined verbs in each set of examples differ grammatically? Is there difference in person? number? mood? tense? aspect? order? voice? Translate into Russian.

1. a) I ask him many questions; b) He asks me many questions.
2. a) He asks many questions; b) They ask many questions.
3. a) You always ask many questions; b) You are asking me a difficult question.
4. a) He always asks many questions; b) He asked me a question.
5. a) They ask many questions; b) They have never asked so many questions before.
6. a) He asked too many questions; b) If he did not ask so many questions, he would be a nice companion.
7. a) They asked many questions; b) Many questions were asked after the lecture.

See 1.2.2.

Exercise 4.

Translate the sentences into Russian. Write out the numbers of the sentences where the Russian imperfective and the English continuous aspect forms overlap and where they do not. To what Russian aspect forms do the English common and continuous forms correspond in their use? Check your answers with a partner if you are working with someone else.

1. a) He wrote about twenty plays. b) He wrote short stories, essays, narratives for various magazines. c) I last saw him in 1994. He was writing a big novel then.
2. a) Why do you always look at me as if you saw me for the first time? b) What are you looking at? There is nothing there to look at.
3. a) The photographer looked through more than fifty pictures to choose the best for the display. b) The photographer looked through these pictures yesterday till lunch time. c) The photographer was looking through the pictures when a client came.
4. a) I'll wait for you for half an hour, no more. If you don't come, I'll go alone. b) I'll be waiting for you at ten. Settled? c) Don't be in such a hurry. I'll wait for you.

Exercise 5.

- A. Is the action presented by the underlined verb as a single action or as a chain of actions? as an action done once or as a repeated action? as an action in its progress or as a completed action? Is the exact time of the action expressed? Translate into Russian.
- B. Reproduce the dialogues in part B. Make dialogues of your own 1) inquiring about someone's whereabouts and 2) objecting to someone's statement (start with "I wonder").

A.

1. a) The screech of rubber brought him to the front window. Sandra Jean and Andrew Gordon were getting out of the car. They were talking and laughing. b) The house was still dark. He got out of the car heavily and let himself in.
2. a) "And what have I to do with it?" — "She always said her husband had a great respect for you." b) "Forget it," Tully said, barely waving his hand. "Forget it. I hardly know what I'm saying."
3. a) I stayed with her for the best part of the week and I don't think she stopped talking the whole time. b) Well, there was Philip Blake. He was Crale's greatest friend. He was staying in the house at the time.
4. a) "Did you take it?" she said suddenly. "No, Mama," said Niall. "Are you telling the truth, Niall?" asked Mama. "Yes, Mama," said Niall. b) If you tell the truth you don't have to remember anything.

B.

1. "Hello, Liz, is that you? Angela here."
 "Angie! Where are you speaking from? When did you arrive?"
 "Got here half an hour ago."
 "Come right along. I'll have tea ready when you get here."
2. "I wonder people aren't afraid to bathe out here."
 "Afraid? Why? Everyone's always bathed out here. There's a great sand-bar out there, so that there aren't currents in here. It's the safest bathing place outside town except the ones that would be crowded out today. It's almost a lagoon. Goodness, we swam often enough out here with Dad when we were kids."
 "I've never liked it. They say that there are sharks round here, although one seldom sees them."

Exercise 6.

Read the sentences carefully and decide if you can use the continuous form. If not, explain why.

A.

1. a) She began to shake with silent laughter, because it was so funny. "What you (to laugh) at? What is the matter?" he said. b) Lunch was a gay meal. They both kept the conversation deliberately light and (to laugh) a great deal.
2. a) "Now, isn't that unselfish of me? Isn't it?" He (to wait) for her answer. There was no answer. b) Joe Martin, his chief librettist, (to wait) when he got back to his office.
3. a) There was a small girl, about ten years old, playing with a ball in the garden. I said: "Hello!" The girl stopped bouncing her ball and (to look) up at me. b) Some instinct prompted me to look towards the mantelpiece. On it stood a model of a sailing ship, and with a sudden spasm in the pit of my stomach I realized I (to look) at the "North Star"!
4. a) "What's your guess, Frazer?" I (to think) for a moment. b) I just (to think) about going to bed when my front door bell rang. It was Helen Bauer.
5. Uncle Sam stopped her as she turned away. "Megan, have you noticed how everyone (to work) together? In trouble like this, everyone (to work) together."

B.

1. It was five minutes after six and the lights still (to shine).
2. "And the girl? Do you know where she (to be) at the time?"

- “She (to wait) for him outside. She was anxious. She (to know) nothing. Why, can’t you see she (to wait) for him still?”
3. I didn’t dare get into the car so I (to walk) over to an office. I (to go in) and (to chatter) generalities with the clerk for a few minutes. I (to go out) and (to have) breakfast. I (to walk over) to the public library, (to find) if (not to open) until 10 o’clock, (to go) into another office, (to go) into a phone booth and (to tumble) through telephone directory.
 4. When he (to return) about an hour later, his eyes (to gleam) with a peculiar excitement.
 5. You know, when one (to be) in love, and things (to go) all wrong, one (to be) terribly unhappy and one (to think) one ever (not to get over) it.
 6. “What you (to read)?” — “I (not to know),” said Denis truthfully.
 7. Mervin (to make friends) with everybody. He (to take) Alice to pictures, he (to come) to socials and amateur concerts with me, he (to help) Mrs. Goff and the Airedales, although he (to be) nervous of dogs.
 8. Every other picture was to be removed. It had not occurred to him to consult Amelia about this. She (to come) in just as he (to remove) the other pictures from the walls. “Paul, what on earth you (to do)?” — “I (to make) room for the picture, darling. I’m bringing it home tonight. This is the best place to hang it, don’t you agree?” When she (not to answer), he (to turn) to look at her. She (to stand) rigid. “What’s the matter?” — “Matter! You can even ask me that!”

Exercise 7.

Before translating the sentences note that the Russian imperfective can correspond both to the English continuous and common aspect forms.

A.

1. a) Я подойду к телефону (to get the phone). Интересно, кто это звонит (to call) так рано утром? b) Подойди к телефону. Я думаю, это Гарри. Он всегда звонит в это время.
2. a) Я и не подозревал, что уже так поздно! Извините, что я вас задерживаю (to keep), но не могли бы вы дать мне на пять минут вон ту папку (file)? b) Вряд ли он скоро придет. Он всегда заставляет себя ждать (to keep people waiting).
3. a) Мне пора идти. Мама всегда беспокоится (to worry),

когда я поздно прихожу. b) «Что с тобой (to worry)? Я же вижу, что тебя что-то беспокоит». — «Ничего особенного. Просто я думал (to wonder), сумеем ли мы добраться туда вовремя».

B.

1. «Ты можешь позвонить мне через полчаса? Я сейчас обедаю». — «Ты всегда так рано обедаешь?» — «Да, я обедаю в двенадцать. Это не так уж рано. Я ведь завтракаю в семь».
2. «Ты искал запонку (stud), так?» — «Да». — «Вот она. Я ее нашла, когда убирала квартиру».
3. «Неужели уже десять часов? Она еще не вставала?» — «Она всегда поздно встает, когда работает допоздна».
4. «Включи телевизор, пожалуйста. Сейчас показывают очень хороший фильм». — «Новый?» — «Нет, мы его уже видели, но я с удовольствием посмотрю его еще раз».
5. «Где вы сейчас живете?» — «У моего брата. Наша квартира еще не готова. Он одолжил нам на время (to lend) свою, а сам живет (to stay) у приятеля».
6. Она посмотрела на меня вопросительно (expectantly), когда я положил (to replace) трубку. «Хорошие новости?» — «Таких не бывает (there's no such thing), — сказал я. — Пойду в гараж. Посмотрю, как у них продвигаются дела (to get on) с машиной». Она приготовила мне чашку кофе, несколько бутербродов и села напротив. «Я решил завтра уехать», — сказал я. «Надеюсь, ты шутишь?» — «Вовсе нет».

Exercise 8.

Make short dialogues with a partner according to the model. Use the verbs given below. Instead of "he" and "her" mention someone you both know.

Model. A. Are you sure he told her this yesterday?

B. Quite (absolutely). He was actually telling her the story when I came.

to ask (permission), to explain (the difficulty), to finish (the work), to discuss (the problem), to telephone (her brother), to lock (the drawer), to take (the medicine), to speak (to her friend), to read (the letter), to clean (the windows)

See 1.2.3.

Exercise 9.

To what time (present, past or future) does the action denoted by the underlined verb refer? What is the tense of the underlined verbs? In what sentences are present tense forms used to express prior or posterior events? Give the Russian equivalents for the underlined verb forms. Check with a partner if you are working with someone else.

1. When they returned to the house some time later, Leonie had arrived back from her shopping expedition and was putting away the provisions in the kitchen.
2. "Doctor Browning hasn't been yet? Have you spoken to him about coming to see me?" — "I haven't had the chance yet, Mother," said Elisabeth. "I'll be seeing him this afternoon."
3. She put on her kimono and went out on to the landing. Mrs. Goff was there.
4. Now listen, Roger's coming home tomorrow evening. You know, he's leaving Eton for good. I'm sending the car for him early and I want you to come to lunch.
5. If you're very good to Julia, I dare say she'll give you a photograph of herself when you go.
6. "Let's reconstruct her last hour. At eleven-thirty, as I said, we have her standing under the street lamp with the book in her hands. She walks up the path. She enters the bungalow and comes into this room. So far as we know," he continued, "she's not expecting anyone here."
7. To see what he would say she told him that she had had an offer to take the play in which she was acting to New York.

Exercise 10.

Complete the following. What will you do

A. if...?

1. if the sun shines tomorrow;
2. if you are locked out;
3. if the TV set is out of order;
4. if your work takes you less than you have expected.

B. when...?

1. when you graduate;
2. when time comes for you to retire;
3. when you give your friend this present;
4. when holiday time comes;
5. when your friend is back from his trip.

Exercise 11.

Choose one of the forms out of those given in brackets to indicate whether the event is prior or non-prior to another event. Say to what other event or situation the event expressed by the chosen form is presented as prior or non-prior.

1. a) I saw a train come nearer. It ... hard. I could see there were many cars. b) They ... for an hour and a half when Alan said that he could no longer work and stopped. (was working, had been working)
2. a) When I came to my senses, an old woman ... me in for Christian charity. b) Jenny ... the paper with but ill-concealed trembling and went into the adjoining room. (took, had taken)
3. a) I've flown a kite every Saturday afternoon ever since I was a kid and I'm going to fly a kite as long as ever I b) "Do you like me at all Bertha?" he asked. "I ... to ask you ever since you came home." (want, have been wanting)
4. "Look!" I said. "I ... Francis very well. I ... him since we were very young men." (know, have known)

Exercise 12.

Before replacing the infinitives in brackets by the non-perfect or perfect forms decide if it is necessary to express priority in the context. Give the Russian equivalents for the English verb forms.

1. I can't remember my aunt's address. We (not to hear) from her for years.
2. "You (to decide) where you are going?" — "I (to change) my mind," I said, "I don't think I'm going away after all."

3. She would go on discussing a book, she said she (to read) but manifestly hadn't.
4. Rose (to work) in the factory for about two years. Before that she (to be) a journalist.
5. When I (to take off) my things we shall go into the next room and have tea.
6. We (to go) to pictures about twice a week ever since.
7. What else have I to live for but my children? It's you and the rest of them that I (to work) and (to plan) all these years.
8. I (to want) for a long time to make you a little present.
9. I (to start out) on my round by the time you go, so I'll say good-bye to you now.

Exercise 13.

Translate into English using appropriate perfect forms where possible. Write out the English perfect forms and their Russian equivalents.

1. Я уже прочла эту книгу, можешь ее взять.
2. Я прочла эту книгу во время отпуска.
3. Я читала эту книгу во время отпуска. Неинтересная.
4. После того как я прочла эту книгу, я заинтересовалась системой йогов.
5. Когда я прочту эту книгу, я буду знать все о собаках, так?
6. Придите мне помочь после того, как закончите свои дела.
7. Не приходите, пока не закончите все дела.
8. Я вижу, что ты уже все подготовила к отъезду.
9. Я увидела, что она уже все подготовила к отъезду.
10. Дай мне упражнение, которое ты написала.
11. Она показала мне упражнение, которое писала (до моего прихода).
12. Когда я пришла к ней домой, она писала упражнения. Она сказала, что пишет их уже больше часа, но пока написала только половину.
13. Когда напишешь упражнение, давай его обсудим. У меня очень много вопросов.

See 1.2.5.0.

Exercise 14.

Read the sentences and find in them the words which denote the doer, the object or the addressee of the action expressed by the underlined verb. Translate into Russian.

Model. He was invited by me. He was shown the way to the station.
 ↓ ↓ ↓
 object doer addressee

1. He had been sent to school in Munich because his mother wanted him to go into business.
2. Dick was led into a chair. He looked very pale.
3. The two rows of seats immediately in front of James were gradually filled by barristers in wigs.
4. They were never seen otherwise than together.
5. He had been requested to be in court by half past ten.

See 1.2.5.1.

Exercise 15.

Does the subject of the action denoted by the underlined passive verb correspond to the a) direct? b) indirect? c) prepositional object of the parallel active construction? Give the Russian equivalents for the underlined parts of the English sentences.

1. On the following Sunday morning, while Soames was shaving, a message was brought to him to the effect that Mr. Bosinney was below and would be glad to see him.
2. The maid Smither, who had been in her service since girlhood, and was spoken of as "Smither — a good girl but so slow", the maid Smither performed every morning the crowning ceremony of that ancient toilet.
3. They were given a bad table against a pillar besides the service.
4. "I say this," cried the first mate, who was in no condition now to wait until his opinion had been asked.
5. About an hour or so later I was sent for and found Nary Gorrard unconscious.
6. It was only, however, when he was shown the roof through the trees that he could feel really satisfied that he had not been directed entirely wrong.

Exercise 16.

Give the two different active—passive transformations depending upon the type of the object of the active construction below. Translate into Russian.

1. I have asked you a great favour.
2. I shall give you all the necessary information.
3. We have caused you so much trouble.
4. Someone has just handed me this message.
5. An uncle left him a small fortune.
6. I have paid George the whole sum.
7. You must show me your ticket.
8. I have told you the truth.

Exercise 17.

Give English equivalents for the following Russian sentences.

1. Ей объяснили новое правило.
2. Мне объяснили, как это делать.
3. Нам объявили, что после занятий будет собрание.
4. Им объявили результаты экзаменов.
5. Нам часто повторяли эти слова.
6. Мне часто повторяли, что я должен больше заниматься спортом.
7. Когда вам продиктовали эти инструкции?
8. Вам объяснили, как пойти на вокзал?
9. Мне указали на мои ошибки.

Exercise 18.

Make short dialogues using the given verbs in the passive voice:

- a) between a manager and a secretary about some work to be done;
- b) between a teacher and a student about a rule the student hasn't learnt.

(to repeat, to mention, to dictate, to explain, to point out)

Exercise 19.

Do the underlined predicates in the sentences below express a state or an action? Point out features of the context which may help you. Translate the sentences into Russian.

1. Next morning, while the baggage was being stowed away, Shelton asked the house-boy whether he could say good-bye to Mrs. Grange.

2. An hour later Torpenhow was dispatched into the night in a hansom.
3. The name was written in block letters.
4. I was extraordinarily touched.
5. She stepped into the bus and was swallowed by the fog.
6. Dick's soul was troubled to the core.

See 1.2.5.2.

Exercise 20.

Open the brackets. Say whether the predicate in each case denotes "state" or "action". Translate the sentences into Russian paying particular attention to the Russian equivalents of the English predicate.

1. And then I (to demobilize) and I shall marry you.
2. She (to send) from heaven, as I may have remarked before, to help me with my melancholia.
3. Dick went into the street and (to greet) by Binkie.
4. He (to amaze) at the ease with which the matter (to accomplish).
5. Large numbers of wax candles (to collect) and (to place) in cut-glass chandeliers.

See 1.2.6.0.

Exercise 22.

Identify the indicative, subjunctive and imperative mood forms in the following sentences. Which of the underlined verb forms present events a) as a fact, b) as something problematic or contrary to fact, or c) as an urge? Give their Russian equivalents.

1. She ordered before Cynthia could speak: "Come here. Sit down. Beside me. I want to look at you."
2. When I agreed to dine with him, he proposed that we should ask nobody else.
3. It was inevitable that she should marry. Life was hard for a girl who had to earn her own living.
4. Everyone made a great fuss of her, Daniel thought. Rolan insisted that she sit next to him on the couch.
5. "Where's Fred, Amy?" — "If I knew I wouldn't tell you." — "Do you know?" — "I said I didn't."
6. What's up? She looks as if she had seen a ghost.

7. If only I'd written the truth! But I didn't. Lindy, darling, I'm sorry.
8. I hate telephones. I wish I had never had one put in.

See 1.2.6.1.

Exercise 23.

Classify the subjunctive mood forms into a) analytical or synthetic, b) perfect or non-perfect. In what sentences (simple, compound or complex) or types of clauses are they used?

1. I wish you got on with your work instead of interrupting me all the time.
2. It's time I thought it out again from the beginning.
3. If anything had happened to him there would be something in the Press.
4. Now we are all together. I propose a temporary chairman and secretary be named and a ballot be taken.
5. He was a man conscientious in his statements lest he should be unjust to somebody.
6. Curious that their mother's blood should have worked so differently in her two sons.
7. If you should change your mind, I'm always ready to take this off your hands.
8. He had to admit to himself that whatever Miss Dobb's faults were, she was the right sort of girl to take to a restaurant.
9. Mrs. Strickland was taking her family to the coast of Norfolk, so that the children should have the sea and her husband golf.
10. You look as if you were having toothache.
11. If you only knew what I've suffered!

Exercise 24.

In what types of clauses (subject, object, attributive or predicative) are the subjunctive mood forms used? What elements of the context (apart from the mood forms) show that the action is necessary or desirable?

1. She was quick to forestall his wants. For a fortnight it was necessary that one should stay with him.
2. The Careys were under the impression that a degree was still necessary for success and finally it was suggested that he should become articled to a solicitor.

3. I suggested that we should seek out some retired and old-world spot far from the maddening crowd.
4. The order was that the children should stay away from that house until they were invited there.
5. He insisted from the first time I met him that I call him and his wife by their first names.
6. They [the clothes] were to be turned over to Clyde with the suggestion that he try them on.

See 1.2.6.2.

Exercise 25.

How do the underlined verb forms show events with reference to the principal clause or the moment of speaking (as simultaneous, prior or posterior)? Make mini-dialogues. (Supply sentences to which the given sentences could serve as responses.)

1. It's time he came to classes on time.
2. It's time he had come. I wonder if something has happened.
3. If I were you I would come to her and apologize.
4. If you had come to her place three hours ago, you'd have found her in.
5. If I had come to the laboratory at four o'clock I would know the result of the experiment about six.
6. Even if I had come to the laboratory at four o'clock, I wouldn't know the results of the experiment by six o'clock.

Exercise 26.

To remember the types of clauses/sentences with subjunctive mood forms, first, copy Table IX.3 (see "Theory"), then supply it with examples you like best from the exercises above (or any other examples from English books).

Exercise 27.

Rephrase the following to use subjunctive mood forms in nominal clauses of every possible type (subject, object, predicative or attributive). What "introductory words" can help you to build a clause of each type? Make a list of them.

Model. *I suggest going to the country.*

It is suggested that we should go to the country.

I suggest that we should go to the country.

The suggestion was that we should go to the country.

The suggestion that we should go to the country came quite unexpected.

1. I suggest our starting off as soon as the car is repaired.
2. He very much insisted on being given time to finish his work.
3. It is very important for you to be passed over by the medical board.
4. He gave instructions for the shop window to be refurnished.
5. The purpose of his talk was to make them understand the methods used in the experimental work.
6. It is necessary for you to make up for the lost time.
7. Don't forget that the doctor advised you to cut down on cigarettes.
8. It is very important not to confuse such things.

Exercise 28.

Replace the infinitive phrase in brackets by a subject or object clause. Use an appropriate mood form.

- A. Model.**
1. *It is necessary (to take urgent measures).*
= *It is necessary that they should take (take) urgent measures.*
 2. *It's time (to leave).* = *It's time he left (were leaving).*

1. It is necessary (to take something seriously).
2. It was essential (to find some excuse).
3. It was desirable (to sign an agreement).
4. It was vital (to express one's views).
5. It is demanded (to speak clearer).
6. It's time (to grow up).
7. It's high time (to pay attention to serious things).
8. It's about time (to start packing).
9. It's time (to visit her more often).
10. It is recommended (to have a bit of rest).

- B. Model.**
1. *He insisted (to start at once).* = *He insisted that they should start at once.*
 2. *I wish (to be more polite).* = *I wish the clerk were (might be) more polite.*

1. His wife was very tired and suggested ... (to go home).
2. They left the luggage at the station and he proposed ... (to go sight-seeing).
3. I prefer the others ... (to voice their opinion).
4. After supper he insisted ... (to go out).
5. And from that moment I was determined ... (to give up thinking about that).
6. She was anxious ... (to see him as soon as possible).
7. I wish ... (to offend you).
8. I wish ... (to be with you when it happens).
9. I wish ... (to be with him when it happened).

Exercise 29.

Translate into English. (Appropriate mood forms in nominal clauses can be helpful here.)

1. Необходимо, чтобы вы сами руководили этой работой.
2. Весьма существенно, чтобы телеграмма была доставлена вовремя.
3. Желательно, чтобы вы присутствовали при этом разговоре.
4. Было высказано требование, чтобы все условия контракта были соблюдены.
5. Внезапно ей показалось очень нужным и важным, чтобы он написал первым.
6. Действительно ли необходимо, чтобы вы сделали все это сами?
7. Он настаивает на том, чтобы соглашение было подписано не позже завтрашнего дня.
8. Их предложение заключалось в том, что строительство стадиона нужно ускорить.
9. Они требуют, чтобы я приехал и сам во всем разобрался.
10. Желательно, чтобы вы остались здесь еще на пару недель.

Exercise 30.

Translate into English. Use appropriate subjunctive mood forms in subject clauses.

1. Ваш ребенок уже большой. Ему давно пора знать правила уличного движения.
2. Уже поздно, не пора ли тебе ложиться спать? Ты ведь завтра встаешь в 6 часов.

3. Ей давно пора понять, что она взрослая и должна сама думать о своем будущем.
4. Почему вы сидите в темноте? Не пора ли включить свет?
5. Мы ждем его уже целый час, ему давно пора быть здесь.

Exercise 31.

Translate into English to show unreality. (Subjunctive mood forms and modal verbs in object clauses may prove helpful here.)

1. Жаль, что ты не сообщил ему эту новость раньше.
2. Как бы мне хотелось, чтобы вы с ней не ссорились! Ведь она твоя сестра!
3. Как бы мне хотелось поехать в отпуск вместе с тобой. Жаль, что я в это время буду занят.
4. Как жаль, что я не поехала за город вместе с вами. Я не ожидала, что погода будет такой хорошей.
5. Зря ты не взял билеты поближе. Я отсюда ничего не вижу без очков.
6. Как душно! Как бы мне хотелось, чтобы сейчас полил дождь!
7. Жаль, что я не могу вспомнить автора того стихотворения, которое так мне тогда понравилось.

Exercise 32.

Translate into English to show probability. What subjunctive mood forms and modal verbs (in object clauses) can help you here?

1. Боюсь, что к нашему приходу дома уже никого не будет.
2. Я очень опасаюсь, как бы не похолодало. Дует сильный ветер, и барометр падает.
3. Я очень боюсь, как бы цветы не завяли. Они уже два часа как срезаны.
4. Мы все время опасались, как бы не обидеть его. Он ведь такой застенчивый.
5. Боюсь, как бы не упасть. Здесь так скользко.
6. Он очень плохо знает город и всегда боится, что не сумеет найти нужную улицу.

Exercise 33.

Complete the sentences to explain why you make these

requests or suggestions. To provide an explanation replace the infinitive phrase in brackets by a clause with an appropriate mood form.

Model. Write more clearly ... (to read). — Write more clearly so that I can (may) read your notes.

1. Can you open the door ... (to take the armchair out)?
2. Give me a few more details ... (to be fully prepared for the discussion).
3. Get some vegetables on your way home ... (to have some salad for supper).
4. Will you get up earlier ... (to help me with my work about the house)?
5. I'll pick you up ... (to meet her at the airport together).
6. Take the dog away ... (not to frighten the child).

Exercise 34.

Translate into English to express the purpose of the action.
What mood forms and modal verbs can help you here?

1. Пишите адрес разборчиво, чтобы его можно было легко прочесть.
2. Зимой улицы посыпают песком, чтобы пешеходам не было скользко ходить.
3. Летом улицы поливают водой, чтобы не было пыли.
4. Нужно позвонить в дверь, чтобы тебе открыли.
5. Открой окно, чтобы в комнате не было так душно.
6. Полей цветы, чтобы они не завяли.

Exercise 35.

Complete the sentences to show unreality. Replace the infinitive phrase in brackets by a predicative clause or a clause of comparison with an appropriate mood form.

1. It seems at times as if ... (to be a stranger).
2. He was staring straight before him with a cold look as if ... (to discuss somebody else's affairs).
3. He felt as if ... (to travel in a hot train the whole day).
4. It isn't as if ... (to be a little child).
5. He badly needed a shave and looked as though ... (not to sleep for a week).

6. I told a story that happened to be true but sounded as though ... (to be a lie).
7. He remembered her as if ... (to meet yesterday).
8. "Very well!" he said as if ... (to want to start immediately).
9. Her face was turned away as though ... (to want to conceal tears).
10. He watched the lizard as if ... (to be most fascinating thing in the world).

Exercise 36.

Before translating into English decide why the sentences are grouped together (through similarity or contrast). Determine the type of clause. Write out the English sentences a) having similar principal verbs but different clausal mood forms, b) having different principal verbs but similar mood forms.

1. a. Он выглядел так, как будто слышал об этом впервые.
b. Он выглядел смущенным, как будто не знал, что ответить.
c. Он говорил таким тоном, как будто забыл, о чем я его просил.
2. a. Она играла так плохо, как будто никогда раньше не садилась за рояль.
b. Она, казалось, была очень счастлива, что мы пришли.
c. Она казалась счастливой, как если бы вдруг получила то, о чем так долго мечтала.
3. a. Она чувствовала, что ее как будто бы не понимают, и старалась говорить медленнее.
b. Она чувствовала усталость, как будто бы прошла несколько километров, а не два квартала.
c. Она всегда чувствовала себя так, как будто была среди друзей.

Exercise 37.

Complete the sentences to show that the events are possible, unlikely or contrary to fact. (Use the infinitive phrases in brackets.)

A.

1. a) The boy would not believe me if ... (to tell him about it now).
b) The boy will not believe me if ... (not to be able to prove it).

- c) The boy would not have believed me if ... (to say it in the presence of his mother).
2. a) We shall be twenty minutes late even if ... (to run all the way). b) We should have been twenty minutes late even if ... (to start when we planned to). c) We should be twenty minutes late even if we ... (to ride instead of walking).

B.

1. a) If you supply me with a list of names I ... (to inform everybody).
 b) If you should supply me with a list of names I ... (to be very thankful). c) If you had supplied me with a list of names I ... (to have no problems then, to have no problems now).
2. a) Even if you inform him in advance he ... (not to alter his plan). b) Even if you should inform him in advance he ... (to say that it is too late). c) Even if you had informed him in advance he ... (not to come).

Exercise 38.

Rewrite the sentences below using a clause of condition or concession to show unreality. What changes in the structure of the sentence make them a) more formal, b) less formal?

1. He didn't know anything about the matter. He had to consult a lawyer.
2. We are taken to the theatre every month. It's a great delight to us.
3. These notes will be copied before tomorrow. I'll be able to make use of them.
4. He made unscrupulous criticism. He regretted it.
5. We came a bit late. We had to run for the bus.
6. I'm going to ask you for a few details. I hope you don't mind.
7. She has a baby-sitting problem. I hope I can help out.
8. I have met the man. I can easily recognize him.

Exercise 39.

Rephrase the following complex sentences with clauses of condition to express the same idea in a compound sentence or in two simple sentences. Which of the versions would you prefer in informal speech?

Model. *If it were not for the bad weather, we should go to the country.*

1. *We should go to the country but the weather is bad.*
2. *The weather is bad or we should go to the country.*
3. *But for the bad weather we should go to the country.*

1. If we were informed in time, we would come, of course.
2. If you never interfered, everybody would be more happy.
3. If you had eaten more at dinner, you wouldn't be hungry now.
4. If it weren't for the children, I shouldn't go to the circus.
5. If it weren't for his pride he would have made a clear breast of it long ago.
6. If it hadn't been for the young man, she would have drowned for she could not swim.

Exercise 40.

Rephrase the sentences to express the "implied condition" by a clause.

Model. "What have you been writing lately?" he asked.
"It would be nice to have a little literary conversation."
It would be nice if we had a little literary conversation.

1. "Shall we go and pay him a call?" he suggested carelessly. "It would be amusing to see what he's doing now."
2. I should get no pleasure from seeing you. We have never been friends.
3. He would have liked to hear more about the old days.
4. It was too early for asking. That would have been the best thing to do.
5. Looking at his house you'd never think he lived in a place like that.
6. "Promise you won't tell anyone," she implored. "It would make us look so ridiculous."
7. How strong he is! One would not have thought so to look at him.

See 1.3.1.

Exercise 41.

Translate into English to express unreality. What mood forms will you use in clauses of condition and concession?

A.

1. Если я поеду в Санкт-Петербург, я обязательно пойду в Эрмитаж и Русский музей.
2. Я пошла бы в эти музеи в этот приезд, даже если бы у меня не осталось времени ни на что другое. Но у меня впереди целый свободный день.
3. Если бы я пришла за полчаса до открытия, мне не пришлось бы сейчас стоять в очереди за билетами в музей. К открытию здесь всегда очень много народа, так как все, кто сюда приезжает, хотят познакомиться с сокровищами Эрмитажа.
4. Если погода все же улучшится, обязательно осмотрите окрестности.
5. Я всегда езжу в Пушкин, если приезжаю в Санкт-Петербург.
6. Я бы поехала в Пушкин и сегодня, если бы уже не договорилась с другой поехать в Павловск.

B.

1. Если я достану билеты на «Укрощение строптивой», то пойду сегодня вечером в театр.
2. А что ты будешь делать, если спектакль вдруг отменят?
3. Я уверена, что этого не случится, но если бы спектакль отменили, мы бы еще смогли попасть в филармонию.

Exercise 42.

Consider the texts of Exercises 1 and 2 and find in them examples to illustrate the syntactical characteristics of the finite forms of the verb (their combinability and functions).

USE IN COMMUNICATION

See 2.1.1.

Exercise 1.

Give a chain of successive actions. Make use of the clues in brackets.

1. It was cold and rainy. She bundled her raincoat about her, opened the umbrella and ... (to walk to the side entrance).
2. He hurried to his car, opened the door and ... (to get in, to

- turn the ignition key, to step on the starter).
3. She returned to her apartment, changed into dry clothes and ... (to have a quiet cup of tea).
 4. She snatched her handbag, took out a compact and ... (to look in the mirror).
 5. He went upstairs to his study, took his typewriter and ... (to start typing).

Exercise 2.

Translate into English. Enumerate the actions of the husband and the wife.

В тот вечер мне пришлось слушать одну из самых скучных опер, которые я когда-нибудь слышал. Десять или пятнадцать минут все шло нормально. Затем, когда я устроился поудобнее (to relax) в кресле, я почувствовал, что засыпаю. Фигуры на сцене стали расплываться (to grow bleary), и голова начала вдруг клониться (to move). Я с усилием поднял голову и взглянул на Линн. Никогда до этого я не видел свою жену в такой ярости (to be furious). Я нервно улыбнулся и виновато повернулся к сцене (to turn guiltily). Вскоре все на сцене снова расплылось (to blurr). Линн толкнула (to kick) меня, и я вздрогнул. Программа (play-bill) соскользнула у меня с коленей. Я хотел ее поднять, но Линн остановила меня. Я откинулся назад (to sit back) и стал смотреть на сцену. Наконец занавес опустился (to come down). С огромным облегчением я нагнулся, поднял программу и пошел за Линн к выходу.

Exercise 3.

Enumerate the actions you performed while doing the following. If you are working with a partner ask your partner what he/she did.

cooking supper, getting ready for a party, going to the theatre, watching a theatre performance, entertaining your guests, writing a business letter, getting ready for a vacation, spending your holiday at the seaside, making a new dress

Exercise 4.

A. Say what you do (always, regularly, sometimes, occasionally, rarely, hardly ever, never) and why. Ask your partner what he/she does.

to play the piano, to say something witty, to think before saying, to ask for a favour, to dine out, to take somebody to the theatre, to ask somebody's opinion, to complain that other people do not understand you, to sing songs in public places

B. Use the phrases given above to describe to your partner the habits of someone you know or come up with your own suggestions.

Exercise 5.

Say how people usually see the New Year in. How do they see the New Year in in your family?

Exercise 6.

Comment on the following humorous quotations and say whether in your opinion they are true of all times.

1. Duty is what one expects from others.
2. An expert is one who knows more and more about less and less.
3. Everybody is ignorant, only on different subjects.
4. The test of a man or woman's breeding is how they behave in a quarrel.
5. The things most people want to know about are usually none of their business.

Exercise 7.

Before translating the following into English decide how the events are presented in each case (a chain of successive actions; a single action, the time of which is not exactly indicated; a repeated or permanent action; a single action completed at some definite moment).

1. Я все быстрее делаю, когда ты мне помогаешь.
2. Он секунду поколебался, а затем решил ничего не отвечать и вышел.
3. Он живет в новом районе.
4. Когда он спросил меня об этом, я сразу же ему ответил.

5. Я иногда захожу к ним, когда бываю поблизости.
6. Он взял письмо, положил его в конверт и написал на конверте адрес.
7. Мы познакомились совершенно случайно.
8. Он несколько лет прожил в этом городе, а затем внезапно уехал.

Exercise 8.

Imagine that you came to :

- a) the theatre. What were people doing in the foyer before the beginning of the performance?
- b) a football match. What were the football fans doing when a goal was scored?
- c) the beach. What were people doing?
- d) a railway station. What were people doing just before the train started?

Exercise 9.

Why is the continuous form and not the common form preferable here?

1. They had reached the dessert. Nan was methodically eating a pear, and Miss Carter was picking daintily at a branch of very small grapes. Mor was enjoying the port.
2. She was always coming and staying for hours, giving pointless advice and asking endless questions.
3. "I have a dinner date. Is nine o'clock too late?" — "No, come on it. I'll be waiting."
4. Now you're being noble. I love it when you are noble.
5. I scarcely realized that Aunt Milly was being kind. I had no idea she was being imaginative. I hated her and I was hurt.
6. All of a sudden, though, he interrupted me. He was always interrupting you. It was most irritating.
7. It was past six o'clock, six-fifteen, to be exact, and Sue Marsh hadn't shown up at the book store for her tennis bag. Christopher was beginning to worry.
8. When Mor looked at the picture, everything else went out of his mind. Mor felt that he was really seeing Demoyte for the first time; and with this a sudden compassion came over him. It was the face of an old man.
9. You know London at this time of year has little to offer. I am

hoping to get away for a few days later on.

Exercise 10.

Express parallel actions in a more economical way.

Model. She was standing at the window and looking out. = She stood at the window looking out.

1. She was sitting on the veranda and waiting for her husband to come in.
2. They were standing at the window and smoking and talking about their affairs.
3. They were sitting in the kitchen; they were drinking tea.
4. She was lying on the sofa. She was holding his letter in her hands.
5. He was standing behind his writing desk. He was listening to his new client.

Exercise 11.

Replace the infinitives in brackets by appropriate verb forms.

Check your version with the key. Reproduce the extract in class. Have you ever found yourself in a situation like this?

“Nobody (to read) here,” said Oscar.

“All my life I’ve been pretending that I’ve read ‘Crime and Punishment’,” said Carter. “I (to know) the author’s name and some of the characters, and I (to know) the plot, and whenever anyone (to mention) it, I (to nod) right along with everyone else, and (to sigh) in the presence of a masterpiece. Now let’s play a little game. Is there anyone who honestly has read it? Oscar, how about you?”

“I must have,” said Oscar. “The whole thing is crystal clear in my head.” “Saw the movie?” said Carter. “Saw the play or really read every blessed word of the book?”

“If you think I’m sorry about all this, you’re right,” said Oscar.

“You (to stick out) always your neck,” said his wife.

“And you (to be) always there to tell me, sweetheart,” said Oscar. (*after S. Kauffmann*)

KEY:

reads; know; know; mentions; nod; sigh; are sticking out;
are

Exercise 12.

Show your negative attitude towards the following. Make use of the clues in brackets.

Model. *He is so absent-minded. (to forget things) = He is so absent-minded. He is always forgetting things.*

1. He is not like other people. He takes nothing seriously. (to laugh)
2. He's fond of the child, I know. And he spoils him. (to give somebody presents)
3. She just doesn't want to do anything. If I ask her to do something, she immediately finds a thousand excuses and (to complain of a headache).
4. He's broken a cup? Well, why make a fuss about it? Shame! (to quarrel)
5. "She doesn't like me." — "Nonsense, my girl!" — "It's true. She doesn't. (to say sharp things to somebody)"
6. Close the door, please. This cat of yours is looking for trouble (to get into the kitchen).

Exercise 13.

Before opening the brackets decide if you can use the continuous form.

1. I (to enter) the kitchen in low spirits. Harris and another man (to sit) at the table (to have) their breakfast. Rose (to stand) over the stove. "And how you (to feel) this morning?" — "Good," I said.
2. He (to look up) Ferdie Bates' number and (to ring) him. A child's voice (to answer). "Go away. We (to sleep)." Nick was startled into a long laugh. "Everybody (to sleep)?" — "Except me." — "What you (to do)?" — "I (to read)." — "You're a fine fellow. Well, when your father wakes up, will you tell him — "He (to hear) a man approaching. "Who is it, Ronnie?" — Ronnie did not know, Daddy.

Exercise 14.

Make dialogues and act them down in class with a partner.
Begin as follows:

1. A. What do you think she (mention someone you know) is doing?

- B. Oh, I'm sure she's telephoning (watching TV, etc.). She spends half her evenings telephoning.
2. A. Are you going someplace?
 B. Swimming (boating, mushrooming, etc.).
 A. What a brilliant idea! Do you mind if I came along?
3. A. What are you looking at the clock like that for?
 B. I'm just wondering how late it is.
 A. I suppose you're still thinking about going to that dance party, aren't you?
 B. I might.

Exercise 15.

Build up a paragraph using the following utterances as part of it expressing a temporary state of a person. What kind of situation will it be — formal or informal?

1. All right, calm down. I was just being funny.
2. I'm being frank, you see.
3. It seemed to me he was not being polite.
4. He is being rather difficult these days.
5. You're being foolish.
6. You're not being fair.
7. Nonsense! You're just fancying things.

Exercise 16.

Translate the following into English. Explain the use of the English equivalents for the underlined parts of the Russian text.

1. Мальчики целый день ловили рыбу, плавали и ныряли в прозрачной воде залива.
2. Они проводили за городом целый день и вернулись только к вечеру.
3. Мы всегда ездим домой вместе. Мы живем совсем рядом.
4. Он всегда приходит, когда я уже собираюсь уходить, и мы не успеваем ничего обсудить.
5. Что ты там делаешь? Мне отсюда не видно.
6. Он делает такие вещи очень хорошо. Он мастер своего дела.
7. Она делает вид, что очень добра к нам. В действительности она не очень хороший человек.

8. Ты повторяешь это слишком часто. Что ты хочешь этим сказать?
9. Она сегодня выглядит гораздо лучше. Вчера я подумала, что она совсем больна.
10. Завтракая, она просматривала газеты.
11. Не обижайся. Я шучу.
12. Ты ведешь себя глупо. Не нужно упрямиться.

Exercise 17.

How are repeated actions presented in the examples below?

Translate the sentences into Russian.

1. There are two chairs in every room. The arms are in bad shape, because everybody is always sitting on them.
2. Very often, at least twice a day, she resolved to talk to him.
3. Sometimes Selena had a little money which she had earned by doing some odd job for a local housewife, and then she and Allison would go to a movie. Later they would sit at the soda fountain in Prescott's Drugstore and eat toasted tomatoes and lettuce sandwiches and drink Coca-Cola.
4. "He was fun," said Justin, "He and my father used to laugh a lot together. But my mother thought he was rather boring."

Exercise 18.

Say what you used to do but now don't. Give your reasons for the change.

Model. I used to sing in the choir. I don't do it now. I have no time for that.

Exercise 19.

Translate into English using appropriate means to express repeated actions.

1. «Вы поедете на машине?» — «Даже не знаю. Она все время ломается (to break down). Раньше я всегда ездил на машине на работу».
2. Раньше они были хорошими друзьями, но в последнее время они видятся все реже и реже.
3. Она, бывало, просыпалась ночами, слыша, как внизу хлопает дверь, а мимо окон проходят люди.
4. Она очень редко носила очки, так как ей казалось, что они ей очень не идут.

5. Он постоянно всех перебивает и не дает никому сказать ни слова.
6. Он вечно вмешивается не в свое дело.
7. Вечно он что-то обещает, но никогда не выполняет своих обещаний.
8. Он тут часами торчит, как будто ему делать нечего.

Exercise 20.

Before translating the following into English decide whether the action in each case is presented as completed or not completed at the given time.

1. Она долго смотрела на фотографию, а затем отдала ее мне. «Он здесь очень похож на свою мать», — сказала она.
2. Ты видел, как она смотрела на фотографию, когда я ей ее показал?
3. В тот день он работал очень долго, а затем вышел из дома, чтобы немного погулять перед сном.
4. «А чем он занимался в то время?» — «Он работал над своей новой книгой».
5. Каждое утро он работал с шести до девяти, а затем шел на реку купаться. Когда он работал, никому не разрешалось его беспокоить.
6. «Чем ты была занята весь день?» — «Япыталась привести в порядок свои бумаги, но мне это так и не удалось».
7. Я долго пытался его убедить изменить свое решение, но он меня не послушал.
8. «А что ты делала с часу до двух? Гуляла?» — «Нет, я была дома, писала письма».

See 2.1.2.1.

Exercise 21.

Make up utterances to present posterior events as:

a) a chain of successive actions

Model. *to see somebody, to tell = I'll see him tomorrow and tell him what to do.*

1. to try, to find;
2. to come back, to report;
3. to stay, to see to something;
4. to go, to demand;
5. to come, to look after somebody;

6. to put to bed, to call the doctor.

b) events that will repeatedly take place in future

Model. to come (often) = I'll often come to see you.

1. to see (regularly);
2. to meet (from time to time);
3. to get an opportunity (seldom);
4. to laugh (rarely);
5. to listen (occasionally);
6. to be glad (always).

c) events that will take place in future at some indefinite time

Model. to consider = I'll consider the possibility.

1. to write;
2. to think about something;
3. to give somebody a call;
4. to tell very much in detail;
5. to agree willingly;
6. to invite;
7. to refuse point blank.

d) events that will be completed at a definite future moment

Model. to have dinner = We'll have dinner at two.

1. to inform somebody;
2. to call on somebody;
3. to come with a friend;
4. to discuss the latest news;
5. to be back;
6. to make a new dress.

e) single events that will be in progress at a definite future moment or period

Model. to see somebody (one afternoon) = I'll be seeing him this afternoon.

1. to wait (when the party is over);
2. to sunbathe (after breakfast);

3. to work (before lunch);
4. to stay (at one's friends');
5. to play tennis (all the afternoon);
6. to approach the city (at this time tomorrow).

Exercise 22.

Compose a few situations of your own describing what you will do (will be doing) in future. Use the material of Exercise 21 as a cue.

Exercise 23.

Answer as quickly as possible the following questions. Say what someone you know promised, wanted to do. Ask your partner the same type of questions.

Model. Will he (someone you know) be back soon? — He said he would be back a bit later.

1. Will she live here?
2. Where was he going?
3. Did he want to ask me any questions?
4. Will he give us a definite answer?
5. Will she be out of danger?
6. Will he come to dinner?
7. Will she look after the child when you are away?
8. Will he leave a message?
9. Will he be present at the meeting?
10. Will she volunteer to organize a party?

Exercise 24.

Is the event expressed by the underlined form one of habitual actions which is sure to take place in future? Is it an event that has been preplanned for this particular occasion? Translate into Russian.

1. He looked at his watch. "The train leaves at twelve sharp. I haven't got a minute to lose."
2. "I wonder what the time is." — "It's late, Mother. Are you dining out tonight? I suppose you want to have a lie-down before you dress for dinner."
3. "I'm taking her out hunting on Wednesday," said John.
4. "I am going out for the day tomorrow with Dick," said Maisie.

5. There are some Australians, Sylvia Newport discovered, who want to take a house in the country, so I'm driving them around to one or two that might do for them.

Exercise 25.

Work in pairs. One student gives an offer or an invitation. His/her partner is expected to give an excuse using the sentences given below.

Model. I am having lunch at mother's today.

A. Why don't you stay a little longer?

B. I must be off, darling. I am having lunch at mother's today, and she hates it when I am late.

1. I am going away on Tuesday.
2. I am leaving tomorrow morning.
3. They telephoned that they were coming to dinner the next day.
4. I am dining out tonight with a friend of mine.
5. She is returning in a fortnight.
6. He is arriving at two forty-five.
7. He told her that a friend of his was meeting him at the station.

Exercise 26.

Use the following verbs to express what you are planning to do in the near future. Explain why you plan to do it and for what purpose.

to arrive, to come, to go, to leave, to stay, to dine, to lunch, to meet, to see off, to wear, to do, to play

Exercise 27.

Dramatize the following dialogues in class. Make up your own dialogues on analogy, in which you either accept or reject an invitation.

1. A. Hello!
B. Karen? Karen, this is Marney. Are you going anywhere tonight? I thought, perhaps, we might have dinner tonight. Of course, I realize it's very short notice, but...
A. No, I am not doing anything tonight.
B. I'll call for you at your flat then. Would it be too soon if I came in half an hour's time?

- A. No, I can be ready by then.
2. A. How are you, Michael? Why didn't you ring up to tell us you were coming? Are you staying to dinner?
 B. No, I'm spending a couple of days with my friends here and just called to discuss one or two business matters.
 A. Phone your friends and say you are dining out tonight. They wouldn't mind, would they? Stay and have dinner with us.
 B. I'm afraid that's not possible, but thank you all the same.
(after S. Howatch)

See 2.1.2.2.

Exercise 28.

Open the brackets using various means of expressing future actions.

1. "So we (to go) to Regent Gate at eleven to-morrow?" I said.
 "We?" Poirot raised his eyebrows quizzically. "Poirot!" I cried.
 "You (not to go) to leave me behind. I always go with you. I (to come)."
2. Petticoat Lane is an L-shaped market. As soon as you (to enter) it, you (to notice) the slate-coloured buildings.
3. "Look, Floggar," I said, "Arthur was going to meet me here Friday night. When he (to turn up) tell him I (to be waiting) for him in front of the Melba, will you?" — "Right. I (to tell) him."
4. It pleased me that I (to be seeing) Arthur again. With the thought that I (to be able) soon to unload my problems upon him came a feeling that they were resolved.
5. I am afraid there's not much I can do in the rain. I think you'd better leave it right here tonight. By tomorrow the rain (to be) over, the sun (to be) shining and the car (to start) right off.
6. The clock (to go) to strike six. Away with you, Joe!

Exercise 29.

Translate the utterances given in the previous exercise into Russian. Underline the Russian equivalents for the English verb forms that were used to express future events. Try to make a general conclusion concerning the equivalency.

Exercise 30.

Translate into English.

1. Он сказал тебе, когда вернется? Позвони мне, пожалуйста, когда он вернется, мне очень нужно с ним встретиться.
2. Я собираюсь прийти на станцию в половине четвертого. Я думаю, все подойдут туда к этому времени. Поезд приходит без пятнадцати четыре, а они уже знают, что он приезжает этим поездом.
3. Он, возможно, останется на работе допоздна. Он сказал мне утром, что собирается поработать подольше. Позвони ему и предупреди, что мы вечером уходим в театр, а ключ от квартиры оставим у соседей.
4. Если мы будем ехать всю ночь без остановки, то на рассвете будем в Смоленске.
5. — Когда ты возвращаешься? — Через пару дней. Не думаю, что это займет у меня больше времени.
6. — Она приезжает сегодня вечером. Пароход приходит в восемь часов. — Ты собираешься ее встречать? — Конечно.

Exercise 31.

Provide a suitable context for the following:

shall do, shall be doing, am going to do, will do, expect to do, intend to do, was about to do, shall leave, will leave, am leaving, leaves, was about to leave, should speak, should be speaking, would speak, was going to speak

Exercise 32.

Make short dialogues speaking about something you want (plan, intend) to do in the near future. Act them down in class. Suggested situations:

1. A manager and a secretary are talking about some work to be done.
2. A guide and tourists are discussing their plans for the next day.
3. Two students are planning their hiking trip.
4. A mother and her daughter are discussing the necessary preparations for the reception of their guests.

See 2.1.3.

Exercise 33.

Make short dialogues. Present the events as prior to another event, moment or situation. Work in pairs.

Model. — Maisie had cooked dinner by the time Mother returned.

- *And Peter? (to polish the floor)*
- *Peter had polished the floor by the time Mother returned.*
- *And you? (to dust the room)*
- *I had dusted the room by the time Mother returned.*
- *What had you all done by the time Mother returned?*
- *We had cooked dinner, polished the floor and dusted the room by the time Mother returned.*

1. Maisie had watered the flowers before I went out into yard. (to sweep the yard, to trim the bushes)
2. Celia had peeled the potatoes before the rest of the party joined us. (to bring water, to make a fire)
3. She had accompanied the injured girl home before the doctor arrived. (to wash the wound, to bandage the wound)
4. The painter had whitewashed the ceiling by the time of my arrival. (to paper the room, to decorate the room)
5. The girl had made a new dress for her birthday party. (to buy flowers, to lay the table)

Exercise 34.

Before replacing the infinitives in brackets by appropriate forms decide whether the action is prior or not to the described situation.

1. When, at a quarter to eight, her husband (to join) her on the terrace for coffee, she (to wash out) her hair and (to pack).
2. After he (to walk) about three hours, he (to arrive) at the Doctor's house.
3. The cook (to use) to snatch away the letters from home, before she (to read) them.
4. "A complete holiday, a complete rest, that's what you need. You (to decide) where you are going, I am sure," — "I (to change) my mind," I said.
5. Now I (to be) in love before — three or four times, I think — maybe five or six — yes... Oh, well! What does it matter?
6. I scarcely (to start) before a man came up to me and asked me if he was right thinking my name was so-and-so.
7. When Charlotte (to seize) to weep, she sat down with her head dropped, as if asleep.

Exercise 35.

Combine the two utterances showing that the first action was completed before the second began. Extend the situation and show why it is important to indicate the priority.

Model. *A. I read the story. Then Helen came. = I had read the story when Helen came.*

B. I read the story. Then Helen came. = When I read the story, Helen came.

1. I packed the suitcase. Then he came to offer his help.
2. We passed two kilometres. Then we saw a forest in the distance.
3. I put the key into the lock. Then I noticed a note pinned on the door.
4. She reminded him of his promise several times. Then he kept it at last.
5. He told her the truth. Then he felt more cheerful.
6. I asked her twice. Then she told me her name.
7. He finished speaking. Then he made a few practical suggestions.
8. We filled the basket with mushrooms. Then we decided to return.
9. He tasted the soup. Then he said he liked it.

Exercise 36.

Open the brackets presenting the events denoted by the verbs as prior to some actions that are still in progress at a certain moment or situation.

Model. *When she returned, the boy (to stop crying, to play with his toys). = When she returned the boy had stopped crying and was playing with his toys.*

1. When her father came, Clem (to cook dinner, to read a newspaper).
2. When the bell rang, Val (to put on his coat, to look for the key).
3. When the director entered the office, the secretary (to come, to wait for him with her shorthand pad).
4. When his mother looked at him, the child (to eat two candies, to eat a third).
5. When he woke at last, we (to finish breakfast, to wash the dishes).

Exercise 37.

Before opening the brackets decide if the event is presented as prior or non-prior to a certain moment, another event or situation. Say whether the event is (was) still in progress.

1. "By the way, is Sandra here?" — "Here I am," Sandra Jean said. She (to stand) in the middle of the room. "Hi, George. Is something wrong?"
2. Tommy looked up to see a man's bulky figure blocking the doorway. "Mr. Theodore Blunt?" — "I am Mr. Blunt. You wished to consult me? This is my secretary — Miss Robinson." She inclined her head gracefully, but continued to scrutinize the stranger. She was wondering how long he (to stand) in the doorway and how much he (to see and hear).
3. "What you (to do) all day, Constance?" — "Oh, I (to shop) with Marie-Louise. She just (to come up)." — "Is she here?" — "Yes, she (to telephone)."
4. Helen Kendal had taken off her coat, hat and gloves and (to read) a book when she heard a car in the drive.
5. Celia put away the script. She (to read) it right through again, from start to finish. She knew it almost as well as Maria.
6. While she knelt on the floor beside the kettle Truda came in. Her eyes were red. She (to cry). "It's easy to see when you aren't wanted any more," she said.
7. Suddenly she flung her arms around him. She was sitting, so her head pressed against his chest. She (to cry), he knew, but he just held her and didn't ask her to stop.
8. I (to know) this is an old story, I don't understand it myself.
9. We (to know) each other since we were children.
10. How stuffy it is here! (Not to have) you a window open since I've been here?

Exercise 38.

Complete the situations according to the models to present events as prior or non-prior to another event or situation. Use them in a broader context to justify your choice of the verb forms.

A. Model. *John was studying art when I met him. (for two years) = John had been studying art for two years when I met him. He was already an accomplished artist.*

1. She was working as a teacher when I joined the staff. (for a year)
2. The painter was making studies when I came to his studio. (for an hour)
3. She was wandering from room to room when he returned. (for a long time)
4. He was working at the restaurant when he found another job. (for two months)
- 5.- He was sitting in the gallery alone when Maria found him at last. (for a long time)

B. Model. *George began to work as a newspaper reporter in 1975. He is doing it now. = George has been working as a newspaper reporter since 1975. He is very experienced. You can trust him with this task.*

1. Lucy began to study English last year. She is studying it now.
2. He began to lecture on English literature in 1990. He continues lecturing now.
3. This geological party started exploring the district last year. It is still working in the same place.
4. He began to look for a better-paid job a fortnight ago. He is still doing it now.
5. She came here a week ago. She is still staying here.

Exercise 39.

Translate the following into English.

1. Она живет в Москве уже два года, но все еще плохо знает свой район.
2. Она сказала, что учит иностранный язык с детства.
3. «Сколько времени ты здесь сидишь?» — «С тех пор как ушел последний поезд. Я опоздала на него».
4. Когда мне дали отпуск и я приехал к морю, жена с дочерью уже жили там две недели. Погода все время стояла прекрасная.
5. Не говорите так громко. Я уже полчаса читаю одну страницу и ничего не могу понять.

6. Я всегда говорила, что из этого ничего не выйдет. Ты только напрасно тратил время.
7. «Ты давно дома? Мне никто не звонил?» — «Я дома с двух часов. Тебе никто не звонил, но приходила Наташа и оставила тебе записку».

Exercise 40.

Make dialogues using the following suggestions as the beginning. Say what you have been doing, talking about, working at, trying or learning to do of late or before somebody interrupted you.

1. — What did he do when you asked him to wait?
— He took the albums that had been lying on the table and began to leaf through one of them.
2. — What have you been doing with yourself the whole day? I just couldn't find you anywhere.
— I've been settling up about the instruments for our band.
3. — I haven't seen you for a fortnight or so.
— I've been reading for an exam.
— What exam?
— In English literature.
4. — Ann? Jenny. I've been trying to get you.
— I was out, Jenny. Anything special?

Exercise 41.

Ask your partner questions according to the model.

Model. Your hair is wet. (to swim) =
Your hair is wet. Have you been swimming?

1. You look tired (to run).
2. Your face is flushed (to hurry).
3. This time she is ready for the examination (to read much).
4. He has made great progress (to practice much).
5. He is still asleep (to work all night).
6. Your eyes are red (to cry).
7. She has a wonderful tan (to sunbathe).
8. Your eyes are quite sore (to read much).
9. You look so dishevelled (to sleep).
10. Your hands are dirty (to garden).

Exercise 42.

Ask your partner questions to find out the circumstances of the events described below. Make use of the verbs in brackets. Imagine:

1. You have been away from home some time and on coming back you find your room tidied up, the flowers watered and all the dishes washed up. (to dust, wash, clean, etc.)
2. You wait for a friend of yours and in he comes breathing hard, with his face flushed. (to run, rush, hurry, etc.)
3. You enter your study one evening to find all the papers on the table in a mess, your typewriter, which you had carefully put on the shelf, again on the table and the drawers of the table pulled out. (mess around, handle, look for, type, etc.)

Exercise 43.

A. Replace the infinitives in brackets by appropriate verb forms.

“It’s rather a funny story,” he said. “He was not a bad chap. I liked him. But he drank too much and played cards. He came to me when he went broke and asked for a job. ‘And what you (to do) so far?’ I asked him. ‘Well, nothing much,’ he said. ‘I’m afraid I can’t do anything for you,’ I said. He went pale. He (to hesitate) for a moment and then (to say) that he (to play) poker and was down and out. I (to look) at him for a bit. He (to drink) more than usual and looked fifty. ‘Well, isn’t there anything you can do except playing cards?’ — ‘I can swim,’ he said. Suddenly I had an idea. I suggested that he should swim from Kone and land at the creek of Tarumi. If he did it, I should give him a job. The next morning I hurried to Tarumi to meet him as had agreed. He never (to come).”

“He (to refuse) at the last moment?”

“No, he (not to do). He (to start) all right. But of course, he (to undermine) his condition for a long time. We (not to get) the body for three days.”

“When you (to make) him that offer, you (to know) he (to be drowned)?” He rubbed his chin.

“Well, I hadn’t got a vacancy at my office at the moment.” (*after W. Somerset Maugham*)

B. Find the English equivalents for the following Russian sentences.

1. Он пришел ко мне, когда остался без денег.
2. А вы чем до сих пор занимались?
3. Он помолчал немного, а затем сказал, что играл в покер и проиграл все, что имел.
4. Я рассмотрел его повнимательней. Видно, он пил больше обычного и выглядел на все пятьдесят.
5. На следующее утро я поспешил в Таруми, чтобы встретить его, как мы условились, но он так и не появился.

C. Speak of the events described in the text and express your attitude to them.

Exercise 44.

Before translating into English decide upon the order of the events.

1. Когда Элисон открыла калитку, она увидела, что дверь в дом открыта, а в комнатах горит свет.
2. После того как у больного сняли с руки повязку, он почувствовал, что рука все еще болит.
3. Нора сказала, что их машина сломалась, когда они перезяжали мост.
4. Когда он вернулся в гостиницу, то увидел на столе записку о том, что кто-то звонил в его отсутствие.
5. Когда наступило утро, ветер уже прекратился, стало теплее и пошел снег.
6. После того как я рассказал ему все, что случилось со мной в его отсутствие, я понял, что он мне поможет.

Exercise 45.

Replace the infinitives in brackets by appropriate verb forms to present events which began before the present situation and are still in progress or are no longer in progress.

1. “I (not to see) you for a long time,” he said. “How are you getting on with my cousin’s house?”
2. I (to meet) Anne at her father’s house twenty-odd years ago and have known her ever since.

3. I have just seen that you are in New York and would I like to see you again. Although it is many years since we (to meet) last, I hope you have not forgotten your old friend.
4. I (not to see) him since I (to be) fourteen, that is when I left home and he was already six-feet-two.
5. What you (to do) with yourself since I (to be) away?

Exercise 46.

Combine the two utterances showing that a) the two actions are done at the same time (simultaneously), or that b) the first action began at the time of the second action. Extend the situation to justify your choice of the verb form.

Model 1. *I have been reading a book. He has been doing lessons.*

= *I have been reading a book since he has been doing lessons.*

Model 2. *I have been reading a book. He started doing lessons.*

= *I have been reading a book since he started doing lessons.*

1. I have known him for a long time. He has lived in our town.
2. I have known him for a long time. He came to live in our town.
3. We have been working together. He graduated from a college.
4. He has been writing his thesis. He has been working at the institute.
5. They have been trying to get tickets to the theatre. The play has been on.
6. I have been trying to get you on the phone. I came back home from the office.

Exercise 47.

Rephrase the following to emphasize the time of the action.

Model. 1. *I haven't seen him for a long time.*

= *It's a long time since I have seen him.*

2. *I saw him two days ago.* = *It is two days since I saw him.*

1. We left school two years ago.
2. I haven't been to the theatre for nearly a year.

3. They got married six months ago.
4. They have been married for six months.
5. By last September they had been married for two years.
6. By next June they will have been married for three years.
7. I haven't had such good tea for a long time.

Exercise 48.

Translate the following into English.

A.

1. Уже пять дней, как отец вернулся из командировки.
2. Как давно вы у нас не были!
3. Он здесь уже пять дней и очень хочет с вами встретиться.
4. Они уже давно не ссорились, при ее характере это просто удивительно.
5. «Они все еще в ссоре?» — «Что ты, давно помирились».
6. В августе будет пять лет, как они поженились.
7. Давно я не читал такой интересной книги!
8. Я читала эту книгу давно и не помню имен многих действующих лиц.
9. Мы знаем друг друга с тех пор, как учимся в одной группе.
10. Мы знаем друг друга со школьных лет.

B.

1. Линда пришла к Томсону и разговаривала с ним, когда в комнату вошел Мартин. Мартин не ожидал увидеть ее здесь, так как ему сказали, что она и Томсон уже давно в плохих отношениях. Когда он увидел, как они оживленно беседуют, он остановился от удивления. Томсон повернулся к нему с веселой улыбкой и сказал: «Привет, старина, а мы только что о тебе говорили».
2. «Есть какие-нибудь новости от Майкла?» — «Нет, за последнее время я не получала от него никаких известий. Он уже так давно в отъезде, и за все время написал только один раз. Это было в январе. Просто ничего не могу понять. Может быть, он на что-нибудь обиделся?» — «Вовсе нет! Я помню его много лет. Он никогда не любил писать писем».
3. Джон поднялся из-за стола и отложил книгу, которую читал. Его квартирная хозяйка незаметно вошла в комнату и стояла у двери, неодобрительно глядя на него.

«Сэр, — сказала она вдруг резко, — с тех пор как вы здесь, вы все время делаете какие-то опыты и вообще ведете себя странно. Вы все перевернули в комнате вверх дном. Я должна предупредить вас, что я этого больше не потерплю».

Exercise 49.

Translate into English. To choose the appropriate verb form make use of the cue in brackets.

A. Model. Я никогда не был в Лондоне. a. *in my life*, b. *no matter how often I visited Britain* = a. *I have never been to London*. b. *I never was in London*.

1. Она читала книгу (a. *She may help you with the difficulties*; b. *in her childhood*).
2. Я видела Мери сегодня (a. *She looks recovered and fresh after having a holiday on the seaside*; b. *when she was engaged in a lively conversation*).
3. Она потеряла свой билет на этой неделе (a. *She will not be able to go to the country on Sunday*; b. *when she was changing buses*).
4. Роберт часто помогал мне (a. *He has always been a good friend*; b. *when he stayed with us*).
5. Я видел его только однажды (a. *In the whole of my life*; b. *when he was here*).
6. Почтальон только что пришел (a. *Here is the letter*; b. *and dropped a letter into our post-box*).

B. Model. Где ты повредил ногу? (a. *Look, there is a bruise on the knee* b. *It was in the skating-ring*) = a. *Where have you injured your leg?* b. *Where did you injure your leg?*

1. Где он был? (a. *He has changed so much*; b. *I looked for him but couldn't find him anywhere*)
2. Как он покрасил стены? (a. *Very well*; b. *He used a ladder*)
3. Куда она ушла? (a. *I need her badly*; b. *I telephoned her at the Institute but she wasn't there*)
4. Почему ты не поговорил с ним? (a. *He was at a meeting*; b. *We don't know his opinion yet*)

5. Что он сделал? (a. Why aren't you on speaking terms now?
b. The papers made a point of it then)

Exercise 50.

Describe a situation in which you could ask or say the following. Make use of the cue in brackets.

1. Did you see him at the theatre? (when you were there yourself)
2. Did you sleep well? (during the night)
3. Did you enjoy the play? (you saw it last night)
4. Did you like the book? (when you read it)
5. What did you say? (I didn't quite get you when you said it)
6. Did you hear the answer? (to the question that was asked)
7. I didn't hear your answer. (when you answered the question)
8. Did you have a good time? (when you were in Italy)
9. I'm very sorry I lost my temper. (when you disagreed with me)
10. What book has she got? I didn't notice. (when I saw the book in her hand)

Exercise 51.

Answer the following questions as quickly as possible.

1. Did you go dancing last night?
2. Did you have dinner late yesterday?
3. Have you ever ridden a horse?
4. Have you ever done any cooking yourself?
5. Have you used a computer?
6. Have you tried playing the guitar?
7. Have you been in a TV studio?
8. What English books did you read last month?
9. Did the TV set work well when you bought it?
10. What were your impressions when you first came to the University?
11. Did you make a lot of mistakes in your English when you started learning?
12. When did you last visit some friends?
13. Did you have a pet when you were a child?
14. Have you seen your school friends since you entered the University?
15. Have you bought any good books recently?
16. Have you given anybody a present recently? What was it?
17. Have you had a holiday recently? When was it?

Exercise 52.

Describe:

A. events you could witness as taking place

- 1) at a party;
- 2) in the street;
- 3) in the University building.

B. events which preceded

- 1) an unexpected departure of your friend;
- 2) your unsuccessful attempt to find a letter (or any other thing) you have misplaced;
- 3) your meeting with a person who used to be your fellow student but was manifestly unable to identify you after so many years.

See 2.2.1—2.2.2.

Exercise 53.

Comment on the use of the passive voice forms. Would it be possible or necessary to refer to the doer of the action in each particular case?

1. It has been said that good prose should resemble the conversation of a well-bred man.
2. Their interest was so deep, that the younger men whispered when her back was turned: "How pretty she is!"
3. Every breath of the old scandal had been carefully kept from her at home, and Winifred warned many times that he wouldn't have a whisper of it reach her for the world.
4. It amazed me, in retrospect, when I considered how readily I had been engaged: no questions put, no references asked for.

Exercise 54.

Why does each utterances with a passive form contain here a reference to the doer of the action? Does it help to connect them into a text unit?

1. It was a weather-beaten vehicle. It was drawn by two horses, and it was these that interested me as they stood with their flanks heaving from the heavy pulling of the journey.
2. Her life was clouded by a mother-in-law who despised her and who resented the loss of a son upon whom her ambitions had always centered, ambitions that, if realized, would have provided

the mother with prestige and comfort and a release from responsibility. All that she demanded of the son to achieve this was obedience and a single life of self-sacrifice.

3. The time came for my departure from Tahiti. According to the gracious custom of the island presents were given me by the persons with whom I had been thrown in contact.
4. There were two men sitting at the other end of the table. They looked like local workmen. Before I finished my meal they were joined by the coachman, who walked in with his quick, stockman's step and sat beside Tony.

See 2.2.3.

Exercise 55.

Complete the following utterances. Provide some context which would make it clear that a reference to the doer of the action is necessary. Build up a paragraph combining utterances into a text unit.

Model. *He was accompanied by Frank Stevens.*

He was accompanied by Frank Stevens. Frank was a brisk middle-aged man who realized his own importance.

or: *He was accompanied by Frank Stevens, a short middle-aged man.*

or: *He was accompanied by Frank Stevens, who was a short middle-aged man.*

1. At that moment we were interrupted by Mrs. Tailor.
2. The miniatures were painted by a young lady friend of the family.
3. The house was built by his father.
4. The ballads were sung by a famous actress.
5. I have been told about this by his cousin.

Exercise 56.

Change the voice of the underlined verb forms, making the statements more formal.

1. He saw that during his absence the workers had laid the terrace round the east side of the house.
2. The town council are discussing the abolition of the obstacle to the new motor-road.

- 3 They had built this house before the war and now they were restoring it.
4. Local authorities in Kent are putting children on long-term programmes in a campaign of “learning by doing” methods of teaching.

Exercise 57.

Make as many active—passive transformations as possible.
Say which of them are preferable in informal speech.

1. He showed me her photo.
2. The students asked the professor many questions about the lecture.
3. They teach French in many secondary schools in England.
4. They explained to her where to find the books she needed.
5. Her friends told her not to pay attention to his words.
6. When did they dictate this telegram to her?
7. He has mentioned to me this name, but I don't remember the person.

Exercise 58.

Before translating into English decide if the doer of the action is expressed.

1. Вас не будут просить почитать ваши стихи?
2. Куда вам велели прийти?
3. Когда вам позволили сдать этот экзамен?
4. Ему объяснили, как это делается.
5. Секретарю продиктовали несколько писем.
6. Я без труда найду этот дом. Мне его хорошо описали.
7. Нам объявили, что самолет опаздывает.
8. Вам объяснили, что вам придется делать?
9. Мне указали на мои ошибки.
10. Ему много раз повторяли, что пора бросить курить.

Exercise 59.

A. Reproduce the texts paying attention to the way the reference to the object of the action and the action itself are expressed. B. Translate the texts into Russian.

- I. The architectural ensemble of Red Square developed gradually, over the centuries. In 1555—61 St. Basil's Cathedral was

built on the square. It was erected on the order of Ivan IV to commemorate the annexation of the Kazan and Astrakhan khanates to Russia. The names of the builders had been forgotten for over three centuries, and it was only in 1896 that some old manuscripts were discovered that mentioned the “Russians masters Posnik and Barma”, by whose genius this architectural masterpiece was created. (*A Short Guide*)

- II. There are two sides of language: there is the “formal” side which is concerned with the outer form of words and sentences, and the “logical” side, which is concerned with their inner meaning. Thus the formal side of such a word as “man” is that it is made up of certain sounds standing in a certain relation to one another. The study of the formal side of language is based on phonetics, the study of the logical side of language is based on psychology. (*H. Sweet. A New English Grammar*)

Exercise 60.

- A. Describe some place of interest or a historical monument using Text I of Exercise 59 as a model.
- B. Define some of the language phenomena or describe some interesting issues in present day linguistics using Text II of Exercise 59 as a model.

See 2.3.1.

Exercise 62.

Replace the infinitives in brackets by appropriate mood forms to present events as necessary or desirable and possible.

1. He proposed that he (to meet) her in the second class waiting room at Waterloo station.
2. It was terrible for her. It was important that for the next few days they both (to be careful) what they said.
3. Apart from his awe, and his concern that the tent (to remain) up, Goldstein was watching the storm with a fascinated interest.
4. The necessity was that he (never to neglect) a chance, however small it might seem.
5. “Is he ill?” — “He had a light stroke three months ago, and he refuses to take very much care. He’s always been strong and

very active, and seems to resent any suggestions that he (to do) less."

Exercise 63.

Speak about things you find necessary, important and desirable for the upbringing of children.

Exercise 64.

How are necessary, desirable and possible events expressed here? In what clauses are subjunctive mood forms used? Which sentences provide examples of formal or informal speech? What grammatical means indicate it?

1. Get Francesca to arrange my visit this afternoon. I would like a bunch of yellow roses. Not too big so that I can carry them easily.
2. He is going to show me over so that I may get some idea how they live.
3. He decided to sing it on a low tone that his faults might be less noticeable.
4. Back in her own room, she stood at the window gazing at the moon over the trees in the park, through a chink in the muslin curtains, close drawn lest anyone should see.
5. I turned away so that I should not watch him search for an excuse.

Exercise 65.

Fill in the blanks by appropriate subjunctive mood forms or modal verbs to show purpose. Are the resulting sentences preferable in formal or informal speech?

1. "Will you give me a lift to my house in your car?" he asked. "I want to get mine so that I ... (to go) to the hospital."
2. But at least let me try to find a hotel room first so I ... (to get) a good night's sleep afterward.
3. Connie was staying with her mother in town so that she too ... (to visit) her father in the hospital.
4. "Can you get the truck over here," she asked the driver, "so that we ... (to get) him into it more easily."
5. "Why don't you ask me to let you write my name and address on a piece of paper so that you ... (to be able) to find me again when you come to Rome?" she suggested.

6. He wanted to arrive when everyone else arrived so that he ...
 (to be lost) in the crowd and his entrance and presence would be less noticeable.

Exercise 66.

Why do you consider it necessary, desirable and possible to do the following? (Subjunctive mood forms and modal verbs may be helpful here.)

1. Why should people who want to learn the English language watch English films?
2. Why is it important for students to spend so much time in the language laboratory?
3. Why are theoretical linguistic courses included in the curriculum?
4. Why is the course of methods of teaching included in the curriculum?
5. Should every scholarly paper contain a list of literature?
6. Why is it necessary to supply a scholarly paper with proper references?

Exercise 67.

Say why: 1. so many people collect books nowadays;
 2. people want to travel so much; 3. a girl going to a party wants to look her best.

Exercise 68.

Find texts (newspaper and literary) to prove that the subjunctive mood form of the type "I/he be/come" is restricted in its use.

See 2.3.2.

Exercise 69.

Are the actions presented as necessary or desirable but contrary to fact? State the type of the subjunctive mood form and the type of the sentence (clause) it is used in. What other grammatical means are used in sentences of this type and what is preferable in formal and informal speech? Translate the sentences into Russian.

1. What's thirty-five? I wish I were thirty-five.

2. "I'm wretched you should be going," said Anna. Denis turned towards her; she really did look wretched. This was what came of action of doing something decisive. If only he'd just left things drift!
3. "I do wish," she cried, "Uncle Timothy wouldn't talk about what doesn't concern him."
4. "I wish you could come up there with me, Liz," he persisted. "You'd love it up there."
5. If only Eric were well! If only she could appeal to him, make him tell these people the truth, defend her!

Exercise 70.

Change a neutral suggestion to a reproach. (Show that an action which you view as desirable has not yet taken place.)

Model. *It's time to go to bed. The clock has just struck eleven. — It's time you went to bed. Didn't you hear the clock strike eleven?*

1. Dinner is ready. It's time to sit down to table.
2. The sun has risen. It's time to start off.
3. The party is nearly over. It's time to be moving.
4. It's time for all of you to make plans for the coming holidays.
5. Although you are tired it's time to get going or we shall miss the train.

Exercise 71.

Express your wish that something might happen or your regret that it happened (did not happen).

1. He wished (to be able to persuade you) to change your plans.
2. We wish (to be present) at your concert yesterday.
3. I wished (it to be) an ordinary day.
4. I wish it (to happen) to anybody but him.
5. I wish (to be able to put an end) to her constant complaints.
6. I wished I (not to write) that awful letter.
7. Oh, how he wished he (to begin) his life anew!
8. I wish it (to rain) now.

Exercise 72.

Try to persuade somebody (who is not quite willing) to do something for you as a favour. Begin with "I wish". Make use of the cues below.

not to use one's phone for a long time; not to be late for lunch; to write somebody about something; to leave somebody alone; to show somebody around the place; to spend too much time chattering; to lock the door each time one leaves the flat; to come to the party; to make a little less noise; not to smoke in here

Exercise 73.

Replace the infinitives in brackets by appropriate subjunctive mood forms. Relate the jokes to your partners. (Be sure that the chosen mood form is suitable for the situation.)

1. "Did you suggest while talking with your wife that it is high time you (to practice) economy?" — "Yes." — "Any results?" — "She insisted that I (to give up) smoking."
2. "Is your wife economical?" — "Sometimes. Yesterday she had only 26 candles for her birthday cake though it was necessary that she (to have) 40."
3. "It's time we (to have) lunch. You seem to have forgotten about it. I wish I (to have) lunch elsewhere!" — "You are unjust. I tried to be on time. I prepared cutlets, but they caught fire and it spread to the apple tart, so it was necessary that I (to take) the soup to put out the fire."

Exercise 74.

Express your fear or apprehension of some future event. Begin with "I fear" in more formal speech or "I am afraid" in less formal speech. (Use subjunctive mood forms or modal verbs as required.)

Imagine that:

1. You are out in the rain without your raincoat.
2. You are not sure whether you will get tickets for the coming first night performance.
3. You are putting on weight.
4. You do not have enough time to pack your bag.
5. You are not sure whether you will be able to unlock the door.
6. You are not quite sure whether you will pass your exam.
7. You are not quite sure whether you will be able to recognize somebody you haven't seen for years.

8. You have some shopping to do, but you are not quite sure whether you'll be able to do it during your lunch break.
9. You are sure you won't sleep well. You are too nervous.

See 2.3.4.

Exercise 75.

How is comparison expressed in the sentences below? Is the action in the subordinate clause presented as fact or as something contrary to fact? Make a list of the verbs immediately followed by subordinate clauses of comparison or predicative clauses. Translate the sentences into Russian.

1. It was almost midnight before Ian rang. Julia felt as if she had been waiting forever.
2. Mrs. Ansley looked at Mrs. Slade as if she were looking at a ghost.
3. He looked as if he had just come from a cocktail party.
4. It was as if she were invisible and Hurstwood helped her.
5. He sounds as though he knows what he is speaking about.
6. Geoffrey flashed a queer look at the tense face of his wife. "Did Mrs. Godfrey tell you that?" It was almost as if he were surprised.
7. I led the group through the lobby. The technician was young and kept yawning as though he hadn't slept for weeks. People who work at night all look as though they are being punished for some nameless sin. The policeman's shoes on the bare floor of the lobby sounded as though they had lead soles.

Exercise 76.

Replace the infinitives in brackets by appropriate mood forms to compare events in subordinate and principal clauses. Determine the type of the subordinate clause in each case.

1. Rosa's mother was staring with a hand over her mouth, staring at the tall dark woman who was her daughter as if she (to see) her for the first time.
2. He wore an expensive suit and his shoes were highly polished. His face was always flushed as if he (to run) and kept lifting it from the notes and looking round like a nervous animal drinking.

3. It seemed to her at this moment as though she (never to be away). She would forget those eight years.
4. He held a letter in his hands for a long time, then turned it over and looked at the back as if this blank side (to be) also important.
5. It looked as if his father (to be) right.
6. He had spoken as if Ralph (not to be) near the place for months.

Exercise 77.

Rewrite the sentences to express comparison.

Model. *He looked at me and it seemed that he did not believe me.*
He looked at me as if he did not believe me.

1. He felt very much uncomfortable, and it seemed to him that something in him was collapsing.
2. It seemed to her at times that her brain could hardly force her feet to obey her will.
3. When I look at you, it seems you have had trouble, young fellow.
4. They just got very red in the face and tried to walk to their places showing that nothing had happened.
5. He always produced an impression that he was suffering from a sense of injury, past or to come.
6. He nodded, as it seemed to him that she had answered.

Exercise 78.

Express your disagreement with the statement below. Follow the model.

Model. *A. He was very glad to see you, I'm sure.*
B. Really? But he looked as if he were not glad to see me at all. I thought he disliked me very much.

1. My dear child, they sent you to bed because it was very late.
2. But he does everything you ask him readily.
3. He likes to speak on the subject.
4. She is quite happy it has turned out so well for you.
5. I'm awfully sorry he is leaving.
6. He tries to produce a good impression.

Exercise 79.

First think of English equivalents for the underlined parts of the Russian texts, then translate the texts into English.

- A. Смущенный тем, что в первый же визит к Гетсби я засиделся допоздна, я подошел к хозяину дома. Он был смугл и выглядел так, как будто очень тщательно следил за своей внешностью. Я хотел извиниться перед ним за то, что я не узнал его в саду, но он, казалось, даже забыл об этом. Он улыбнулся, и мне показалось, как будто он очень рад, что я ухожу последним, как будто он все время только этого и хотел.
- B. Гетсби листал журнал и время от времени поглядывал на окна, как будто там происходило что-то тревожное. Наконец он встал и сказал, что идет домой. «Никто не придет к нам, слишком поздно», — сказал он и взглянул на часы, как будто очень торопился. «Я не могу ждать целый день». — «Но сейчас только без двух минут четыре». Он снова сел в кресло, как будто я толкнул его, и вдруг послышался шум подъезжающего автомобиля.
(*after S. Fitzgerald*)

Exercise 80.

Describe people's actions like you would do while writing an essay.

Model. *He tried to find the key in his pocket ...*
He tried to find the key in his pocket as if he didn't remember that he had left it at home.
There was a look of genuine concern on his face.

1. ... took up her work and began to sew
2. ... continued to speak in the same tone
3. ... took her hand from his arm, looked at him
4. The interview turned out very simple. The manager spoke to me
5. She came over to me with that funny look on her face
6. He spoke in a low steady voice and he sat up straight
7. First he nodded politely and then his face broke into that radiant and understanding smile

See 2.3.5/2.3.6.

Exercise 81.

Are the underlined verb forms used to denote a) an imaginary condition, b) a real condition or motive for some other event, c) an event for the realization of which there is no condition? Make a list of forms for a), b) and c).

1. "I never said I wanted to take the boy away from his mother. If I found them, naturally, I'd take them both in. If she wanted to come, I mean." — "Would you take them both?" — "Yes, I would."
2. When she got off the train at Grand Central, Allison spotted Lewis Jackman immediately. His height would have made him recognizable even if she had forgotten his face.
3. If Stephen had been brought up in England he might have felt ill at ease at entering into conversation with a young girl.
4. "I've told you I can't do anything without Granny. When she makes up her mind it's made for ever." — "I'm staying in the village for a day or two. I'll be at the Haywain if you should change your mind."
5. I believe these will interest you. In case you should get any ideas, these are copies and I have the originals.
6. "It would be interesting to know how to write on papyrus. Why doesn't everyone learn?" — "It isn't necessary." — "Not necessary, perhaps, but it would be pleasant."
7. I examined the two women carefully, wondering if either of them was Anna, but I was sure that neither was. I should have known her at once.
8. So why not sit where prices are lower even if the service isn't as fancy?
9. At any other time I would have been fascinated to watch what was going on. At that moment, however, there was but one thought in my mind.
10. Philip, even if his bashfulness had permitted him to be talkative, was forced to hold his tongue.
11. He raised himself from the couch and was trying to walk. But his legs failed him almost at once and but for Henet's rapid assistance he would have fallen to the ground.
12. She went to bed quickly, not wanting to indulge her desire to prolong the argument and perhaps get involved in a row. She would have liked the row, but she had to be up at seven the next morning to be on the set, bright-eyed, by eight.

13. Oh, God forgive you! How could you strike an old woman like that?
14. "How sad it is!" murmured Dorian Gray. "I shall grow old, and horrible, and dreadful. But this picture will remain always young. If it were only the other way! If it were I who was to be always young, and the picture that was to grow old! For that I would give everything! Yes, there is nothing in the whole world I would not give! I would give my soul for that!"
15. Her appearance was entirely forbidding or it would have been to anyone less experienced than I was.
16. But for him you would be enjoying this adventure now.

Exercise 82.

In the exercise above determine the type of the sentence (clause) in which the underlined forms are used to express unreal or imaginary condition or consequence. Are the events denoted by the underlined verb forms presented as a) prior, b) posterior (non-prior) to another event?

Exercise 83.

Match each Russian sentence to an English sentence from the list on the left.

1.

- a. Если будут какие-либо новости, пока меня здесь нет, свяжитесь со мной. (Вполне возможно, что это случится.)
- b. Если все же будут какие-либо новости, пока меня нет, свяжитесь со мной. (Я не думаю, что это случится, но как знать?)
- c. Если бы были какие-либо новости, пока меня не было, вы бы со мной связались. (Я уверен, что этого не было.)
- d. Если бы были какие-либо новости, пока меня не было, вы бы мне сейчас об этом

- a. If any news should come through while I am away, get in touch with me.
- b. If any news had come through while I was away, you would have got in touch with me.
- c. If any news had come through while I was away, you would be telling me about it now.
- d. If any news comes through while I am away, get in touch with me.

рассказывали. (В мое отсутствие ничего нового не произошло, поэтому вам нечего мне сказать.)

2.

- a. Если команда выиграет этот матч, она займет первое место. (За последнее время она стала играть гораздо лучше, и это вполне возможно.)
- b. Если команда все же выиграет этот матч, она займет первое место. (Это, конечно, возможно, но весьма сомнительно, так как у нее очень сильный соперник.)
- c. Если бы команда выиграла этот матч, она бы заняла первое место. (Но этого не случилось.)
- d. Если бы команда выиграла этот матч, она бы заняла первое место. (Но все понимают, что это не случится, так как она уже проигрывает с крупным счетом.)

Exercise 84.

Provide a short context for each of the sentences to explain to the listener why in your opinion the events described in the sentence are unlikely. What will (or would) you do if they were to (should) take place?

Model. You get a letter from a friend of yours.

If I were to (should) get a letter from a friend of mine, who is not fond of letter-writing, I'd (I'll) be very much surprised. Why, I haven't heard from him for years!

1. It suddenly becomes very hot in spring.
2. A person you know as a bore suddenly tells a funny story.
3. Somebody speaks very favourably about you.

- a. If the team had won the game, it would have gained first place.
- b. If the team wins the game it will gain first place.
- c. If the team should win the game, it will gain first place.
- d. If the team were to win the game, it would gain first place.

4. Your friend who is a good student runs into difficulties.
5. You find a treasure.
6. A rare book you are eager to buy is on sale.
7. Your parents allow you to do things your own way.

Exercise 85.

Under what circumstances would a person say the following?
Provide a context sufficient to indicate why these events
are contrary to fact.

1. It would not surprise me if he didn't want to see me now.
2. I am familiar with his views. — I'd be surprised if you were not.
3. If I had known that you are here, I'd have brought her along.
4. If it were somebody else and not you, it would make a lot of difference.
5. He'd be simply astonished if you addressed him in his native tongue.

Exercise 86.

Tell your partners in as much detail as you can what you'd do if:

1. You were graduating now;
2. you were looking for a job;
3. you were given an offer to translate a book;
4. you were offered the position of a school teacher;
5. you wanted to get a driving license;
6. you planned to have your flat repainted and redecorated;
7. you invited a number of friends to dinner;
8. you missed the last train.

Exercise 87.

Make mini-dialogues to express your preferences. (Use some of the sentences below.)

Model. A. *Let's go to the pictures, shall we?*
 B. *Thanks, I'd rather have a walk.*

A. *Have a cigarette?*
B. *I'd rather not, thank you.*

A. *I think I'll go to a football match.*
B. *I'd rather you didn't.*

- A. Let's have a swim.
B. I'd love to!*

1. What about a glass of orange juice?
2. Do you fancy something to eat?
3. Why not go to a variety show today?
4. What program do you prefer? There's football and one of those wild life films, about elephants in Africa.
5. Shall I call for you?
6. Then it is settled. We shall meet, but when: on Monday or on Tuesday?
7. How about dining out today?
8. Will you stay for tea?

Exercise 88.

Under what circumstances would you say the following?
(Make use of the cues below.)

1. I'd be very glad;
2. I'd be unhappy;
3. I'd be delighted;
4. I'd be very grateful;
5. I'd love to;
6. I'd be very pleased.

(to see smb., to be of help, to be of assistance, to do what I can, to give you a hand, to welcome you home)

Exercise 89.

Express your opinion. (The following pattern often used in colloquial speech may be helpful here.)

- Model.** *A. The book is rather dull.
B. I shouldn't say so. or: I should say it is.*

1. He is so wonderful with children.
2. She is very good-looking.
3. He wasn't very popular with his fellow-students.
4. He looks older than he is.
5. He has a good head for physics.
6. Her spelling is shocking.
7. She is very warm-hearted and generous.
8. He is good for nothing.

Exercise 90.

Translate into English. (Use modal verbs or subjunctive mood forms in compound or simple sentences.)

1. Если бы ему не нужно было так спешить! С ним тогда ничего бы не случилось.
2. А что, если она не получит вашу телеграмму вовремя?
3. Пусть ваша жизнь будет долгой и счастливой!
4. У него были трудности в работе, иначе я бы не вмешался.
5. Если бы Джордж был сейчас здесь! Мы бы так хорошо повеселились.
6. Если бы не шляпа этой женщины, мы бы отлично видели весь экран.
7. «Хорошо, что никто не остановил вас». — «Да, тогда я бы оказался в затруднительном положении».

Exercise 91.

Below are two mini-dialogues. Translate them into English. (Use subjunctive mood forms as appropriate.) Reproduce the dialogues with your partners.

1. Я не знаю, слушал ли меня Стриклэнд. Он, казалось, был весь погружен в свои мысли (*to be occupied with his own thoughts*), и, конечно, без болтовни датчанина разговор бы не получился. Когда он ушел, я сказал Стриклэнду: «Дирк думает, что вы великий художник. Вы мне покажете свои картины?» — «Это еще зачем?» — «А вдруг я захочу купить одну из них?» — «А вдруг я не захочу ее продать?» (*after W. Somerset Maugham*)
2. Элиза. Если бы я только могла вернуться к моей цветочной корзине! Я бы не зависела сейчас ни от вас, ни от отца, ни от целого мира. Зачем вы отняли у меня эту независимость?

Хиггинс. Вы не должны беспокоиться. Я вас мог бы удочерить. Или, может быть, вы предпочли бы выйти замуж за Пикеринга?

Элиза. Я бы не вышла замуж даже за вас. А вы ведь моложе мистера Пикеринга. (*after B. Shaw*)

Exercise 92.

- A. Answer the following questions about students' life. Work in pairs.

1. Would you say you suffer from exam nerves?
2. Would you say last minutes revision before an exam is helpful?
3. What would you do if you had to catch up on a lot of the work that you are behind with?
4. Could you say that you sometimes forget things in the middle of an exam?
5. Some students fail because they don't read the questions properly. Could this be said of you?

B. Make a dialogue-interview between a young teacher and a school inspector. (Ask questions and choose among the suggested answers.)

1. What would you do if the class didn't settle down when you come in?
2. What would you say to encourage a pupil?
3. What would you say if you wanted to express your displeasure at a poor answer?
4. What would you do if a pupil didn't understand the rule which the rest of the group understand very well?
5. What would you do to help a pupil who has missed many classes?

Suggested answers:

1. I would speak to them individually.
2. I would ask why they are not doing very well.
3. I would ask them for an explanation for their poor performance.
4. I'd make him do the work after classes.
5. I'd say: "Please, be quiet!" or "Please, talk outside and not in the lecture."
6. I'd say: "This is good work," "Well done," "The way you did this was very good," "Fine."
7. I'd try to show that the answer isn't adequate.
8. I'd ask one of the students to explain it to him.
9. I'd ask him to stay after the class and ask for an explanation. Depending on what this explanation is I'd ask another pupil to help him to cover the material and catch up with the other pupils.

REVISION EXERCISES

Read through 1.2.0—2.3.6 of the “Finite Forms” in “Theory” and be ready to discuss the following problems.

1. What grammatical categories do the finite forms of the verb have?
2. What factors govern the choice between aspect forms?
3. What events (present, past or future) are generally expressed by each tense form: present, past or future?
4. When is it obligatory or possible to use present tense forms to express future or past events?
5. What does the perfect form indicate as compared with the corresponding non-perfect form?
6. What forms may be used to present events as non-prior, non-posterior to another event or situation?
7. What form will be used to express two or more parallel actions non-prior, non-posterior to some other action or situation?
8. What is the difference in the presentation of repeated actions by the continuous form and the common form?
9. Can the continuous form be used with stative verbs?
10. What is the difference in the presentation of the event by the constructions “used to do” and “would do”?
11. What is the difference in the presentation of the action by the continuous form or the common form with such indications of time as “from three to four”, “all night long”, etc.?
12. What verb form is generally used to express events posterior to another situation (in present or past time contexts)?
13. What is the difference in the indication of a posterior event by a common form or a continuous form?
14. What forms are used to present events completed before another event, moment or situation?
15. What forms will be used to present an event completed before an action which is still in progress?
16. How is it possible to present an event as being in progress for some time before another event and at the time of it?
17. When is it possible to use the continuous form to present events as completed before or interrupted by another action?

18. When do we use perfect forms in clauses of time or in object clauses?
19. What forms can be used to present two parallel events begun before another situation and still in progress at the time of this situation?
20. When can we use present perfect forms to express prior events?
21. What does the grammatical category of voice indicate?
22. What types of passive constructions do you know?
23. What are the main restrictions to the use of passive constructions?
24. How is it possible to discriminate between simple verbal predicates with the verb in the passive voice and compound nominal predicates with Participle II as predicative?
25. What are the main communicative functions of passive constructions? When are they preferable to the corresponding active ones?
26. What mood forms are used to present events as a fact, as an urge to action, as something likely, unlikely or even contrary to fact?
27. What mood forms are used in nominal subordinate clauses?
28. What mood forms are used in simple and compound sentences?
29. What features of the context are important for the use of the subjunctive mood in each type of a clause in a complex sentence?
30. When are perfect forms of the subjunctive mood used in each type of a clause?
31. When are perfect forms of the subjunctive mood used in a simple and compound sentence?
32. What mood forms are used to present events as a) necessary, desirable and possible; b) necessary, desirable but contrary to fact; c) expected with fear or apprehension; d) comparable to another event; e) imaginary condition or motive for some other event; f) something that cannot take place because there is no condition for it?

Exercise 1.

Comment on the use of the underlined verb forms in the following snatches of conversation.

1. A. Good morning. Did you sleep well?
B. Yes. Very well.
A. Cereal?
B. No, thank you. Just coffee and toast.
A. Are you sure you wouldn't like a cooked breakfast? There

are sausages and eggs.

B. No, thank you.

2. "Where have you been all the evening?" he demanded. Her eyes dropped. "Out," she said.

"Where were you?" It was almost an accusation.

"Oh, here and there," she replied evasively. "No place special."

3. "Dikon!" It was Barbara.

"You called me by my first name," he said, "so perhaps you've forgiven me. I'm sorry, Barbara."

"Oh, that!" said Barbara. "I expect I behaved stupidly. You see it hasn't happened to me ever before."

Exercise 2.

Replace the infinitives in brackets by appropriate verb forms.

1. Where you (to be) and what you (to do)? You look so tired! Where you (to be) yesterday evening? I (to call on) you but there (to be) no light in the window.
2. Do you know this man? I (to meet) him rather often when we lived in the same town.
3. Where you (to put) my note-book? I (to put) it on the writing desk but somebody (to take) it evidently.
4. Why you (not to shut) the telephone booth? You will not hear anything. It's so noisy in the street. — I (to shut) it, but it (to open) again.
5. How you (to bake) such a tasty pie? I (not to know) you can bake. — I can't do it myself, but my sister (to help) me.
6. How you (to bake) the pie? It's rather tasty but the crust (to burn).
7. When you (to call) at their place last time and who (to be) with you? — Maisie and I (to call) on them on Saturday and I (not to be) at their place since then.
8. You (to read) the story? We are going to discuss it at the lesson. — No, I (not to read). I (to have) no time today.
9. I (to wait) for Elisa for a long time and I'm going to leave. Last time I (to wait) for her for half an hour but today I want to teach her accuracy.

Exercise 3.

Translate into English.

1. «Доброе утро! Ты хорошо спал?» — «Да, спасибо, мне было

очень удобно, и я проспал всю ночь, не просыпаясь: Обычно я плохо сплю на новом месте».

2. Что ты сказала? Прости, я не слышала. Если не трудно, повтори, пожалуйста, что ты сказала.
3. «Ну, как каникулы? Ты хорошо провела время?» — «Да, очень. Мне очень повезло, все время стояла хорошая погода».
4. «Как он отнесся к этой новости? Он не очень огорчился, что его проект пока не одобрили?» — «Нет, все было нормально. Он хорошо владеет собою и вел себя вполне спокойно».
5. «Извините, что я заставила вас так долго ждать. Я на минутку зашла к подруге, но не смогла сразу уйти». — «На минутку? Мне кажется, вы пробыли там больше часа».

Exercise 4.

Make dialogues with a partner on suggested situations.

1. Your neighbours have moved into a new flat. You are anxious to know if your friend has seen any of them since they moved out and if he has been to their new place yet.
2. You want to find out if someone you know has heard the latest news yet. He/she hasn't, as their radio was switched off in the morning.

Exercise 5.

Compare the use of the underlined verb forms in each set.
Explain the choice of the forms.

1. a. He became suddenly aware that she was speaking, that she had been speaking for some time. b. Lester hadn't spoken to Jennie of the newspaper story until she read it herself.
2. a. I have just seen Ricardo, I have come to know if I can be of any help. b. I said I had seen them around the hotel in Interlaken for two days. c. "I hope, we'll be seeing you again," he said as he offered his hand. d. Hardly had Anna opened the door of the evening school when Mr. Mynor came up to her and offered her a book that she wanted to read.
3. a. Let me be frank, father. I've been foolish and wicked. I've been terribly punished. I'm determined to save my daughter from all that. b. After I had been in the room about ten minutes I suddenly became conscious that someone was looking at me. c. I know I am being a baby but I can't help it. d. You are much handsomer than you used to be. You've

- made the acquaintance of Ellie, of course.
4. a. She has been coming nearly every evening since you went away, sir, always asking when you would come back. b. She rushed to tell him that an important message had come.
5. a. "We'll have tea on the verandah, please," said Fleur. b. I shall be back by six, and I hope you will have had a good sleep by that time.
6. a. Behind me, Joan asked anxiously, "What are you thinking about, Gordon?" b. "I've been thinking a lot about you and Del. Do you know, it's insane, but I was almost sorry when I heard."

Exercise 6.

A. Read the following text and account for the use of the underlined verb forms.

The Greeks believed that the Earth was fixed immovably as the centre of the universe and that everything rotated around it. This view was held almost without exception until Copernicus in 1543 asserted that the Earth rotated around an axis, that the Earth was one of a system of bodies that revolved around the Sun as a centre. Many people found it difficult to accept the revolutionary view that the Earth was rotating on its axis and also revolving around the Sun.

The invention of the telescope early in the 17th century opened a new era in astronomy. With his primitive telescope Galileo discovered the spots on the Sun, and from the observation of their apparent motion across the sun's disc, proved that the sun was rotating. He discovered the four major satellites of Jupiter and showed that they were revolving around Jupiter.

In 1718 Halley proved that some of the brighter stars had undoubtedly changed their position since the time of the Greek astronomers, Hipparchus and Ptolemy. If some stars were moving, it was logical to suppose that all the stars were moving. Halley concluded that comets which had appeared in the years 1531, 1607 and 1682 were one and the same; he also predicted that the comet would return towards the end of 1758. The discovery of the comet in 1758 was a conclusive proof that comets move around the sun under the control of the sun's gravitation.

The study of the universe as a whole forms the branch

of astronomy called cosmology. (*after "The New Universal Library"*)

B. Find English equivalents for the following.

1. Древние греки считали, что Земля неподвижна и что все вращается вокруг нее.
2. Коперник заявил, что Земля вращается вокруг своей оси.
3. Людям в это время было трудно поверить, что Земля постоянно вращается вокруг своей оси и к тому же обращается вокруг Солнца.
4. Он доказал, что некоторые звезды изменили свое положение с времен Птолемея.
5. Было естественно предположить, что все звезды постоянно движутся.
6. Он пришел к выводу, что комета, которая уже появлялась раньше, появится вновь.

C. Are you interested in astronomy? Do you know any interesting facts that you would like to share with your partners?

Exercise 7.

Account for the use of the underlined verb forms. Translate into Russian.

1. In the mid-5th century Britain had ceased to be part of the Roman Empire. The invaders from the German coastlands wore down the resistance of the Britons and completely destroyed the high material civilization of Rome.
2. The Angles and the Saxons were beginning to mingle before their arrival in England.
3. Knowledge of the settlements of the Anglo-Saxons increases yearly. Many villages have now been excavated. The country-dwellers lived in wooden huts, but the town-dwellers also used stone for domestic buildings.
4. Since the beginning of the century thousands of new words, mainly derived from Latin and Greek, have been created to meet the needs of the scientists and technologists. Borrowing from other languages continues, particularly from America, though here, more often than we appreciate, they are simply restoring words and expressions originally taken from English.

5. Africaans has developed directly from the 17th century Dutch, and although many words were borrowed from foreign languages, the construction and vocabulary of Africaans is still quite similar to Dutch.

Exercise 8.

Fill in the blanks. Check your version with the key below.

1. I ... the socks yesterday (штопала). I ... them for an hour (штопала). I ... two pairs (заштопала).
2. The painter ... a house (белит). He ... the walls (побелил).
3. She ... a dress for her daughter (шьет). She ... since yesterday (шьет). She often ... dresses for her child (шьет). She ... very many of them (сшила).
4. He ... his bicycle when I came (чинил). He never ... his bicycle and it was very difficult for him (не чинил). And you ... a bicycle ever (чинил)?
5. When I came to their place he ... his dinner (ел). He ... since morning and was very hungry (не ел). He ... his dinner and went away (съел).

KEY:

1. was darning, darned, darned;
2. is whitewashing, has whitewashed;
3. is making, has been making, makes, has made;
4. was repairing, had repaired, have repaired;
5. was having, hadn't eaten, ate.

Exercise 9.

Compare all the sentences in each set before translating them into English.

A.

1. When my friend came a) я все еще писала сочинение, b) я уже написала сочинение, c) я уже два часа писала сочинение, d) я уже писала сочинение.
2. While we work here a) он решает кроссворд, b) он уже решил кроссворд, c) он все еще решает кроссворд, d) он уже давно решает кроссворд.
3. When I became a student a) мой брат начал учить немецкий язык, b) мой брат выучил немецкий язык, c) мой брат уже

учил немецкий язык, d) мой брат уже давно учил немецкий язык.

B.

1. a) Он закрыл книгу, которую читал, и задумался. b) Я попросил его дать мне что-нибудь почитать, и он дал мне книгу, которую много раз читал и очень любил. c) Это очень интересный человек. Он много читал и многое знает. d) «Откуда вы об этом знаете?» — «Я читал об этом в одной старой книге». e) Он очень много читал в ту зиму. f) «Что ты делала вчера днем?» — «Я немного читала, а потом пошла гулять».
2. a) Покажи мне платье, которое ты купила. b) Где ты купила это платье? c) Я хочу переделать платье, которое купила весной. d) А где то платье, которое ты купила перед тем, как уехала в отпуск?
3. a) Расскажи мне, о чем вы говорили, когда я вошла. b) Ты с ним уже говорила? Что он сказал? c) Это тот самый человек, о котором мы только что говорили.
4. a) Наконец-то книга, над которой он так долго работал, вышла в свет. b) Он работал над этой книгой десять лет — с 1980 по 1990 год. c) С 1986 по 1994 год он работал над самым главным трудом всей своей жизни.
5. a) Давай условимся: я буду ждать тебя после занятий у выхода из университета. b) Если он будет ждать тебя больше десяти минут, он очень рассердится. c) Он тебя еще ждет, как ты думаешь? d) Сколько времени он тебя уже ждет?

Exercise 10.

Replace the infinitives in brackets by the appropriate form of the same verb in contrastive situations.

1. a. I (to be) up with him all night and now I must go off to my hospital patients. b. You (to be) far too romantic about it. I simply can't recognize you. c. I (to be) quite unsatisfactory all those years, I know, I (to be) better already, I hope you (not to be) ashamed of me in future. d. He took up the letter which (to be) in his hand when she entered and read aloud.
2. a. Pearl, be quick and go. Minnie (to wonder) why you do not come. b. I always (to wonder) about life in England in the country. Now I am beginning to know and I love every minute of it. c. Tom, where are you? Tom! Where is the boy, I (to wonder).

3. a. I could see that they (to say) something among themselves and I thought I would like to go among them and listen. b. She always remembered what he (to say) in his last letter.
4. a. As for tea, it will be ready in a minute. Katie (to make) some cakes specially for you. b. You are impossible. You (to make) me laugh. Look, people are staring at us. c. "I (to make) you a cup of coffee," she said, setting down the cup and a plate of sandwiches.
5. a. "You (to have) a lot of experience?" — "No, but I flatter myself that I've got a head screwed on my shoulders." b. As soon as we (to have) some tea, Finch, we shall go to inspect your house. c. After he (to have) that conversation with her he felt he could breathe easier.

KEY:

1. a. have been; b. are being; c. have been, am, won't be; d. was.
2. a. is wondering; b. have wondered; c. wonder.
3. a. were saying; b. had said.
4. a. is making; b. make; c. have made.
5. a. have you had; b. have; c. had had.

Exercise 11.

Replace the infinitives in brackets by appropriate verb forms.

Learn the dialogues and reproduce them with a partner.

Make a similar dialogue of your own trying to find out someone's whereabouts.

- A. — Mrs. Carson?
— Speaking.
— Oh, this is Mike. You (to hear) anything from Lynn since I (to phone) you on Thursday?
— Oh, Mike, I (to phone) you twice yesterday but couldn't get any answer. I thought —
— No, I (to be) out. At the works. You (to see) Lynn?
— I (to have) a letter. I (to have) a letter on Friday.
— Does she give her address in London?
— Yes, she does. I (to write) to her.
— What is her address?
— Oh, Mike, she told me not to tell you. That was the last thing in her letter. I'll be writing to you, she finished, perhaps next week. (*after W. Graham*)
- B. — Where's Jon?

- He (to go out) to look for you as a matter of fact.
- Did he? I must have missed him. When you (to arrive)?
- About half an hour ago. Jon tells you both (to go) to see some old friends of his this afternoon?
- Are we? I mean I (not to see) Jon since breakfast. He and Marijon (to go) into Penzance this morning to do some shopping.
- Oh, he must have arranged something when he was out there. I just (to wonder) what I could do with myself while you (to be out). (*after S. Howatch*)

Exercise 12.

Translate into English.

1. Первые американские колонисты не считали живопись серьезным занятием. Те картины, которые в это время висели в американских домах, были привезены из Англии. Конечно, в стране уже были и профессиональные художники, но это, как правило, были люди, которые до этого учились или работали в Европе.
2. Фенимор Купер (Fenimore Cooper) — первый крупный американский писатель — родился в 1789 году. За свою жизнь он побывал во многих местах, много повидал. Он родился и вырос на американской границе с Канадой, в течение нескольких лет был моряком, с 1826 по 1833 год жил за границей. Многое из того, что он видел и испытал, он описал в своих романах.
3. Микки Маус (Mickey Mouse) — герой американских мультипликационных фильмов — был создан Уолтом Диснеем (Walt Disney), когда тот работал над серией фильмов об Освальде-Кролике (Oswald the Rabbit). Микки впервые появился на экране в 1928 году, а к концу 1947 года было создано более двухсот фильмов о смешном и добром мышонке.

Exercise 13.

Account for the use of the underlined verb forms in the given text. Write out the underlined verb forms, and using them as cues retell the text. Discuss with your partners your understanding of a success in life.

George Meadows was now a man of 50 and his wife was a year or two younger. But it was not he that was the owner

of the houses but his mother, Mrs. Meadows. One day George's wife stopped me, on my way home.

"Whoever do you think is coming here today?" she asked me. "Uncle George Meadows."

I heard the story of Uncle George Meadows a dozen times, and it had amused me. Uncle George Meadows and Tom, his younger brother, had both courted Mrs. Meadows when she was Emily Green, 50 years ago, and she married Tom, George had gone to sea. George's wife asked me to look in and see him. I accepted.

I found the whole family assembled. On the other side of the fire-place sat an old man. He was very thin and he had lost nearly all his teeth. It was strange to look at them, these two old people, who hadn't seen one another for half a century and to think that all that long time he had loved her and she had loved another.

"Have you been married, Captain Meadows?" I asked.

"I said I'd never marry anyone but Emily, and I never have." He said this as a mere statement of fact.

"Well, one thing you've not done, George," said Mrs. Meadows, "and that is to make a fortune."

"I'm not one to save money," he said, "but one thing I can say for myself: if I had the chance of going through my life again I'd take it." I looked at him with admiration and respect. He was a toothless, crippled, penniless old man, but he had made a success of life, for he had enjoyed it.

Next morning when I saw Mrs. Meadows I asked:

"How's Captain Meadows?"

"When Lizzie took him a cup of tea this morning she found he was dead."

"Dead?"

"Yes. Died in his sleep. Well, I'm glad he came back," she said. "After I married Tom Meadows and George went away, the fact is that I was never quite sure that I had married the right one." (*after W. Somerset Maugham*)

Exercise 14.

Translate into English.

У старого Джерома не было собственных детей, и он воспитал приемных детей: Гилберта и Барбару. Гилберт быстро приобретал известность как художник, и Барба-

ра мечтала выйти за него замуж. У старого Джерома был брат, которого он не видел много лет. Неожиданно Джером получил письмо от брата, в котором тот писал, что умирает в бедности и просит Джерома помочь его дочери Неваде.

Некоторое время спустя старый Джером сидел за завтраком, читая газету. Невада, которая уже жила в его доме несколько месяцев и которую он уже успел полюбить, сидела вместе с ним. В это время вошла горничная и сказала:

— Мальчик-посыльный (*messenger-boy*) принес письмо мисс Неваде и ждет ответа.

Невада была счастлива, так как письмо было от Гилberta, но она не ответила ему ни слова.

Прошло два месяца. Старый Джером и Невада ушли в театр, а Барбара сидела одна в кабинете. Гилберт опять прислал письмо Неваде, но оно пришло после того, как она уехала в театр. Не успела Невада вернуться из театра, как Барбара подала ей письмо. Но Невада опять не стала читать его. И здесь Барбара все поняла, ведь с сотворения мира ни одна женщина не является для другой тайной.

— Гилберт пишет, — сказала она, взяв письмо, — что он очень просит тебя зайти к нему домой после театра. Наверное, он писал это письмо после того, как хорошо пообедал, — добавила Барбара, улыбаясь.

Едва Барбара вышла, как Невада бросилась на улицу. Начался сильный снег и дул ветер, но ничто не могло остановить ее. Если Гилберт попросил ее прийти так поздно, значит, с ним что-то случилось.

Гилберт еще работал, когда Невада добежала до его студии.

— Вы написали мне в письме, чтобы я пришла, и я пришла, — сказала она.

— Неужели вас не удивило, что я попросил вас прийти ко мне одну и так поздно, к тому же в такую погоду?

— Конечно, нет, — сказала Невада. — Там, где я жила раньше, если нас просили о чем-нибудь, то мы обязательно выполняли просьбу, а там постоянно шел снег, дул ветер или шел дождь.

— А вы сами читали мое письмо? — спросил Гилберт.

— Нет, — сказала Невада, — я не умею читать. Там, где я выросла, некому было учить детей читать. Ваше письмо прочла мне Барбара.

Гилберт сделал предложение Неваде, и некоторое время спустя, когда молодая пара возвращалась домой после женитьбы, он вдруг спросил:

— А знаешь ли ты, что было действительно написано в этом письме? «Моя дорогая мисс Уоррен, вы были правы, это действительно была гортензия (hydrangea), а не сирень (lilac)». (*after O. Henry*)

Exercise 15.

Account for the use of the verb forms in the anecdotes.
Reproduce them in class.

1. *Judge*: “What is the defendant’s reputation for veracity?”
Witness: “Excellent, your honour. I’ve known him to admit that he’d been fishing all day and hadn’t got a single bite.”
2. “What made you quarrel with Conrad?” — “Well, he proposed to me again last night.” — “Where was the harm in that?” — “My dear, I had accepted him the night before.”
3. “What did she say when you proposed to her?” — “I did not propose. Before I got a chance she told me she loved Emerson, Longfellow and Poe; and what chance did I have with a girl who is in love with three other fellows?”

Exercise 16.

Account for the choice of the underlined verb forms.
Translate into Russian. Do these texts remind you of any personal experience you would like to share with your partners?

(Telephone conversation. Two university teachers are talking.)

- I. A. How is your philology class?
B. You know, I made it completely voluntary with the students, and you know, funny enough, students kept coming in and saying: “Can I do philology, please?” So it is growing rather than diminishing.
A. Yes, I see, you feel pleased that students are interested in language.
B. But the other lecturer, Tom — his reaction to it is: “Well, they are only trying to distance themselves from literature,”

and then he says: "You know, literature should be experienced, not studied."

A. Well, it's fine until you've got them writing exams and they feel so deep that they can't express. It encourages a lazy student to go to his professor and say: "I read a book last night and it moved me so much that I can't talk about it."

B. And how do you get on with Lesley?

A. Oh, we get on quite well — rare occasions I see him. Well, at the moment he is in Birmingham, he's giving 14 lectures.

B. He's probably got plenty of work to do.

A. I don't think giving lectures takes a lot out of him. Have you ever heard him?

B. No, I haven't.

A. He is a brilliant lecturer.

B. And have you ever heard Professor McNight lecture?

A. No.

B. I only ever went once, it was enough. I can't even remember what he was doing the day I went to his lecture.

A. You know Professor Lawrence?

B. I know him by sight but I haven't heard him lecture.

A. Charmer, an absolute charmer is Lawrence, and a wonderful lecturer.

II. I know another person whom I keep reminiscing about, a man called Carrigan. I used to sit in front of the row and could neither read what he was writing nor hear what he was saying. He mumbled into his beard and his letters were beautifully formed all alike. On one occasion at the end of the lecture an undergraduate walked over to him and said: "Excuse me, sir, would you clarify a point in your lecture which I could not understand?" "No," he answered. "It is perfectly clear from the notes."

Exercise 17.

Does the use of passive forms in the following extract help to construct this text?

One of my applications for employment brought an answer from a haberdashery warehouse, Smog and Burns. I was interviewed by a woman of about fifty years old, Mrs. Rosalind Smalpack, the owner of Smog and Burns. I was to learn that she had once been the cook of Mr. Burns, a wealthy widower.

When he died he left her the warehouse that was the source of his wealth.

Though she gave the impression of masculinity she was bedecked with jewellery. She wore four bangles, gold earrings. Her taut neck was encircled by ropes of amber beads.

The surprise she had shown at seeing me on crutches was replaced by a calculating expression that dwelt on her face while she was considering the import of my disability. I had not expected this promising sign. She's thinking of putting me on, I thought. I wondered why. She was not the type who would be content with less than complete efficiency, and efficiency to her would be demonstrated by running feet answering a bell rather than by a man sitting quietly in a chair.

"You're crippled," she said. "I'll give you a job, but you can't expect me to pay you the rates I would pay a normal, healthy man. A capable youth of your age gets three pounds a week. I will pay thirty shillings." I hesitated looking at the floor. "Take it or leave it."

"All right," I said. (*after A. Marshall*)

Exercise 18.

Read the text and say why the doer of the action expressed by the underlined verb is not indicated here. Translate into Russian.

The question of the origin of language has given rise to much discussion. Attempts have been made to trace the origin of language through the "parent languages" of older civilizations. But these attempts throw little light on the question of origin. In the 19th century attempts were made to define any language by the race speaking it, but it has since been proved that languages cannot be classified according to ethnical characteristics.

The question of linguistic progress remains equally open. Language is constantly changing in sound and inflexion, in syntax and in vocabulary. New forms are created by analogy with existing forms. It has been argued that the sounds of a language at one particular stage are easier to pronounce than at others, but this doctrine together with the doctrine of morphological progress has now been rejected. There is little absolute in changing linguistic phenomena. It is possible to conceive of a relative degree of progress, but absolutely the

history of language is also the history of society and civilization.
(after "The New Universal Library")

Exercise 19.

Translate into English.

A.

1. Ей объяснили новое правило.
2. Ей объяснили, как это делать.
3. Нам объявили, что после занятий будет собрание.
4. Нам объявили результаты экзаменов.
5. Мне часто повторяли, что я должен заниматься спортом.
6. Когда вам продиктовали эти инструкции?
7. Вам объяснили, как пройти на вокзал?
8. Мне указали на мои ошибки.

B.

1. Все ему завидовали.
2. Детям очень часто прощают их шалости.
3. Ему было приказано явиться на другой день.
4. Ребенку пообещали новую игрушку.
5. Многие смотрели на него свысока.
6. Их обеспечили всем необходимым.
7. На ночь туристов разместили в новой гостинице.
8. Решения, к которым наконец пришли, удовлетворяли всех.
9. Он попросил предоставить ему отпуск на несколько дней, но ему не разрешили этого сделать, так как было очень много срочной работы.
10. Это очень редкая болезнь, и будут приглашены специалисты из других клиник, чтобы решить, как лучше поступить в таком случае.
11. О работах этого художника в свое время писали очень много, но сейчас о нем почти ничего не слышно.
12. Его выступления всегда слушают с большим интересом и смеются его шуткам и остротам.
13. Этот вопрос будет хорошо изучен, и им будут предоставлены все необходимые материалы.

Exercise 20.

Why are passive verb forms used in abundance in the texts below? Would it be possible to use active verb forms instead? Translate into Russian.

A. Libraries

The value of libraries as storehouses for the recorded experiences of mankind has been recognized from early times. In Babylon and Syria collections of clay tables were formed; the Egyptians introduced the art of writing on papyrus; and parchment was first used by the Greeks. During the reign of the Roman Emperor Augustus the first two public libraries were founded in Rome and twenty-eight are known to have been in existence by the 4th century A.D. But only the invention of printing which has been practiced in Europe since the 15th century provided the essential requirements for the kind of libraries with which all of us are familiar now.

B. Early English literature

The term “English literature” is applied to literary expression and communication in English in Great Britain. The earliest documents of English literature, the Anglo-Saxon poems, were compiled and edited in the 11th century by monks. It is not known how many failed to survive or what alterations the monks may have made. The Christian poetry of the Anglo-Saxons is less original and less formally beautiful. Much of it was preserved by the medieval scribes. Anglo-Saxons prose had an educative purpose: it was intended to instruct and inform. The great pioneer of Anglo-Saxon prose was King Alfred who tried to sustain Anglo-Saxon culture in the Chaos of the Norse invasions.

C. Shakespeare's plays

1. The tragedy “Julius Caeser” was written by Shakespeare in 1599. The chief character of the play is Brutus, who is persuaded by Cassius to join the conspiracy against Caesar. Caesar is murdered in the Capitol by the conspirators. Mark Antony rouses the citizens against the conspirators and forces the conspirators to leave Rome. Octavius, the nephew of Caesar, joins forces with Antony, and Brutus and Cassius are defeated. The story is drawn from North’s revised (1595) version of Plutarch’s Lives.
2. In the comedy “Taming of the Shrew” Christopher Sly, a

drunken tinker is put to bed and treated on waking as a man of quality, newly cured of madness. Before him is presented the play which treats the wooing of Catherina, the Shrew, by Petruchio. The play was first printed in 1623 and is conjectured to have been partly written by another hand. In the most familiar passage of the play Catherina pronounces at last that obedience is the duty of a wife.

Write a short summary of some other play by Shakespeare on analogy with those given above in parts.

Exercise 21.

A. Translate into Russian paying particular attention to the underlined verb forms. The utterances are taken from Simeon Potter's "Language" and were used by the author in his critical survey of the works of different linguists.

1. A full critical bibliography is appended to each chapter of A.C. Baugh's book "A History of the English Language".
2. A masterly essay on the English language has been contributed by Ch. Onions.
3. This book is specially recommended to students in their first year.
4. An initiation into Indo-European philology is offered by A. Meillet.
5. The prehistoric backgrounds are well portrayed by H.M. Chadwick.
6. Sweet's Anglo-Saxon Primer has been revised by N. Davis.
7. The substance of this book is summarized and extended in the opening chapters of his new work.
8. A technical examination of sentence structure is undertaken by O. Jespersen in Analytic Syntax.
9. The Concise Oxford dictionary was revised and reissued in 1951 by E. Macintosh.
10. A useful supplement to Fowler's dictionary is provided by E. A. Partridge.
11. These are the principal sources from which the earliest evidence is derived.
12. English summaries of A. Meillet's book are given by W. Graff and M. Pei.
13. A bibliography of writings on the English language has been complied by A. Kennedy.
14. These publications enable the student to ascertain what

investigations are now being attempted or contemplated in the various branches of English studies.

B. Translate into English paying particular attention to the underlined parts of the Russian utterances. Make use of the material given in Part A of the exercise.

1. Эта книга рекомендуется студентам начальных курсов.
2. Работа снабжена богатым иллюстративным материалом.
3. Опубликованная в этом сборнике статья была написана известным лингвистом.
4. Этот словарь был пересмотрен, расширен и отредактирован одним из его авторов через несколько лет после выхода первого издания.
5. Практический анализ структуры предложения дается автором во второй части его грамматики.
6. В конце работы дается большое приложение.
7. Первые сведения об истории английского языка мы получаем из этих письменных памятников.
8. Автором был составлен большой список литературы по данным вопросам.
9. Ученый должен знать, какие новые исследования проводятся или планируется проводить в интересующей его области.

C. Write a few lines about the works or a work of some outstanding linguist.

Exercise 22.

A. Read and say if these facts about primary and secondary education in Britain are known to you. Translate into Russian.

1. State primary and secondary education in England is free; management is paid by public funds, provided and maintained by local authorities.
2. Voluntary schools are often run by religious dominations.
3. During 1977 and 1978 the newer methods (learning by doing — use of projects, broadcasting, television, language laboratories, etc.) have been subjected to scrutiny and attempts have been made to evaluate them.
4. In infant schools children are taught to read, write and count.
5. In junior schools normally one teacher teaches all subjects to his or her class; French is sometimes taught.

6. Under the 1944 Education Act provision was made for selection of children for secondary schools. This was achieved by an examination which is called “the eleven-plus”, because of the age when children usually take it.
7. Grammar schools today are decreasing in number as the eleven-plus is phased out and the comprehensive principle is introduced.
8. Comprehensive schools take children without selection and are controlled by the local authorities.
9. About 5 percent of English children go to “independent schools”, to which fees are paid.
10. The most ancient and well-known are public schools, such as Eton and Harrow. Here fees are usually paid. They are between 1,500—2,000 pounds per year of tuition and board.

B. Write a short essay comparing the system of education in this country and in Britain.

Exercise 23.

What features of the context help you to identify the underlined words as subjunctive mood forms in each case?

1. She looked as if she were the least instead of the most important person.
2. And now this! I wish I'd never heard of Chris and Lisa.
3. She hated to show her feelings and found it difficult; yet she wanted to tell Bertha that if she were ever in difficulties she would find in her an old friend and a true one.
4. It would do you no harm to do a little brainwork too. It is absolutely essential that we should without delay map out a plan of campaign.
5. I have been very little in Langmouth since our last meeting, or I should have called before.
6. My mother often said that he (my father) would have run the household like a military camp if she had let him, and treated us all as though we were his “men”.

Exercise 24.

Single out all the subjunctive mood forms. Which of them are used to present events as likely, unlikely or even contrary to fact?

I ran across him in the street. We arranged to spend an evening together for old time's sake, and when I agreed to dine with him, he proposed that he should ask nobody else, so we could chat without interruption.

He had a beautiful old house in Queen Anne Street. I should think he earned ten thousand a year.

"I've done pretty well," he said, "but the strange thing is that I owe it all to one piece of luck."

"What do you mean by that?"

"Well, you remember Abraham? He was the man who had the future. When we were students he beat me all along the line. I always played second fiddle to him. If he'd kept on he'd be in the position I'm now. That man had a genius for surgery. When he was appointed Registrar at St. Thomas's I hadn't a chance of getting on the staff. I should have had to become a G. P. But Abraham fell out, and I got the job. He's got some two-penny—half-penny job in the medical at Alexandria. Of course it would be hypocritical for me to pretend that I regret what Abraham did. After all, I've scored by it. But if I were not personally concerned I should be sorry at the waste. It seems a rotten thing that a man should make such a hash of life."

I wondered if Abraham really had made a hash of life. Is to do what you want, to live under the conditions that please you, in peace with yourself, to make a hash of life; and is it success to be an eminent surgeon with ten thousand a year and a beautiful wife? I suppose it depends on what meaning you attach to life. (*after W. Somerset Maugham*)

Exercise 25.

Make a narrative of the story given in Exercise 24. Express your attitude to the problem discussed in it. Try to preserve the original mood forms.

Exercise 26.

Make new sentences with the phrases below to show that the events are true to reality, likely, unlikely or contrary to fact. Follow the model. Be sure that the sentence is an intelligible one.

Model I. they knew

They knew he had accepted this offer.

They said it as if they knew he would accept the offer.

If they knew he would accept the offer they would have acted differently.

I wish they knew what they were doing accepting this offer.

1. they were enjoying
2. you were planning
3. he were right
4. they were interested
5. I remembered
6. you understood
7. we left
8. he liked we parted
9. they returned

Model II. she would say

*To tell the truth I didn't expect she would say it.
Suppose I accepted this offer, what would she say?*

Would she say it to my face?

I wish you wouldn't say such things.

1. he wouldn't want
2. she would not let them know
3. they would meet
4. he wouldn't take anything seriously
5. I wouldn't listen
6. you would come
7. nobody would believe
8. somebody wouldn't understand

Model III. they should follow

It's important that they should follow these instructions.

He insisted on his demand that they should follow his instructions.

He said he was sure we should follow his instructions.

1. somebody should ask
2. live
3. get
4. find out, etc.

Exercise 27.

Translate into English. First think of English equivalents for the underlined parts of the Russian text, then translate the whole of it. (The English expressions below may be helpful here.) Relate the story to your partners and express your attitude to the events discussed.

Арлин начала плакать еще горше. Эдди присел на кровать рядом с ней.

— Ну, Арлин, — сказал он мягко, — не надо плакать. На твоем месте я не принимал бы все это так близко к сердцу. Я предлагаю тебе поехать в Канзас поездом. Кроме того, я не считаю, что так уж необходимо раздавать всем подарки.

— Я лучше умру, чем сделаю так, как ты предлагаешь. Я вечно стыжусь за своего мужа, которому приходится считать каждую копейку! Лучше бы я не выходила за тебя замуж! Ты не любишь меня, Эдди! — Она снова всхлипнула. — И настало время, чтобы ты наконец честно в этом признался.

— Но я люблю тебя! — запротестовал Эдди. — Просто у нас сейчас мало денег.

— Но ты легко можешь достать деньги. Твой менеджер звонил мне утром. Он предложил, чтобы ты дрался с Джо Принципом. Если ты выиграешь, ты получишь тысячу долларов. Тогда все было бы в порядке. Мне хватило бы этих денег.

Эдди понимал, что Джо гораздо сильнее его, и очень сомневался, что смог бы победить его. Но он не хотел, чтобы его жена чувствовала себя несчастной, и согласился драться. (*after I. Shaw*)

(all the more bitterly, to take something easy, to spread presents, to watch every penny)

Exercise 28.

First read the text and see how the actions (contrary to fact, imaginary or unlikely) are expressed. Then relate the story to your partners trying to preserve the original mood forms. Ask them to write a narrative of the story.

It was in the spring of 1833 that George Wimbash first made the acquaintance of "the three lovely Lapiths", the three sisters. The girls did not fail to impress him, especially Georgiana, but their conversation was so forbidding that but for the girls' superior beauty, he would not have the courage to follow up the acquaintance. During dinner the girls talked of nature and transcendental music. As to their appetite it seemed as if it did not exist at all. They looked at the food in such disgust as though the sole, the duck, the veal were objects revolting to the sight and smell. George, himself a hearty eater, looked at them with pity and some surprise as the girls looked healthy as if they had a capital dinner every day.

Once at a house party Georgiana said:

"People who love each other truly, should wish to die together and not live together!"

"Come, come, my dear," said her mother, "What would become of the next generation if all the world acted on your principles? In my young days I should have been laughed at if I'd said a thing like this!"

There was a little cry and Georgiana swooned sideways on Lord Timpany's shoulder.

The next day George sat waiting in the Lapiths' house, the ladies not having come down yet. He was very unhappy. At any moment his delicate beloved might die. At any moment she might become Lady Timpany. It was terrible. If she died he would die too. If she became lady Timpany... But suppose she loved Timpany; suppose she were in love with Timpany, though it seemed incredible that anyone should be in love with him, suppose she couldn't live without him?

Suddenly he saw a maid with a covered tray leave the kitchen and mount a winding staircase leading from the hall.

An irresistible curiosity made George follow the maid.

Where could she possibly go? — he thought. He turned the handle of the little door behind which the maid had disappeared and to his utmost surprise saw the Lapith sisters seated comfortable around a table piled with the most delicious food. The riddle was solved!

George rushed out of the room bursting with laughter. In the garden that afternoon George and Georgiana had a moment to themselves.

“I am so unhappy that you saw what we were doing. We never eat much in public or talk about food: It is considered to be so vulgar! I wish you had not seen us eating all that food. But you will keep it a secret. It would make us look ridiculous if people learnt what you saw there. Say, you won’t tell anyone!”

“I’ll tell everybody,” said George. “I’ll tell everybody no matter how hard you might implore me, unless...”

“But this is blackmail!”

“I don’t care!”

They were married at the New Year. (*after A. Huxley*)

Exercise 29.

Read the Russian text and choose appropriate English mood forms to render the underlined parts.

1. В конце концов, если у него есть какой-нибудь талант, я должна поддержать его. Если не дети, я бы не возражала против его занятий. Я могла бы быть также счастлива в маленькой студии в Челси, как и в этой квартире.
2. *Миссис Чивли:* Сэр Роберт, я буду с вами откровенна. Я требую, чтобы вы не делали этот доклад в парламенте. Я также хочу, чтобы вы сказали несколько слов о том, что правительство собирается пересмотреть вопрос об аргентинском канале и что у вас есть все основания полагать, что канал мог бы иметь большое международное значение.

Сэр Роберт Чилтерн: Боюсь, я не совсем хорошо понимаю, что вы имеете в виду.

Миссис Чивли: Очень жаль. Я проделала весь этот путь

из Вены только для того, чтобы вы меня хорошо поняли.

Сэр Роберт Чилтерн: Я не могу сделать то, на чем вы настаиваете.

Миссис Чивли: Вы хотите сказать, что вы не можете не сделать этого. Предположим, что вы откажетесь...

Сэр Роберт Чилтерн: Что произойдет в этом случае?

Миссис Чивли: Вы погибли бы. Произошел бы скандал, которого вы не смогли бы пережить. Если бы стало известно, что послужило началом вашего благополучия, вы были бы выброшены из общества. (*after O. Wilde*)

3. Он смотрел на нее так, как будто ожидал того момента, когда она повернет голову, чтобы взглянуть на него. Но она смотрела в другую сторону, как будто тщательно изучала, что происходит на корме.

4. — Джон, отец предлагает, чтобы мы поехали в Италию. Ты не хотел бы туда поехать?

Побывать в Италии с матерью! Еще неделю тому назад это было бы самым прекрасным, о чем только можно мечтать. Но теперь он почувствовал, что это предложение было сделано для того, чтобы он расстался с Флер.

Ирен не настаивала, как будто она поняла, что с ним происходит.

— Было бы лучше рассказать мальчику все, — сказал Джолион, услышав о разговоре. — Он бы понял!

— Невозможно сделать это так, чтобы он понял! Он еще слишком молод! — сказала Ирен.

— Очень странно, что мы с тобой без стыда рассказали бы свою историю всему миру, но боимся, как бы наш сын не осудил нас!

— Он не понял бы нас, даже если бы мы попытались рассказать ему все. Он сказал бы: «Как могла моя мать выйти замуж без любви!» Это показалось бы ему преступлением.

— О, зачем мы рождаемся молодыми! Если бы мы рождались старыми и затем молодели бы год за годом, мы понимали бы, как все происходит, и не были бы оба такими нетерпимыми. Но если мальчик действительно влюблен, он не забудет Флер, даже если вдруг и согласится поехать в Италию.

— Только узнав правду, он мог бы отказаться от

Флер! (after J. Galsworthy)**Exercise 30.**

Below is a dialogue between two English college teachers.

Single out subjunctive mood forms and reproduce the dialogue trying to preserve the original mood forms and any English words and expressions you may find useful.

- A. I wanted to ask you, is it this year that Stanford goes?
- B. No, next year.
- A. So it's not until next year that this job will be advertised. Have you heard Charles Hayward mentioned in this connection?
- B. Well, Stanford mentioned it casually to me that Hayward might try for it.
- A. Yes, I wouldn't be surprised at that. Really wouldn't.
- B. Hayward can't feel very comfortable where he is now, I should think.
- A. Do you know whether they have an image of the man they want?
- B. I haven't heard, but I should go for it only if it's language. My idea would be to teach language, and hire somebody to do the literature. But if Hayward went for it, I suppose he'd do the literature and hire somebody to do the language.
- A. Well, he wouldn't have to hire somebody, you see. He'd have you built in.
- B. I suppose if Charles Hayward went for it they couldn't do else but appoint him. On the other hand, you can never tell with them. They might say, "Why does he want to come here? If he's not happy there, is there any chance that he would be happier here?"
- A. That's true. But for a man coming from afar, there'd be a reason probably for wanting to make that change, wouldn't there?
- B. And then it would be odd because Hayward is going from the head of the department to a non-head of the department.
- A. Which, I suppose, one could represent quite reasonably. One could say that he wants to get on with some work and does not want the organization stuff.
- B. Which would sound good.
- A. Well, I suppose Charles Hayward can make a good case, anyhow.
- B. Yes, quite.

Exercise 31.

A. Give possible English equivalents for the following snatches or conversation that you might have overheard. Check them with the key items given in the list below.

1. Я бы не удивился этому, вовсе нет.
2. Я бы занялся этим.
3. Я думаю, что он стал бы заниматься только литературой.
4. Вот к чему все это свелось бы.
5. Ему не пришлось бы просить вас об этом. Вы бы сделали это сами.
6. Вы меня очень удивили. Я бы никогда не подумал, что это возможно.
7. Если бы он предложил свои услуги, им ничего не оставалось бы, как только назначить его на этот пост.
8. Если ему не нравится там, где уверенность, что ему понравилось бы больше в другом месте?
9. Человеку, приехавшему издалека, здесь могло бы понравиться.
10. С этой точки зрения было бы очень странно предположить это.
11. Это звучало бы вполне убедительно.
12. Я бы с удовольствием поговорил с ним.

KEY:

1. I wouldn't be surprised at that, really wouldn't.
2. I'd like to have a chat with him.
3. I suppose he'd do literature.
4. That is what it would amount to.
5. He wouldn't have to ask you for it. You would do it yourself.
6. You surprised me very much. I wouldn't have thought it possible.
7. If he went for it, they could not do else but appoint him.
8. If he's not happy there, is there any chance that he would be any happier in some other place?
9. For a man coming from afar, there'd be a reason that he will like it here, wouldn't there?
10. From that point of view it would be odd to suppose so.
11. It would sound quite good.
12. I'd like to have a chat with him.

B. Make mini-dialogues supplying sentences to which the key sentences (of Part A) could serve as responses.

Exercise 32.

Let us see now if you could speak informal English. Use the provided samples of spoken English to express

a) something that you want to take place:

1. I wish you would stop working.
2. I'd like to know where she is now.
3. I'd like a second opinion.
4. There is nothing I'd like more.
5. Would you care to join me?
6. I wouldn't mind a bit of lunch.
7. I'd settle for a cup of tea.

b) something that you can imagine as taking place:

1. I can easily imagine what it would be.
2. I think you'd be quite willing to do it.
3. I don't know what we'd all do without it.
4. I don't suppose she'd do it.
5. Don't you think that would be the way to do it?
6. I really believe that this would be a wonderful opportunity to do it.

c) something imaginary that does not (did not) take place because there is (there was) no condition for it. Say what would happen (would have happened) if the necessary condition existed (had existed).

1. If we had gone away and left him, he would have followed us.
2. He was very good to us and had any emergency arisen, he would have come to the rescue immediately.
3. If I went up there in the car, you would not catch up with me.
4. If you did meet the lady, you'd come away with a lot less wind in your sails.
5. Had her fiancé been that cousin of his, then I'd certainly not be recommending wedding bells.
6. I bet they would have seen it too, if there had been anything to see.

Exercise 33.

Compare the Russian and the English texts of the business letter — a sea booking which a European firm writes to a shipping company in the USA. Find the English equivalents for the underlined parts of the Russian text.

Уважаемые господа!

Один из наших высших руководителей, г-н Н., посетит конференцию в Нью-Йорке с 14 по 18 мая.

Мы были бы весьма призательны Вам, если бы Вы зарезервировали для него каюту I класса на судне "...". Билеты заберут при посадке.

В случае если требуемая каюта не может быть предоставлена на этом судне, будем призательны Вам за ответ факсом.

С уважением

...

Dear Sirs,

One of our senior executives, Mr. N, will be attending a conference in New York from the 14th to the 18th of May.

We should be obliged if you would reserve a first class cabin for him on the "...". Tickets will be called for at embarkation.

Should the required accomodation not be available on this sailing we should appreciate your answering by fax.

Yours faithfully

...

Exercise 34.

Write a short business letter with a request for hotel accommodation. Use the words and expressions given below, those of Exercise 33 (if necessary) or come up with your own suggestions.

- to reserve a suite;
- a single room with a private bathroom;
- to confirm the reservation;
- to forward somebody details about the city itself, the surrounding countryside, the places of interest, etc.

B. THE NON-FINITE FORMS (VERBALS)

GRAMMATICAL DESCRIPTION

See 1.0—1.2.0.

Exercise 1.

Consider the underlined verbals and name the grammatical categories in which they differ. Compare the finite and the non-finite forms of the verb. What problems do the verbals present for the Russian learner of English?

- I. a. *Infinitive*. I don't know who else to ask. I am glad to have asked you. You've helped me a lot.
 b. *Gerund*. I don't mind your asking him. He may be of help. I certainly disapprove of your having asked him. He has spoiled everything.
 c. *Participle*. He blushed asking this question. Having asked this question at last he felt relief.

Compare with finite forms.

I have asked him to do it. He promised to help. Have you asked him to do it? Very well, it cannot be changed now, but remember that he is not very reliable. As he was asking this question he suddenly blushed.

- II. a. It's a good idea to ask him this question. I don't call it pleasant to be asked such questions.
 b. It's no use asking him this question. I hate being asked questions.
 c. When asking questions he always looks away. Being asked such questions he always looks away.

Compare with finite forms.

They asked him many questions. He was asked many questions after the lecture.

- III. It never occurred to him to ask her the questions at the time. It is strange of you to be asking me for advice now. I need advice badly myself.

Compare with finite forms.

He always asks me many questions. I hope you realize you are asking me an indiscreet question.

See 1.2.1.

Exercise 2.

How is the event expressed by the verbal presented in each case:

- a) as prior to another event, action or situation; b) as simultaneous with another action or situation; c) as an event referring to no particular time; d) as posterior to another event, action or situation?

Translate the sentences into Russian.

1. Her mother was always in her mind, her mother and the children. In particular Martha and Veronica must have a better opportunity to do for themselves than she had. They should be dressed better; they ought to be kept longer in school; they must have more companionship, more opportunity to broaden their lives.
2. He must have loved that woman very much to have kept her photograph all this time, in spite of having lost her.
3. Mor sat rigid, leaning forward and still staring into his glass.
4. He was so settled in a daily determination to end the marriage, call off the public image, declare it null and void, that he didn't see the point of doing anything about it just yet.
5. Harris's notion was that it was he alone who had been working. George ridiculed the idea of Harris's having done anything more than eat and sleep.
6. Looking at his watch, Mor discovered that he had passed two hours in total absorption drafting the letters.
7. The two brothers, having read through the will, which was short, for there was nothing much to leave, sat on in the library silent.
8. Her books were on the window-sill. She appeared not to have read anything since she left school.

Exercise 3.

How is the priority of the event denoted by the verbal expressed in each case:

a) by the form of the verbal; b) by the position of the verbal in the sentence; c) by a preposition, preceding the verbal; d) by the semantics of the predicate verb?

1. Turning round, he stared at me, but I perceived that he did not see me.
2. After leaving the house and getting into her car, she started the engine and raced it in long spurts of noise in the cold night.
3. Except for a lack of youth, the guests had no common theme, they seemed strangers among strangers; indeed, each face, on entering, had struggled to conceal dismay at seeing others there.
4. Jody slipped into his chair without moving it, but Gitano stood holding his hat until Carl looked up and said, "Sit down, sit down."
5. Now that Pablo was back in the movement of the unit, Robert Jordan did not wish to talk against him, and as soon as he had uttered it, he regretted saying the thing about his ability. He knew himself how smart Pablo was.
6. I was five years old at the time it happened. Too young to know anything about it. I remember my mother and my father, of course, and I remember leaving home suddenly — being taken to the country.
7. Anne flushed with a sudden and uncontrollable anger. "It's perfectly untrue about Denis," she said indignantly. Recovering her calm, she added in her ordinary cooling voice, "You've become very protective towards poor Denis all of a sudden."
8. The following morning, having refused Elliott's telephoned offer to fetch me, I arrived safely at Mrs. Bradley's house.

Exercise 4.

Replace the words in brackets by the appropriate form of the verbal (infinitive, gerund or participle). (Remember that the non-perfect form of the verbs is sometimes used to denote prior events). Explain where and why it is possible here.

1. Now, (to observe) her more closely, he noticed the high cheek bones, the dense blue-black of the hair, and an occasional very slight movement of the hands that was distinctly foreign.
2. Lady Lapith made a few discreet inquiries, and (to find) that George's financial position, character, and family were all passably good, she asked him to dine.

3. After (to hang) up his hat and (to take off) his overcoat, he turned to Jenny with a smile on his tautly lined face.
4. I remember a cup of tea (to fall) off the table and (to be broken) — Elisa did that. And I remember her (to run) — suddenly (to run) for all she was worth down the path.
5. Five minutes later he ascended the incline of Bank Street, walked into the school, and (to inquire) his way of the janitor, found himself outside the classroom.
6. The company was supposed (to assemble) at seven-thirty in the Common Room which adjoined the masters' dining-room. Dinner was to be at eight.
7. Demoyte seemed (to decide) not to take any part in the conversation. He sat at his ease looking first at Mor and then at Miss Carter. Mor thought, "He wants to force us to talk so that he can observe us, old fox."
8. How is your poor head? I looked at your papers. You haven't any fracture. You must (to forgive) me for (to talk) so much.

See 1.2.2.

Exercise 5.

Are the form and the meaning of the verbals active or passive? Single out the words denoting the doer of the action (or its object). Give the Russian equivalents for the underlined verbals.

A.

1. a. It was shortly after that that I thought I heard movements in the room below me, which was the room I used as a laboratory. I merely mention the sounds to explain how I came to enter the laboratory. b. One other thing remains to be explained. Caroline's own attitude throughout the trial.
2. a. "I should like to see his room," said Miss Carter. "Is it here?" b. We were on a little plateau about half way up. There was no open country to be seen, not one acre where there wasn't a human being.
3. a. It doesn't do to make other people wretched. Also, women should be loved, it suits them somehow. Men, too. b. He knew he had been asked down to Wragby to be made use of. c. You must not laugh at me, darling, but it had always been a girlish dream of mine to love someone whose name was Ernest.

B.

1. I shook hands with him and settled down in the chair, pleased and reassured by the sincere warmth of his greeting.
2. His original estimate of the cost of the complete house was ten thousand pounds.
3. Secretly alarmed, Soames took refuge in bluster.
4. One day as Sedric was polishing off a sonnet, written in the Petrarchian form, his door opened and a man entered.
5. He led her up the stairs to show her the library. As they walked in silence between the tables, now loaded with books over which the senior boys were bent at their work, Mor found himself wondering whether Miss Carter remembered with any sort of interest that in the garden last night she had taken his hand in hers.
6. Then reverently he took the microscope up and accompanied by Christine, went into the room behind the dining room.

See 1.2.3.

Exercise 6.

Read the following and say:

a) whether the action expressed by the infinitive is presented as an action in progress at the time of another event or at a definite moment or whether the character and the time of the event are not specified; b) whether the action, denoted by the infinitive, precedes the action, expressed by the main verb; c) whether the subject of the sentence denotes the person who performs or undergoes the action, denoted by the infinitive.

1. "I think I'd better be going." — "Now then," he pleaded, "are you going to run away because of that?" — "No," she said, moved by a curious feeling of ingratitude, "but I ought to be going. They'll be wondering where I am."
2. Of all experiences in connection with towing, the most exciting is being towed by girls. It is a sensation that nobody ought to miss. It takes three girls to tow always; two hold the rope, and the other one runs round and round and giggles.
3. If one of these birds ever dies and falls on the ground and you happen to find it I wish you would show it to me because I think maybe you just imagine there is a bird of that kind in existence.
4. One evening when Lester happened to be lingering about the flat later than usual the door bell rang, and, Jenny being busy in

- the kitchen, Lester went himself to open the door.
5. Everything that happened seems to be coming back.
 6. I telephoned through to the doctor, which nobody seemed to have thought of doing.
 7. For about ten days we seemed to have been living more or less on nothing but cold meat, cakes and bread and jam.
 8. "She seems," he said, "to be a young lady of some resource."

See 1.2.1—1.2.3.

Exercise 7.

Before translating into English decide what English equivalents you would choose for the underlined parts of the Russian text. Give reasons for your choice.

A. Use infinitives.

1. а. Он, казалось, все понимал. б. Он, казалось, решил не принимать участие в разговоре. с. Он, казалось, слушал меня с большим вниманием.
2. а. Их объяснения кажутся вполне удовлетворительными. б. Бесполезно обманывать себя. А это как раз то, что вы сейчас, по-видимому, делаете. с. Она, по-видимому, ничего не читала, с тех пор как окончила школу.
3. а. Оказалось, что я знаю, как его зовут. б. Я случайно стоял совсем близко, когда он говорил об этом.
4. а. Интересно, сколько сейчас времени. Нам бы лучше уже возвращаться домой. б. Мы бы лучше пошли гулять. Ты ведь обещал нам это.
5. а. Она подумала о своем обещании Лестеру. Он, возможно, уже давно ждет ее. б. Может быть, он хочет знать, чем все это кончилось.
6. а. «Она, должно быть, страдает», — думала я. Мне было очень жаль ее. б. Она, должно быть, еще ничего не знает о том, что произошло.

B. Use Gerunds.

1. а. Я не против того, чтобы называть тебя по имени. б. Я не против того, чтобы меня называли по имени. с. Мне было неприятно, что меня назвали просто по имени.

2. а. Как случилось, что тебя послали в этот город? б. Как случилось, что письмо было послано в этот город?
3. а. После того как актер прошел пробу (to test), его пригласили участвовать в новом фильме. б. После того как доктор проверил мое зрение, он сказал, что оно несколько ухудшилось. с. Только после того как были проведены многочисленные испытания новой машины, удалось выявить ее недостатки.

C. Use Participle I.

1. а. После того как она пригласила своих друзей в гости, она вдруг узнала, что ей нужно срочно уехать. б. После того как ее пригласили и она приняла приглашение, она уже не могла не пойти туда. с. Приглашая их в гости, она еще не знала, что ей придется скоро уехать.
2. а. Придя домой так поздно, она очень боялась разбудить всех в доме. б. Придя наконец к такому выводу, он уже больше не колебался. с. Он не знал, что ему делать, придя к месту встречи на полчаса раньше остальных.

D. Use Participle II.

1. Оставшись один, он стал думать над тем, что произошло.
2. Когда его спросили об этом, он не знал, что ответить.
3. Овощи, выращенные в теплице, хуже тех, которые выращивают в открытом грунте.
4. Нужно выбросить увядшие цветы.
5. Выросший в других условиях, он никак не мог привыкнуть к тому, что его теперь окружало.

Exercise 8.

Read the Russian text. Single out the Russian verbals and find their equivalents in the English text below.

— Вот и еще один полетел. Нет, бульона не хочу. Значит, остается всего четыре. Я хочу видеть, как упадет последний лист. Тогда умру и я.

— Джонси, милая, — сказала Сью, наклоняясь над ней, — обещаешь мне не открывать глаз и не глядеть в окно, пока я не кончу работать? Я должна сдать эти

илюстрации завтра. Мне нужен свет, а то я спустила бы штору.

— Разве ты не можешь рисовать в другой комнате? — холодно спросила Джонси.

— Мне бы хотелось посидеть с тобой, — сказала Сью.

— А кроме того, я не желаю, чтобы ты глядела на эти дурацкие листья.

— Скажи мне, когда закончишь, — закрывая глаза, произнесла Джонси, бледная и неподвижная, как поверженная статуя, — потому что мне хочется видеть, как упадет последний лист. Я устала ждать. Я устала думать. Мне хочется освободиться от всего, что меня держит, — лететь, лететь все ниже и ниже, как один из этих бедных, усталых листьев.

— Постарайся уснуть, — сказала Сью.

(Johnsy has pneumonia and thinks she will die when the last leaf on the ivy vine on the wall opposite the window falls.)

“There goes another. No, I don’t want any broth. That leaves just four. I want to see the last one fall before it gets dark. Then I’ll go, too.”

“Johnsy, dear,” said Sue, bending over her, “will you promise me to keep your eyes closed, and not to look out of the window until I am done working? I must hand those drawings in by to-morrow. I need the light, or I would draw the shades down.”

“Couldn’t you draw in the other room?” asked Johnsy coldly.

“I’d rather be here by you,” said Sue. “Besides, I don’t want you to keep looking at those silly ivy leaves.”

“Tell me as soon as you have finished,” said Johnsy, closing her eyes, and lying white and still as a fallen statue, “because I want to see the last one fall. I’m tired of waiting. I’m tired of thinking. I want to turn loose my hold on everything, and go sailing down, down just like one of those poor, tired leaves.”

“Try to sleep,” said Sue. (*after O. Henry*)

See 1.3.1.

Exercise 9.

What words or syntactic units precede (or follow) the underlined verbal, in what relation do they stand to it?

1. Leaving, he saw young Leeks sitting down again.
2. That fact is decidedly worth knowing.
3. Turning his head, he looked at Judge Rainey for the first time.
4. Looking back, he saw the old woman crooning over the money.
5. He lay still, pretending to be asleep.
6. You can stop telling me what to do. That was settled, his cases were looked after. There was no going back now. Not that he wanted to go back.
7. He never asked her for her company. It was not his habit to ask people for things.
8. Mrs. Bradley, seated at the tea table and dressed to please Elliott, performed her duties as hostess.
9. He stopped at the door-way as if hesitating what to do next.
10. He met the nurse in the corridor. "Any chances of seeing the baby?"
11. He repeated his request on entering the dining-room.
12. Just before leaving the house, Judge Rainey turned and looked at Jenny, but he did not say a word after seeing her angry expression.

See 1.3.2.6.

Exercise 10.

A. Is the subject of the action expressed by the underlined verbal the same as the subject of the main verb? Are the verbals used here as part of a phrase or as part of a construction? Translate the sentences into Russian. Say why the constructions with verbals may present a problem for the learner of English.

1. a. She kept her gaze on Elliott, for she knew her mother's eyes were fixed upon her and she did not want to meet them. b. "But I want Emma to come with me," the child repeated.
2. a. I remember my brother-in-law going for a short sea trip once for the beneath of his health. b. I do remember arguing with Elsa on the subject trying to show her, I mean, that it was a

- pretty rotten thing to do.
3. a. Tony had driven to the station to meet her; by the time they reached the house Mrs. Rattery had gone to bed; that morning she left in her aeroplane without seeing either of them. b. They could not go anywhere without his seeing how all the men were attracted by her.
 4. I slept well that night, and should have slept better if it had not been for Harris. I have a vague recollection of having been woke up at least a dozen times during the night by Harris wandering about the boat with the lantern, looking for his clothes. He seemed to be worrying about his clothes all night. Twice he roused up George and myself to see if we were lying on his trousers. I found him in trouble the next time I awoke, because he could not find his socks; and my last hazy remembrance is of being rolled over on one side, and of hearing Harris muttering something about its being an extraordinary thing where his umbrella could have got to.

B. How are the components of the construction with a verbal expressed?

1. a. Have you ever seen George work? b. When I glanced over the balcony I could see Ruth standing below.
2. a. I've often heard him tell the tale. b. He could hear her saying to George, "Now don't you say a word to your father about this."
3. Waiting for the operator to put me through I was half inclined to abandon the whole attempt.
4. "Miss Van Campen spoke about you sleeping all the forenoons." — "She would."
5. George said that if a bath was going to make Harris eat more than Harris ordinarily ate, then he should protest against Harris having a bath at all.
6. I appreciate your coming here tonight.
7. I only asked you about your husband's leaving the house after supper.
8. Annabel bought a third-class ticket, had her bags weighed, and was now waiting for the plane.
9. The wind among the branches kept me disturbed.

Exercise 11.

After what verbs are non-prepositional infinitive and participial constructions used?

1. I never even saw him brush his teeth.
2. Soames saw him glancing around, and Fleur looking after them as the three went out.
3. Have you ever seen that done?
4. I felt Margaret's hand tighten in mine.
5. I could feel her shivering.
6. Ellen had noticed me conferring with the landlady, she looked at me with apprehensive eyes.
7. I observed David Rubin's sad face show signs of animation.
8. I watched her move away from us, through the lobby doors.
9. I didn't like hearing him say this.
10. We found Blanche Stroeve laying the table for us.
11. Do you expect me to stay after that?
12. I believe you to be extraordinary civilized.
13. Can't I make you understand what happened?
14. He would not let anybody come to see him in hospital.
15. I had him write his address down before he drove off.
16. I had her glued to her seat with this fantastic news.
17. At last I got her to talk again. She was very nervous.
18. We stayed two days at Streatly and got our clothes washed.
19. She was the type that keeps you standing up for hours.

Exercise 12.

Rephrase the sentences so that the subject of the infinitive or participial construction is the subject of the sentence.

Model. *They never saw him doing any work there.* = *He was never seen doing any work there.*

1. They expected him to make a statement.
2. They did not allow me to stay overnight.
3. They saw him hurrying to the airport.
4. They heard her saying it to Miss Parker.
5. They believe him to be a good chap.

See 1.3.2.1.

Exercise 13.

Determine the adverbial functions of the underlined verbals.

1. And having said all this my father sank down to his chair again, and put his face on his arms.
2. For a year the plant produced low-pressure steam for cooking canned fish.

3. He reproached me bitterly for not having let him know.
4. His main feeling was one of relief when, on reaching Chapel Street, he found that Denny was at his lodgings.
5. He grinned, finding the sight and sound of Christine immensely cheering.
6. When he reached the clump, Hendricks bent down to pull some of the weeds away.
7. I tried to conceal my embarrassment by handing round cups of tea and rather ill-cut bread-and-butter.
8. They ate without talking and watched the two rods and the fire light in the water.
9. When Brody arrived, Meadows was standing beside his desk, waving a towel at the open window.
10. If left to himself he would have whistled life away in perfect contentment.
11. I awoke a little after sunrise to find Evan gone.
12. The American lady had come out from the washroom looking very wholesome and middle-aged and American in spite of not having slept.
13. Several minutes passed before Brody felt well enough to stand, walk back to his car and call for an ambulance from the Southampton Hospital.
14. As though reading the thoughts from his mind, Jan stiffened.

Exercise 14.

Replace the words in brackets by the appropriate forms of verbals.

A.

1. They reached London (be away) six weeks and two days without a single allusion to the subject which had hardly ceased to occupy their minds.
2. (Know) you as I do, I feel it cannot be otherwise than abhorrent to you.
3. And then as if (vent) some long and secret irritation he added, "In these days people don't understand Grand passion, indeed!"
4. The young man (snatch off) his hat, passed on.
5. He went out into the fashionable street (quiver) from head to foot.
6. Would he ever be able to live down here, (not see) her?
7. Five minutes later, (enter) the house and (do) his utmost to look sulky, John heard her clear voice in the dining-room.

B.

1. My brother Roger came rushing down (tell) me that my father had had a sudden seizure.
2. Do you want time (get used) to me again?
3. I was stupid enough (let) the inference escape me.
4. I looked up (see) the old man watching me.
5. The door opened and Glover came in (say) that Chief inspector Taverner was here.

C.

1. He gets quite pettish — and after (have) it out in the morning for years, it does seem funny.
2. In (discuss) her with Val at breakfast on Sunday morning, Winifred dwelt on the family skeleton.
3. He was to have three days at home before (go) to the farm.
4. On (reach) Worthing he put his luggage into the local train, and set across the Downs for Wandson.
5. Since the reason could not be explained without (go) into the family history, Soames merely answered.
6. By (crane) his head he could just see Fleur, standing with her back to that piano.

Exercise 15.

Before translating think of English equivalents for the underlined parts of the Russian text and decide in which cases more than one version is permissible.

1. Она вышла из комнаты, закрыв за собой дверь.
2. Глядя на него, ты бы никогда не подумал, что он собирается это сделать.
3. Она открыла дверь и сказала: «Я давно вас жду».
4. Удивительно, что, прожив так долго среди нас, он ни с кем не подружился.
5. Я достаточно хорошо его знаю, чтобы прийти к нему, не предупредив его об этом заранее.
6. Он поздравил меня открыткой, так как был в это время очень болен и не мог поздравить меня лично.
7. Она показала рукой на стул, как будто приглашая меня сесть.
8. Написав ему такое письмо, вы бы только обидели его.
9. Я советую вам подумать, прежде чем вы примете окончательное решение.

10. Я все сделала сегодня для того, чтобы завтра быть свободной.

See 1.3.2.2.

Exercise 16.

Consider the verbals used as attributes and answer the following questions:

a) Which verbal is used attributively in each case? b) What part of speech does it modify? c) Does the verbal precede or follow the noun? d) Is the verbal placed in close position to the noun it modifies or at a distance from it?

After doing the exercise be prepared to draw a general conclusion concerning the verbals used attributively. (Follow the clues provided by the questions.)

1. I just can't sleep. — What's the use of your taking care of yourself all these years when you can't sleep?
2. He had a talent for expressing himself on paper.
3. Meanwhile Madge was in no position to make complaints.
4. When they were back in Brody's office, Meadows took his lighter from his pocket and said, "I trust you had something to say to me."
5. No one liked to be the first to move.
6. Bright petals of yellow and red flew from the blossoming flower to the floor and disappeared.
7. At the end of it, wiping his forehead, Griffiths tottered over to Denny who, with Manson, stood amongst the interested and edified crowd.
8. It was work done in the Committee's time, work done when he was being paid for doing the Committee's work, and work done on the Committee's property.
9. ... and there was the man in the black coat coming up to her again. And the policeman beside him.
10. The sound of the ball, muted by distance, came up to her now, drifting through the window.

See 1.3.2.3—1.3.2.5.

Exercise 17.

Determine the function of the underlined verbals. Make a list of verbals used as a) subject, b) part of a predicate (verbal or nominal), c) object (direct, indirect, prepositional). What patterns, in your opinion, may present a problem for

the Russian learner of English? Translate the sentences into Russian.

1. His first job was getting her tea.
2. To know all is to forgive all.
3. When I was twelve or thirteen, my idea of a big time was to take a sleeping-bag down to the beach and spend the night lying in the sand listening to the waves.
4. Cycling into the endless streets made him happy.
5. Because the floor numbers were listed next to the names and phone extensions of committee personnel, it was possible to calculate roughly who worked in proximity to whom.
6. The window was open, my bed was made up with blankets and my things hung on the wall.
7. "It's no good making a fool of myself," she said, drying her eyes.
8. There was no escaping the fact that he had gained introductions to Blaenelly as Doctor Page's assistant.
9. He had to clean up the house before his in-laws arrived but if the reporters could get out to McLean quickly they could stop by for a few minutes.
10. The cabinet doors began to warn soon after they were installed.
11. Most men begin painting at eighteen.
12. My business here is going to take two or three weeks more.
13. Sir, I'm sorry to bother you at this hour, but we're running a story in tomorrow's paper that, in effect, says that you controlled secret funds at the committee.
14. It's hard to get them thinking about you because they're too busy thinking about themselves.
15. He is in the Presidential Suite. Go there, and as soon as he's free ask him to come here quickly.
16. But he couldn't help chuckling discreetly to himself now and then.
17. In 1973 he was hired by the Department of Agriculture as a consultant, but he was soon fired when his name continued to figure in the investigations.
18. The water was only up to her hips, so she stood, pushed the hair out of her eyes and continued walking until the water covered her shoulders.
19. "You'd better go back to town and stay there." — "What's the matter?" — "I'm sick of hearing you talk."

20. Even in the darkened room I couldn't help seeing that Mrs. Strickland's face was all swollen with tears.
21. I used to call him Matthew when he was young.
22. "Please, God, make them go away!" — "Who's this 'they' you keep talking about?"
23. Hagil couldn't remember even having been so tired.
24. It is a passive feeling capable of being roused for any object, as the vine can grow on any tree.
25. "I don't know writing," I said. I didn't feel like discussing it.
26. He wasn't used to being hunted: this was better: to hunt.
27. The closest they had come to observing one of these legendary fountains of information had been a week after the indictments were handed over.
28. It was a cottage swollen out of all proportion. It was like looking at a country cottage through a gigantic magnifying glass.
29. He had been so occupied by the Morgan case that had not succeeded in seeing her more than a few moments.
30. Belt up, keep calm, then you'll never come to harm. Yes, I know, and it's no use feeling sorry about Pauline having chucked you either.
31. To Maggie, the new protective gentleness of her son was sweet, and also very frightening.
32. Now and again the whole family became embroiled in explosive quarrels about nothing.

See 1.3.2.0—1.3.2.1.

Exercise 18.

Replace the words in brackets by verbals in the appropriate form and function.

A. Gerund

1. I haven't spent enough married life with her yet to know whether or not I feel good at (get married) when I did.
2. The room was cold. There was some smell absent in it I was conscious of (expect). It was the smell of tobacco.
3. We came out in front of the house. It was incredible. It had the strange air of (distort).
4. He had destroyed his talent by (not use) it, by betrayals of himself and what he believed in, by (drink) so much that he blunted the edge of his perceptions.

5. "Do you know how I met him?" She went on without (wait) for an answer. "It was in Denver."
6. I greatly dislike (contradict).
7. They talked of (go) somewhere else, afterwards.

B. Infinitive

1. (Walk) in this way behind him seemed to Annette already a sufficient marvel.
2. Her marriage was more or less fixed for the twenty-eighth of the month. They were (sail) for India on September the fifth.
3. He tried (be) both firm and friendly.
4. He told her he was looking for someone (paint) him.
5. He wanted (stay) in the shadow not (force) into consciousness.
6. You've reached your only possible conclusion — logically, which is more than I could (do).

C. Participle I

1. He sat alone and envied them all: the (shout) children, the (bark) dogs, the lovers (whisper).
2. Much of the afternoon he looked out of the window as though (think), but not really (think).
3. I thought I should sleep well (be tired) but I didn't.
4. It was Soames who (cross) from the shady side of Piccadilly had suddenly appeared alongside.
5. While (empty) the buckets at the back of the house he could hear an animated conversation in progress.

D. Participle II

1. Peter was leaving when, on a table near the doorway, he observed a (fold) copy of the Times.
2. None of the key people would talk when (reach) by telephone.
3. (String) by a consciousness of three successive failures Andrew longed to vindicate himself at last.
4. The story will only get (repeat) and (exaggerate).
5. He considered her to be in poor circumstances unless (tell) the contrary.

E. Infinitive, Gerund, Participle I, Participle II

1. Wilson looked at her without (**smile**) and now she smiled at him.
2. (**Bring**) the coffee to-night was an example that he was considerate and thoughtful.
3. Andrew couldn't help (**think**) that it must afford Watkins deep amusement (**observe**) these strangers.
4. "When I came to New Orleans," Christine said, "I tried (**concentrate**) on not (**think**)."
5. As he turned into his driveway, Brody saw the familiar bluegrey light (**shine**) from the living-room windows.
6. He glanced up and down the beach (**see**) if he had left anything.
7. Then slowly and with great sympathy, (**support**) her by the armpits, Andrew helped the convulsed Miss Le Roy upright into the chair.
8. He sat back in the armchair, (**smoke**) a cigarette.
9. It was like (**be given**) a cup of really good coffee and a Havana after an indifferently cooked but urgently needed meal.
10. He looked at her for a moment although (**amaze**) by her friendliness.
11. He insisted on (**see**) Pat home, though she said he must (**be tired**) and the weather was bad. Without (**argue**) he put on a overcoat, and out they went.
12. The water is warm too, for it has slipped (**twinkle**) over the yellow sands in the sunlight before (**reach**) the narrow pool.
13. When (**tell**) that she had just come in he went up to her room (**request**) her (**come**) down and (**speak**) to him.
14. His sister's eyes, (**fix**) on him, with a certain astonishment, obliged him at last (**look**) at Fleur.
15. She grew (**know**) the two elderly men better than any other of Eden's family.

Exercise 19.

Before translating think of English equivalents for the underlined parts of the Russian text. Does the English verbal always correspond to a verbal in Russian?

1. Дарти, должно быть, по-прежнему живет в том же доме, где он жил двадцать лет тому назад.
2. Овдоветь и вместе с тем не овдоветь в сорок два года!
3. Он закрыл дверь и пошел потихоньку (tiptoe) вниз.

4. Сомс стоял у кровати, лицом (face) к Тимоти. «Дядя Тимоти, — сказал он, повышая голос. — Дядя Тимоти!»
5. Ее муж хотел нас разлучить, начав бракоразводный процесс.
6. Обдумав это дело и посоветовавшись с Ирен, он написал своей дочери, миссис Дарти, и спросил ее, не знает ли она какого-либо фермера, который согласился бы взять Джона в ученики.
7. Он молчал долгое время, прежде чем ответить.
8. Джолион подумал, что, может быть, теперь, когда он все привел в такой образцовый порядок, ему лучше уйти от всего этого.
9. Холли наконец ушла, убедившись, что у него есть все, что нужно.
10. Возможно, ему следовало бы в свое время помешать жениху сына. Они были слишком молоды.
11. Было, конечно, невозможно одобрить поведение сына в такой истории.
12. Старому Джолиону казалось, что, отказавшись брать у него деньги, его сын окончательно порвал с ним.

USE IN COMMUNICATION

See 2.2.1.1.

Exercise 1.

Name events which you think are possible for somebody to perform. (Use the words given below.)

Model. *He is sure (to agree).* = *He is sure to agree to your proposal.*

(to be sure; to be certain; to be expected; to be supposed; to be likely; to be unlikely)

In what situations could you say so? (Remember that the pattern is mainly typical of formal English.)

Exercise 2.

Complete the following providing a conclusion that you can naturally draw from the circumstances described. Make use of the following models.

It looks like getting dark.

There is no stopping him.

He is capable of working all night long.

1. The weather is improving. The clouds are dispersing and the sun is appearing again. (to be a fine day)
2. Isn't it cold today? And look at those heavy clouds. (to snow)
3. Why don't you allow him have his own way? He struck me as being intelligent. (to make one's own judgment)
4. You're so very trustful really. He's a man of no character and he takes things lightly. (to lie)
5. He's such a stubborn old man. I tried to but couldn't persuade him to give up smoking. (to persuade)
6. Well, now that I've got tickets for the train you're saying you'd rather go by air. And yesterday you complained of air-sickness. (to please)

Exercise 3.

Express your preferences, your likes and dislikes in general and under the circumstances described.

1. Do you like working in the garden?
2. I see you like reading historical novels, don't you?
3. You don't like to discuss people behind their backs? Very proper.
4. My brother likes discussing politics. Do you?
5. I'd love to meet the President, wouldn't you?
6. I'd hate to try to force my associates to do anything they don't want to do. What about you?
7. I see you hate bothering about money, don't you?
8. When do you propose to start the work?
9. Would you prefer to start immediately or in an hour?
10. Do you prefer working at a library or at home?

See 2.2.1.2.

Exercise 4.

Complete the situations to express desirable or undesirable actions.

Model. The party was such fun. The band was superb and the music very good. (to go) = He enjoyed going to the party.

Make use of the following words:

to enjoy, to feel like, to avoid, to object to, to insist on, to look forward to, to be fond of, to be afraid of, to be proud of.

A.

1. I see you are interested in the details. I'm very sorry but... (to go into).
2. I'm tired (to discuss).
3. Let's take a taxi. My feet are quite sore (to walk).
4. I don't know what to do. I think he keeps bad company (to mix with).
5. Your daughter, is she doing well in her French (to learn)?
6. I haven't seen Jack around for quite a while. Have you quarrelled? — Yes (to come).

B.

1. I'm eighteen now. Don't forget it (to be treated like a child).
2. Remember you've promised to come again. We'll stay here till the end of August (to see somebody again).
3. I've tried to talk him out of it but he wouldn't listen (to go).

C.

1. She is very angry. I've never seen her so angry before. It was her favourite vase (to break).
2. My head swirls. This child is asking hundreds of questions (to ask questions).
3. He is a true scientist and a most honourable man (to work).
4. Whose cup is it? — My son's. He took part in the championship last month (to win).

Exercise 5.

Make mini-dialogues to express your surprise at something you see or hear. (Follow the model.)

Model. *I. A. She says I'm mean.*

B. Fancy her saying such unkind things about you!

II. A. Why, Frank! What a pleasant surprise!

B. Fancy meeting you here, old man!

Exercise 6.

Speak about somebody's plans. Make mini-dialogues.

Model. *A. He speaks (thinks) of buying a motor boat!*

B. Does he? It would be nice.

Exercise 7.

Say what you remember of your childhood pranks.

Model. I remember climbing a tree once and I remember mother being very cross.

Exercise 8.

Ask to be forgiven.

Model. Sorry, I forgot to write this report. I'll write it tomorrow.

Exercise 9.

Remind somebody of something that should be done.

Model. Remember to switch off the light when you leave.

See 2.2.1.3.

Exercise 10.

Replace the “that-clause” by the infinitive to present events as necessary, obligatory or important.

Model. It is requested that the tickets should be retained till the end of the performance. = It is requested to retain tickets till the end of the performance.

1. It is compulsory that these lectures should be attended.
2. It was important that the firm's expenditure should be reduced.
3. It is obligatory that the equipment should be maintained in good repair.
4. It was highly recommended that the annual subscription be increased.
5. It was necessary that the problem be discussed at the staff meeting.

Exercise 11.

Translate into English and make sentences to present an event:

A. as necessary, obligatory or important.

Model. ... совершенно необходимо ...

It is absolutely necessary to get there in time.

B. as unnecessary, not obligatory, not important.

Model. ... не нужно ...

It's no use coming there in time.

There is no use in coming there in time.

1. ... чрезвычайно важно ...
2. ... гораздо важнее ...
3. ... нет никакой необходимости ...
4. ... совершенно необязательно ...
5. ... бесполезно ...
6. ... вовсе не нужно ...
7. ... бессмысленно ...
8. ... рекомендуется ...
9. ... крайне важно ...
10. ... нет никакого смысла ...

Exercise 12.

Respond to the following saying that the event is (isn't) / was (wasn't) necessary, important, obligatory.

Model. *They say you read a lot in English.*

A. Why, yes, it's necessary to read a lot to know the language well.

B. Well, but it is no use (there is no point in) reading at such a late hour.

- I. They say you took a great fancy to your new friend.
 A. ... impossible not to ...
 B. ... showing ... so openly.
- II. You've helped her so much, but she is still no good.
 A. ... necessary ...
 B. ... in trying so hard.
- III. The doctor said she should have a thorough rest.
 A. ... obligatory ...
 B. ... in persuading her ...

See 2.2.1.4.

Exercise 13.

Complete with the verbals. Use a gerund or an infinitive to present actions as begun, continued or over.

1. Has it stopped ...?
2. He stopped suddenly
3. When will you finish
4. They kept on
5. They succeeded in
6. I am busy
7. When I came to her she was engaged in
8. I can't join you. I've just begun
9. He started ... when a child.
10. He gave up
11. We went on
12. He put off
13. They postponed
14. They came

Exercise 14.

Respond to the following saying that the action is begun, continued or just over. Make use of the verbs from the list below.

Model. A. *How's John's book? Is he through with it?*
B. Why, no. He has just begun writing it. It will take him more than two months to write it.

(finish, postpone, give up, keep on, go on, begin, continue, start, leave off, put off, be busy, stop, succeed in, be engaged in, etc.)

1. Have you discussed all the problems? I guess the meeting is over.
2. How is Dick? Is he still a chain-smoker?
3. Mary is very good at chess-playing.
4. Tom was very curious to know the results of the competition, wasn't he?
5. What was he doing when you came to see him?
6. Arthur has been solving a cross-word puzzle for over two hours, hasn't he?
7. He was writing something as usual when you came, wasn't he?
 How did you persuade him to come with you?
8. How did you happen to meet him after all those years?
9. Have a look out of the window and tell me what the weather is like now.

Exercise 15.

Give the Russian equivalents for the underlined parts of the English text. What are the ways of expressing actions begun, continued or over in both the languages? Reproduce the jokes with or to your partners.

1. *Critic*: Which are the two best novels of the year, Mr. X.? What's your opinion?

Mr. X. (the novelist): I am sorry I can't tell, for I have succeeded in getting only one novel published this year.

2. One day an inspector walked into a post-office and started questioning the clerk. Suddenly a telegraphic message began to arrive. It was as follows: "Look sharp. The inspector is somewhere on the line. He is poking his nose everywhere. Mind your P's and Q's."

3. *Uncle James*: Well, Bobby, have you gained any prizes at school?
Bobby: No, sir, the other fellows got them.

Uncle James: But you'll keep on trying, my boy, won't you?

Bobby: What's the use of trying when the other fellows keep on doing the same?

4. A keen golfer saw a charming girl at dinner and wishing to impress her started giving her descriptions of his achievements in that game. He kept on talking until during the dessert it began to dawn upon him that he had been monopolizing the conversation. When the golfer stopped at last to listen to the girl's opinion, his fair companion said, "I found your talk very interesting and amusing, but you might tell me one thing: what is golf?"

5. A well-known Royal Academician saw a pavement artist busy drawing a fish. "What fish is it?" he asked. — "A shark, sir." — "Why start drawing something you have never seen?" — "And why do these Academy chaps keep on painting angels?"

Exercise 16.

Make dialogues on suggested situations. Use the words below as cues.

1. Your best friend comes over to your place to tell you she's feeling unhappy. You ask her what the matter is and give her some advice.

should
ought to

||

do/have done smth.

stop doing smth., go on to say smth., keep doing smth., there is no use doing smth.

2. An irritable husband is sitting at dinner and criticising his wife's cooking. He is trying to teach her the way this or that dish should be cooked though he knows very little about it. The wife is doing her best to defend herself.

must || do/have done smth.
ought to

begin doing smth., be busy doing smth., it's no use doing smth., there is no use doing smth.

Exercise 17.

Translate into English. (Use different means of expressing actions as begun, continued or over.) Relate the stories to your partners.

1. Писатель-англичанин все время обедал, а иногда даже оставался работать в ресторане на Эйфелевой башне. Один из его посетителей, увидев, что англичанин, закончив обед, продолжает сидеть за столиком и писать, спросил его: «Неужели вам так нравится это сооружение, что вы проводите здесь так много времени?» — «Вовсе нет, — последовал ответ, — но это единственное место, где мне удается *его* не видеть».
2. Известный композитор слушал своего молодого коллегу, играющего свои произведения. Когда молодой музыкант закончил играть, он спросил: «Почему вы все время снимали шляпу, когда я играл?» — «У меня привычка снимать шляпу, когда я встречаю своих знакомых, а их в вашем произведении было так много!» — ответил маэстро.

See 2.2.2.1.

Exercise 18.

Express the time of the action denoted by the main verb. Make use of the list of words given below.

Model. *He was silent for a minute before = He was silent for a minute before answering.*

(come in, be confronted, try, leave, drive, answer, think)

1. He waited for a moment before
2. Could I not be of help to you in
3. At half past two, ... word with one of the secretaries, Christine left to visit Albert Wells.
4. They advised him to leave the guy alone while ... to figure out what was going on.
5. You're mistaken in ... that I'm unhappy.
6. ... back with the lamp, she paused for a moment.
7. On ... he panicked and said he got it from the teacher.
8. He had introduced himself to them before ... to see Kitty.

See 2.2.2.2.

Exercise 19.

Express the cause of the action denoted by the main verb.
(Make use of the following verbs: help, be able, please, be, find, think.)

1. You do not know how I suffer; all last night I couldn't sleep for ... of you.
2. ... the place to his liking Philip remained there.
3. Never ... outside Europe, he had a somewhat sketchy idea of places like South Africa, Australia and others.
4. He patted her shoulder ... with himself for ... her.
5. ... to understand the reactions of the people around me, I withdrew more and more into my own shell.

See 2.2.2.3.

Exercise 20.

Complete the following using verbals to express the condition of the action denoted by the main verb. (Make use of the following words: be introduced, think, do disturb, make, ask.)

1. I put thirty-five years as the utmost limit at which a man might fall in love without ... a fool of himself.
2. If ... he was always hesitant to answer.
3. I am extremely sorry ... you, my dear.
4. A quietly-disposed man like Mr. K. doesn't do this without ... over a dozen times.
5. She will be sorry ... you any harm.

6. Not ... to him, you will not be able to apply for help.

See 2.2.2.1—2.2.2.3.

Exercise 21.

Respond to the following expressing the time, cause or condition of an action. (Make use of the following words: be glad, happy, unhappy, sorry, surprised, etc. to do smth.)

Model. A. *What would you say to a cup of tea?*

B. *Oh, I'd be glad to have one.*

1. Could we get out somewhere during this weekend?
2. I have got two tickets for tomorrow's show.
3. It's a bit too late to start a long talk. I am tired.
4. Who played the piano when I was asleep, I wonder?
5. You might have spared me five minutes of your valuable time, I should have thought.
6. I have got a very good idea concerning your plan.
7. I am not going to that party on Saturday.

Exercise 22.

Finish up the following stories. Make use of the words in brackets.

1. It was Bob's birthday. He knew he would get a lot of birthday presents from his friends and relatives. The best present would come from his parents, he was sure. But how disappointed he was when ... (on doing smth.; for doing smth.; having done smth.; to be sorry to do smth.; not + doing smth.).
2. One day Mr. Gray returned home from his office and complained of a splitting headache. He was sure he had a touch of flu and decided to take a couple of aspirins. He told his daughter to fetch the medicine — chest from his bedroom, which she did at once. Imagine his horror when on opening the chest ... (before doing smth.; after doing smth.; without doing smth.; when asked; for fear of doing smth.; to be sorry to do smth.).

See 2.2.2.4.

Exercise 23.

Complete the following using verbals to express the purpose (or the seeming purpose) of the action denoted by the main verb. (Make use of the following verbs: give, ask, speak, freshen up and cool off, gain, cook.)

1. I was silent for a moment in order ... greater force to my remark.
2. For years it produced low-pressure steam for ... canned fish.
3. He had tried to call her before he wrote a story ... if she knew anything about the engines which supplied electric power to those houses.
4. Next we slid into the river and had a swim, so as
5. He opened his mouth wide as if
6. He told his joke merely ... time.

See 2.2.2.4—2.2.2.5.

Exercise 24.

Respond to the following

- a) to show the purpose of another action

Model. A. *What did he take his younger sister to the party for?*

B. *He did it to introduce her to his friends.*

- b) to show the way (manner) of another action

Model. A. *How did he manage to gain such a good command of the language?*

B. *By studying very hard. He spent days and nights (in) reading books and listening to the English records. (The infinitive or the gerund may be helpful here.)*

1. He's trimmed all the bushes and trees in his little garden. What for, I wonder?
2. Why are you showing this letter to me?
3. She is too talkative, isn't she? How did you cut her short?
4. He gave me a very long look, indeed? What did he mean, I wonder?
5. He was a gifted man, but destroyed his talent, didn't he?
6. How did you spend those long days and nights in the desert?
7. How do you think I could get out of trouble?

See 2.2.2.6.

Exercise 25.

Complete the following using verbals to express: a) actions "attending" those denoted by the main verb; b) events that cannot prevent those denoted by the main verb. (Make use of the following verbs: believe, hinder, see, find, smile, look up, reason.)

1. Once roused, he opened his eyes ... his mother standing on the hearthrug.
2. Wilson looked at her without ... and she smiled at him.
3. He swung round as Miss E. appeared, ... her glance fixed appraisingly upon him.
4. Without ... the young man said, “Don’t worry about sparing my feelings.”
5. She is almost twenty, yet as child she was terribly spoilt and often in spite of ... insists on doing everything she likes.
6. And so he died, without ever ... in the magic of the telegraph.
7. You positively help them instead of ... them.

See 2.2.2.6—2.2.2.7.

Exercise 26.

Before translating think of English equivalents for the underlined parts of the Russian texts. Relate the English jokes to your partners.

1. В доме подруги девушка встречает моряка, который счастливо избежал кораблекрушения. Желая услышать захватывающую историю, девушка спрашивает моряка: «Как вы себя чувствовали, когда палубу заливали волны?» — «Мне было мокро, очень мокро, мисс», — сказал моряк, не желая вдаваться в подробности.
2. *Профес sor — своей жене:* «На этот раз ты не будешь меня ругать, дорогая, за то, что я оставил зонтик в метро. Вот он!» Жена: «Бедняжка, на этот раз ты ушел из дома, не взяв с собой зонтика!»
3. Школьный учитель застает ученика за чтением словаря. «Как тебе нравится эта книга, мой мальчик?» — «Я нахожу эти рассказы очень интересными, несмотря на то что они совсем коротенькие!» — отвечает ученик.

See 2.2.2.8.

Exercise 27.

Complete the following using appropriate verbals to express a distinctive feature or quality of a person, thing or phenomenon. (Make use of the following verbs: wash and brush; frighten, look at, find, dispose, do, communicate, eat, rejoice.)

1. He wasn't much ... only about an inch taller than she.
2. I never had any gift for ... people out!
3. He told me these things when he came to ask my help in ... of his stock.
4. Then a second need began to make itself felt: the need ... my sorrow to some other person.
5. You are just the man ... it.
6. "Have you got anything ...?" Katherine asked.
7. He was the last
8. There was no end to ... and gaiety.

Exercise 28.

Reproduce the following English stories to your partners.
Try to preserve the original verbals.

1. *Married man*: You are a bachelor with no family to take care of. You have yourself to please.
Bachelor. So far you are right, but don't imagine it's an easy task to perform.
Married man: I don't see what you mean.
Bachelor. I mean I am a person hard to please.
2. On a fine day in June two students are sitting in a cozy nook of a vast city park. They have come to read for their examination and to have some rest. At the moment they are just gazing at the scenery about them. "What a beautiful place to study in," says one of them. "Come, come," says the other, "it's rather a place to forget that there is any necessity to study."
3. An experienced hunter observes a young sportsman taking aim at a pheasant running along the ground. As it is unsportsmanlike to shoot a bird while it is on the ground, the older hunter shouts: "Never shoot a running bird!" — "What do you take me for?" answered the offended sportsman. "Can't you see I'm waiting till it stops?"

See 2.3.1.1.

Exercise 29.

- A. Restate the following sentences to show that you want somebody else to do the action.
- B. Translate the resulting sentences into English.
- C. Choose those English sentences for which you could think of a suitable situation.

Model. *I want to go there. = I want you to go there.*

1. I want to enjoy myself.
2. I want to talk to the director.
3. I want to listen to him for a minute.
4. Would you like to come with them?
5. I don't like to go and see Dinny. It seems like worrying her.
6. I'd like to know all the sides of the matter.
7. She did not like being laughed at.
8. She hated to spend money.
9. Shall I talk to them for you? — If you would, Dinny, I hate pushing our affairs.

See 2.3.1.2.

Exercise 30.

Explain the cause of somebody's action. (Make use of the following verbs: get, allow, force, press, tell, bring oneself, cause, induce, order.)

Model. *A. I don't see Grace here. (mother, come)
B. Her mother didn't allow her to come.*

1. I wonder how he managed to sell this picture. It was horrible. (someone, buy)
2. I say, did he really get the job? (they, take)
3. Well, I never! Look who is here. How did you manage to cover two hundred miles so quickly? There is no morning train. (Carl, give someone a lift)
4. Why, it's only six, and Celia has already got up. (she, get up)
5. Why is she here? I do not want any outsiders here. — Sorry, but... (her, be present)
6. Do you think he's inducing Roger to take one risk too many? — Yes, you are right. (Roger, take a risk)
7. Why do you think Brian is going to give up this work? — Brian has no character and (him, do)
8. And how did he noticed this sheet of paper on the floor? — There was a broken glass on the floor and this (him, look)

See 2.3.1.3.

Exercise 31.

Say that you saw, watched or heard somebody do (doing) something. Consider the context and merely state the fact by using the infinitive or emphasize the process of the

action, add to the vividness of the description by using Participle I.

Model. *There was silence for a while. I peered down. I could see (Diana, descend) the stairs gingerly, and I sharply warned her to be careful.*
= I saw Diana descending.
I came to call on you and I saw (you, come in) here as I started up the stairs. = *I saw you come in.*

1. I have never seen (you, laugh) quite so much.
2. She shrugged her shoulders, and did it exactly as she had seen (Elsie, do it).
3. I saw (him, get up, whisper to Mr. Kessey and stroll out).
4. I looked up and saw (an old bald-headed man, hobble) across the yard towards me, carrying a huge bunch of keys in his hands.
5. Were you surprised to see (me, wait) outside school?
6. Miss Sellers thought he had probably caught a cold, because she had heard (him, sneeze) several times.
7. I heard (my mother, go out and close) the door.
8. Yet again he awoke. He heard (Bessie, cry). She was crying quite distinctly.
9. I watched (him, mount the stairs, knock at the door, enter).
10. He would loll on the sofa and watch (me, do) things, following me round the room with his eyes, wherever I went.

Exercise 32.

Describe some incident that you witnessed. (Make use of the following models: to see somebody do something; to find somebody doing something; to listen to somebody doing something; to catch somebody doing something; to leave somebody doing something.)

See 2.3.1.4.

Exercise 33.

Express your opinion about somebody. (Make use of the following verbs: believe, know, think, suppose.)

Model. *He is very intelligent.* = *I believe him (to be) very intelligent.*

1. He is a bore.
2. She is a lovely girl.

3. He is generous.
4. He is of a somewhat romantic nature.
5. He is a cunning man.
6. He is a careless fellow.
7. He has experience.
8. He is nearing fifty.

Exercise 34.

Ask what is expected of you. (Make use of the following words: do, turn down, help, answer, keep aside.)

Model. A. *I know he's been rather rude, but, please, don't ruin the party.*

B. *Do you expect me to stay after that?*

1. There is this report we have to submit before the end of the month, and you know Gregory is on leave.
2. Summer is coming, Mum. And you know we were planning to go to the mountains. And baby-sitters are so difficult to find.
3. I know it was not a nice letter to get but after all he is so much older than you are.
4. I don't think this is a particularly flattering offer.
5. If I were you, I'd not interfere. It's their own business.

See 2.3.1.5.

Exercise 35.

Express the purpose of the actions in the following sentences. (Make use of the following verbs: see, admire, pass, come, sit down, meet, laugh.)

Model. *She stepped aside for me to pass.*

1. She paused.
2. He held the lamp high.
3. The child held out his new toy.
4. He rose from the chair and placed it near the window.
5. The doctor was out but I left a message.
6. It was all very funny. He stopped.
7. She held out the paper.
8. I sent a wire.

Exercise 36.

Make sentences with the phrases below to show a purpose of the action.

1. ... opened the door for ...
2. ... invented a pretext for ...
3. ... packed up some things for ...
4. ... gave instructions for ...
5. ... left messages for ...
6. ... was building a house for ...
7. ... left a blank space in the notes for ...
8. ... mentioned her name for ...

Exercise 37.

Complete the sentences to show a result of the action.
(Make use of the following phrases: feel shy; look inside;
be flattered by his compliments; believe in; carry; admit;
utter a sound.)

Model. *Your answer came far too swiftly . . . = Your answer came far too swiftly for it to be a joke.*

1. With a gentle creaking the door swung ajar sufficiently . . .
2. They chattered merrily about one thing and another. I was young enough . . .
3. He was well enough known in the theatrical world . . .
4. He carried a suitcase which was too big . . .
5. Nothing had ever frightened her so much, and her mouth went too dry . . .
6. He was silent. Her words had expressed the truth too deep . . .
7. I believe Constance and I were too good friends . . .

Exercise 38.

Make it clear as to who should perform the following actions.

Model. *A. Do you mean to say it's necessary to apply to him?*
B. Exactly. (definitely, undoubtedly, that's just it). It's necessary for you to apply to him.

1. It is possible to console her.
2. It is necessary to see her.
3. It is impossible to understand the motive of this offer.
4. It is necessary to introduce him.
5. It is important to go through all the correspondence.

Exercise 39.

Use constructions with verbals to qualify a person, thing or phenomenon.

Model. *He is the person for you to talk to.*

This is a film for you to enjoy.

The thought of his going away never entered my mind.

Exercise 40.

Comment on the stylistic reference of the text below and the use of verbals. (You may find it helpful to read through 2.1 in "Theory".)

I decided that I would send off the letter to Francis and postpone deciding what sort of communication, if any, to send to Christian. I also decided that it was now a matter of urgency to get out of the house and down to the station, where I could have lunch and await the afternoon train at leisure. It was just as well the earlier train had been safely missed. I have sometimes had the unpleasant experience, arriving very early for a train, of finding myself catching its predecessor with a minute to spare. Thrusting the letter to Christian into my pocket I found my fingers touching the review of Arnold's novel. Here was another unsolved problem. Although I was well able to consider refraining from doing so, I knew that I also felt very anxious to publish. (*I. Murdoch*)

REVISION EXERCISES

Read through 1.0—2.3.1.5 of the "Non-Finite Forms (Verbals)" in "Theory" and be ready to discuss the following problems:

1. What non-finite forms of the verb are there in English?
2. What grammatical categories are typical of them?
3. How are the verbals generally used in the sentence — absolutely or as part of a larger syntactical unit?
4. What syntactical units with verbals do you know?
5. What does a verbal construction consist of?

6. What are the principal grammatical functions of the verbals in the sentence?
7. What verbals are possible in such adverbial functions as those of an adverbial modifier of time, cause, manner or attendant circumstances, purpose, condition or concession?
8. What verbals can be used as attributes?
9. What verbal is mainly used as part of a compound predicate?
10. What verbals can be used as subjects or objects?
11. What is an absolute construction? What verbal may form it?
12. Where are verbals and especially constructions with verbals preferably used?
13. What verbals are used to name events thought of as possible?
14. What verbals are used to name events thought of as desirable?
15. What verbal is preferable to name events thought of as necessary?
16. What verbals can be used to express the circumstances of an event?
17. What verbals can be used to qualify a person, thing or phenomenon?
18. When should we mention the doer of the action denoted by the verbal?

Exercise 1.

Identify verbals in the texts below and determine their form and function. Speak of the events described.

A.

Having finished his confession, Jolyon sat with a thin cheek on his hand, re-reading. There were things in it which hurt him so much, when he thought of Jon reading them, that he nearly tore the letter up. To speak of such things at all to a boy — his own boy — to speak of them in relation to his own wife and the boy's own mother, seemed dreadful to the reticence of his Forsyte soul. And yet without speaking of them how make Jon understand the reality, the deep cleavage, the ineffaceable scar? Without them, how justify this stifling of the boy's love? He might just as well not write at all! (*after J. Galsworthy*)

B.

“I've got to do something about my eyes. Can't ask you to read everything to me.” His eyes really troubled him. “I can see a letter,” he said. “But the words jumble all around.”

A dozen times a day he seized a paper or a book and stared at it and put it down.

Lee read the papers to him to keep him from getting restless, and often in the middle of the reading Adam went to sleep.

He would awaken and say, "Lee? Is that you, Cal? You know I never had any trouble with my eyes. I'll just go tomorrow and get my eyes tested."

About the middle of February Cal went into the kitchen and said, "Lee, he talks about it all the time. Let's get his eyes tested."

Lee was stewing apricots. He left the stove and closed the kitchen door and went back to the stove. "I don't want him to go," he said.

"Why not?"

"I don't think it's his eyes. Finding out might trouble him. Let him be for a while. He's had a bad shock. Let him get better. I'll read to him all he wants." (*after J. Steinbeck*)

Exercise 2.

Replace the words in brackets by the appropriate form of a verbal (or a construction). Relate the stories to your partners.

I.

The famous pianist A. once visited a small American town. While (stroll) along one afternoon he heard a piano and (follow) the sound came to a house on which was a sign (read): "Miss Smith. Piano lessons 25 cents an hour."

(Pause) (listen) he heard the young woman (try) (play) one of Chopin's nocturnes and not (succeed) very well. The famous pianist walked up to the house and knocked. Miss Smith recognized him at once. (Delight), she invited him in and he sat down and played the nocturne as only he could, afterwards (spend) an hour in (correct) her mistakes.

Some months later he returned to the town and again took the same walk. He soon came to the house of Miss Smith, and (look) at the sign, he read: "Miss Smith (pupil of the famous A.). Piano lessons 1 dollar an hour."

II.

You certainly know that a waterproof is often called a mackintosh. But perhaps you don't know that the word is a surname.

In the year 1823 there lived a man whose name was Charles Mackintosh. The climate of his country (be) rainy, he would often get (drench) to the skin. One day, (have) some rubber at his disposal, he decided (rubberize) his coat. Now he could (walk) outdoors in any weather, his rubberized coat (protect) him from the rain. Most of his friends and the friends of his friends admired the waterproof coat and wanted (have) their coats (rubberize) likewise. Soon tradesmen took up his invention. Waterproof coats became all the fashion and a staple product of the town, the name of the inventor, though not the inventor himself, (get) a world-wide popularity.

III.

When Newton was busy (work out) difficult problems, he stayed in his study, forgot about everything else, and allowed nobody (disturb) him. One morning he was so busy (work) that he forgot all about his breakfast. His wife was afraid of (disturb) him, but, on the other hand, did not want him (be hungry). She knew it was no use (call) him to breakfast. She was also sure that if she took some food to his study, he would let it (get cold). Then she remembered that her husband was fond of soft boiled eggs, and that he liked (boil) one for himself on the small stove in the study. So she went with a saucepan of water and an egg, put the saucepan on the stove and gave the egg to her husband, (remind) him to look at his watch and let the egg (boil) for three minutes. Then she left the study. When she came back a little later (fetch) the saucepan, she saw Newton (hold) the egg in his hand, while his watch was boiling in the saucepan.

Exercise 3.

Use the following as tips for your dialogues. Try to preserve the original forms of the verbals.

1. Travelling

Air travel makes it possible for you to make an extensive

trip even if you have a short vacation. If you have time to travel by ship, that is the way for a vacation of real relaxation. A good guide book will show you things you would like to see in person. A guide book can also be a fine memento to help you remember the things you have seen.

2. *At the Doctor's*

Headache usually occurs in a crowded badly ventilated room. It can also be aggravated by cigarette smoke. It's nature's way of telling you to slow down. Delaying or missing a meal can often cause a headache. Try to relieve the tension by sitting down and relaxing, try taking plenty of stroll and plenty of fresh air.

3. *Sharing a memory*

So my childhood was passed in that exciting city (Oxford) which was home to me. I can remember walking by the river and my father's telling me how the Romans had come and built a city there, and how the Danes had later burned it down.

4. *Sharing an experience*

She had told Caroline that a good way to smooth an antagonism between two employees was to take each of them aside and tell them how highly the person they disliked thought of them.

5. *Asking about someone*

"What's Hope doing? Apart from playing records?"

"Nothing. She hates Sundays too. She's read the comic section already. Now she's fiddling with her ladybird bracelet. It's too large."

Make dialogues:

- A. between a travelling agency clerk and a customer;
- B. between a doctor and a patient;
- C. between two old friends reminiscing their younger days;
- D. between two company managers discussing their human resources strategies;
- E. between two women gossiping about their next door neighbour.

Exercise 4.

Determine the form and function of the verbals used in the snatches of conversation given below. Reproduce them with your partners.

1. While I ate, Sarah perched on the table, drinking tea. She was brimming with curiosity and information.

“Do you like teaching infants? I’d go spare. I left school last summer. Mummy wants me to do a secretarial course, but Daddy thinks nursing is nice for a girl.”

“I gather you are not sold on either?”

“No way! I want to be an explorer too.”

“That’s a bit difficult, isn’t it, you being a girl.”

“The sexes are supposed to be equal.”

“With the emphasis still firmly on the ‘supposed?’”

“You are right. But women do explore.”

“Your best way would be to have a skill to offer.”

“Which would mean years at the university!”

She stopped. (*Walters*)

2. “Julian Fenn asked us to dinner.”

“Oh? When?”

“Saturday. I said I thought we could come, but I would check with you and let him know.”

“Let’s go. I’d like to see what their house is like. I wonder if it’s as weird as they are? Tell him we can come, if we can find a sitter. What time?”

“Eight.” (*A. Lurie*)

3. “Do you like teaching?”

“Not very much, but I like the children.”

“Well, it’s nice having you home for a year.”

“Thank you, father. It’s nice being home.” (*J. O’Hara*)

Exercise 5.

Translate into English. See the key below.

1. Ничто не могло заставить его понять это.
2. Бесполезно просить его помочь.
3. Он вряд ли чего-либо добьется. Он слишком слабовольный.
4. Ужасно смешно, что я утешаю вас.
5. Теперь у него было что-то, ради чего стоило жить.

6. Почему бы вам не добиться от него объяснений?
7. Мне бы не хотелось, чтобы это случилось.
8. Он не ответил, и некоторое время я ждал, пока он заговорит.
9. Она отошла в сторону, чтобы меня пропустить.
10. Она обернулась и увидела рядом с собой Диану.
11. Надо же сказать такую глупость!
12. Мне не с кем было поговорить.
13. Мне что-то не хочется читать.
14. Казалось, им доставляло удовольствие переворачивать все вверх дном.
15. Извините, что я вас вчера подвел.
16. Автобус проехал мимо нас не останавливаясь.
17. Я должен извиниться за то, что пришел так поздно.
18. Ему нужно подстричь волосы.
19. Казалось, она меня не слушала.
20. Казалось, она меня не услышала.
21. Они были заняты приведением в порядок документов.
22. Говорят, он неплохой парень.
23. Она жаловалась на то, что больна.
24. Устраивайтесь поудобнее.
25. Вы ни за что не догадаетесь, где я шил костюм.
26. Я не позволю говорить такие вещи в моем присутствии.
27. Мне не нравится, что ты поедешь обратно одна.
28. Почему вы думаете, что у него есть талант?
29. Бояться было нечего.
30. Я сделал вид, что не слушаю.

KEY:

1. Nothing could make him understand this.
2. It's no use asking him to help.
3. He is unlikely to succeed.
4. It's awfully funny for me to be comforting you.
5. Now he had something to live for.
6. Why don't you get him to give explanations?
7. I wouldn't like this to happen.
8. He didn't answer, and for some time I waited for him to speak.
9. She stepped aside to let me pass.
10. She turned to see Diana beside her.
11. What a stupid thing to say!
12. I didn't have anyone to talk to.
13. I don't feel like reading.
14. They seemed to enjoy turning everything upside down.

15. Forgive my letting you down yesterday.
16. The bus went us without stopping.
17. I must apologize for coming so late.
18. He must have his hair cut.
19. She didn't seem to be listening to me.
20. She didn't seem to have heard me.
21. They were busy putting the documents in order.
22. He is said to be a good chap.
23. She complained of being ill.
24. Make yourself comfortable.
25. You'll never guess where I had the suit made.
26. I won't have such things said in my presence.
27. I don't like the idea of your going back alone.
28. What makes you think that he has talent?
29. There was nothing to be afraid of.
30. I pretended not to be listening.

Exercise 6.

Below is some general information about a course in graphic design meant for the applicants. Determine the functions of the infinitive in the text. Write a passage giving a general idea of the main advantage of a course (in linguistics, teaching methods, pedagogics, economy, political sciences, etc.). What verbals can prove helpful here?

It is generally acknowledged that computers have become an essential tool for graphic designers. However, this course encourages designers not to think of digital technology as just a tool to aid conventional design, but more significantly, to think of computers as a new design medium. The course provides the opportunity for designers to develop a greater understanding of computer hardware, and the creative technological environment, in which to explore software applications within the broad spectrum of graphic design.

C. THE MODAL VERBS

GRAMMATICAL DESCRIPTION

See 1.0.

Exercise 1.

1. Make a list of language means expressing possibility, necessity, desirability. Classify them into a) modal verbs; b) verbs used as modal in certain context; c) modal equivalents.
2. Answer: a) Do the modal verbs have any verbals? b) Can the modal verbs be followed by the infinitive with the particle "to"? c) What modal verbs have tense and mood distinctions?

1. "I can't walk any further, my pet, my feet ache," said Freda.
2. May I take your keys, Helen? I'll have a look, I may get the car started.
3. This morning I have to go back to work. Maybe Aunt Karen will go with you instead.
4. "I don't want to influence you," he said. "You must decide for yourself."
5. She says bread should be baked with love.
6. I suppose I ought to say a word or two about myself.
7. The train was crowded and I had to get into a carriage where there were already seven other people.
8. Tom was to go up to town by an early train on Monday morning.
9. "The thing is," said Maria, "I shouldn't have married." — "It need not affect you," said Niall.
10. I believe she is coming to speak to us. Brian Martin is protesting but she won't listen to him.
11. Miranda began to swing on the branch. "Miranda," said Mildred, "we think you are very clever to have got up there. Now come down and stop frightening us all or, by heaven, you shall have no tea."
12. "I think I've broken a bone." — "See if you can move your toes."
13. Look, perhaps, I can see you sometime within the next few days?
14. I wish you could stay here for a day or two.

15. But the doctor told me that we could see Ronald.
16. You'll see Louisa's house for yourself. How she can have lived in it all these years I shall never understand.
17. "I never asked your name," he said. "You could have asked me on the train." — "I could. But I didn't." — "My name is Emma Lawrence."
18. At the hospital they told me I might wait. They gave me a chair, and I sat outside the door.
19. I came back of my own choice to look after Nessie! I couldn't leave her now. It's been a terrible life for her for the last few months and if I went again anything might happen to her!
20. There was a good deal about which he might have thought and he wondered why he did not do so.
21. "He was a good boy," Mr. Phinn said. "I think I may have spoiled him. I fear I may have done so." — "One can't tell about these things."
22. "Hello, here's a visitor." — "I won't see him." I said firmly. "I've been bothered enough with visitors."
23. She shut herself in the sitting room overlooking the bay and would not see anyone.

See 1.1.

Exercise 2.

Write out the numbers of sentences in which the modal verb expresses 1) the relation of the speaker (writer) to the event and 2) the relation of the event to reality.

1. Ralph in London? But he had certainly been in King's Abbot the preceding afternoon. He must have gone back to town last night or early this morning.
2. I've got three patients to see still, and I must be back by twelve to see my surgery patients.
3. But surely no man could expect a girl to marry him before she had known him two days.
4. But how can you have lost your sense of reality, man?
5. She said, "I won't tell you any lies — I promise."
6. She made her way back to the boat deck and then, for the first time, saw some lights, low down in the sea. "They will be boats," she decided.
7. Maybe she deserved it.
8. You surely know me well enough to know that's the last thing I should do.

See 1.3.

Exercise 3.

Classify the underlined predicates into simple predicates or compound modal predicates. Give their Russian equivalents. If you are working in pairs check your answers with a partner.

1. There was no further sound from above. He would have to go up, it was almost time for dinner.
2. I suppose now that to you it would not make sense if I said that he went to Fernly that night?
3. There was a good deal about which he might have thought, and he wondered why he did not do so.
4. You are very thin. You should put on weight.
5. Who suggested that you should do anything else?
6. He hadn't ever have to work for anything he wanted. It had all been given him.
7. Shall I tell you what I did?
8. I am well and I am safe and I shall arrive in Saratoga on July 14th at half past two.
9. I will be nice to have some new life on the island again.
10. I don't know his opinions. He won't say "yes" and he won't say "no".
11. "What is her name?" — "Melanie Randall." — "That would be Francis Randall's wife?" — "Yes."

Exercise 4.

Rephrase the following sentences using a simple verbal predicate and a modal word (perhaps, maybe, probably, possibly, evidently, surely, etc.) instead of the compound modal predicates.

Model. *He must have dropped off to sleep.* — *Evidently he has just dropped off to sleep.*

1. She may have been here all the time.
2. I'm afraid there must have been an accident of some kind.
3. He may be staying at his relatives now.
4. He hoped he might be permitted to make the acquaintance of her daughter.
5. He looks so important. He must know something interesting.
6. They must have been working at this problem for a month or so.

7. It suddenly occurred to him that she might have been waiting for him all the time.

See 1.4.0—1.4.1.

Exercise 5.

What infinitives can “can” be followed by? In what context is “could” a past tense form? In what context is it a form of the subjunctive mood? Translate into Russian.

1. The letter wasn’t written by Harry Denston. I know his handwriting as well as I know my own; I’m one of the very few people who can read it.
2. Could you have tried harder? Yes... looking back now, I think I could have.
3. Crome, I noticed, could often be goaded into speech when other methods would have failed.
4. Don’t know what Fred Narracott can be doing this morning.
5. There are crimes that cannot be brought home to their perpetrators.
6. You heard Blore’s story. You’ve got to admit that if it’s true I can’t possibly have had anything to do with Armstrong’s disappearance.
7. What could old Badger have been thinking about to let him in for this? However, the drinks were all right.
8. “I wish,” she said, after a pause, “that I could see you again some time.”
9. But the doctors told me that we could see Ronald.
10. When she arrived at her door she did not immediately get out (of the cab). It seemed as though she couldn’t summon enough strength to move.
11. “Well, come to Seton Blaise tomorrow. Felix could come and fetch you any time.” — “I can’t. I’d love to, but I must keep things going here.”

Exercise 6.

A. What means of expressing modality are used in Russian and English in corresponding situations?

1. Он может перевести этот текст.
1. He can translate the text.

2. Он мог увидеть ее вчера (он был поблизости).
3. Он мог бы перевести этот текст (но не хотел).
4. Не может быть, чтобы (вряд ли) он тебя об этом спросил.
5. Не может быть, чтобы (вряд ли) он тебя об этом не спросил.
6. Неужели (разве) он тебя об этом спросил?
7. Неужели (разве) он тебя об этом не спросил?
8. Думаю, он мог бы задать ей этот вопрос сейчас.
9. Он не смог задать мне этот вопрос.
10. Он может спросить тебя об этом завтра.
11. Он сможет спросить тебя об этом завтра.

2. He could see her yesterday (he was not far).
3. He could have translated the text (but he didn't want to).
4. He can't have asked you about it.
5. He can't have failed to ask you about it. It can't be that he didn't ask you about it.
6. Can he have asked you about it?
7. Can it be that he didn't ask you about it? Can he have failed to ask you about it?
8. I suppose he could ask her this question now.
9. He wasn't able (was unable) to ask me this question.
10. He can ask you about it tomorrow.
11. He will be able to ask you about it tomorrow.

B. Translate from Russian into English, using the chart above as a cue.

1. Я не могу найти свои очки.
2. Я больше ни о чем не могу думать.
3. Вы видите, что написано на доске?
4. Вы хорошо слышите выступающего?
5. Когда ему было пять лет, он уже играл на пианино.
6. Вчера вечером было такое ясное небо, что мы видели звезды.
7. Он мог бы перевести этот текст, но не захотел.
8. Не может быть, чтобы он меня заметил.
9. Неужели он меня заметил?
10. Не может быть, чтобы он меня не заметил.
11. Не может быть, чтобы она забыла мой адрес.
12. Неужели она забыла мой адрес?
13. Неужели она мне лжет?

14. Вряд ли она тебе солгала.
15. Неужели это правда?
16. Не может быть, чтобы это было правдой.
17. Разве он бросил курить?
18. Вчера у него был выходной, поэтому он смог поехать за город.
19. Пожарникам удалось загасить огонь, прежде чем были повреждены другие здания.
20. Он сказал, что не может встретить меня на станции.
21. Я не мог ответить на его вопрос.
22. Я не смог ответить на его вопрос.
23. Он смог бы перевести этот текст. Текст не очень трудный.
24. Я смогу купить тебе собаку, если мы действительно решим это сделать.

Exercise 7.

Before translating the following into English decide upon the form of the verb “can” and the infinitive following it.

1. «Я сам понесу чемодан. Тебе это было бы не под силу. Он слишком тяжелый». — «Нет, я сильный, я смогу».
2. Он думал об Анне, о том, что она ему сказала. В душе он знал, что она говорит правду, что ей можно верить.
3. В дальнем углу стояли Гледис и ее братья. Ему был слышен их оживленный разговор.
4. Он был, конечно, не очень романтичным человеком, но таким добродушным и приятным, что не мог не нравиться.
5. «Боже мой, я совершенно об этом забыла, что же мне теперь делать?» — воскликнула Мери. «Дядя Джордж, вы не могли бы мне помочь?»
6. «Ну, что же, ничего страшного, все могло бы быть и хуже», — думал он, медленно шагая по дороге домой.
7. «Ну, и что же вы сказали?» — «Конечно, я сказал, что это был несчастный случай. Что еще это могло быть?»
8. «О, если бы только она могла это понять! А еще говорят, что у женщин есть интуиция», — воскликнул он с самым несчастным видом.
9. Жаль, что я не умею рисовать. Я нарисовал бы твой портрет.
10. У меня сейчас совершенно нет свободного времени, но я смогу посмотреть вашу работу на следующей неделе.

See 1.4.2.

Exercise 8.

Say "yes" or "no" to the following: A. Does the verb "may" express the possibility of an action which depends upon the circumstances? Does it express the supposition of the speaker that the event takes, took or will take place? B. Is "might" a past form? Is it a form of the subjunctive mood? Write out all the possible infinitives after "may". Translate into Russian.

1. There is something queer going on. Later you may be able to help me.
2. Impossible to say what it may have been.
3. In my opinion he is incompetent to practice medicine and may be endangering patients' lives.
4. Excuse me, may I ask you something?
5. Her glance and voice had that slight suggestion of command in it that comes from having occupied a position of authority. She might have been directing which tennis sets the girls were to play in.
6. For all his pain, Dirk Stroeve remained a ridiculous object. He might have excited sympathy if he had grown worn and thin. He did nothing of the kind. He remained fat.
7. Involuntarily he glanced over his muscular body as if it might reveal already some sinister index of the malady.
8. At the hospital they told me I might wait. They gave me a chair, and I sat outside the door. When she became unconscious they said I might go in.
9. He wrote a film script for an English company. It might have been a suitable film for Annabel, but the company put another actress in the part.
10. I said, "Hallo, George!" He looked in my direction. "Hallo, George!" I said again. I might have been inspired to say more on that agreeable morning but he didn't wait.

Exercise 9.

Refer the following situations to the past. Use indirect speech.

1. "May I go this afternoon, please?" — "You may, but don't be too late."

2. "Don't you hear the bell is ringing? I wonder who it may be." — "I'm not expecting anybody."
3. "I've got to see her." — "It may be difficult. I don't think she may agree to see you," said Denny.
4. She went over to the radio and turned it off. "You know, I can't stand organ music!" she said. Her voice was trembling and bitter.
5. "There's a hotel across the street. You can go in there and get something to eat and freshen up. I'll call for you at eleven o'clock. Is that all right?" she asked anxiously.
6. He always comes on Sunday for my roast beef and apple-pie. If it were Sunday now, I could take him quite calmly, but it is Saturday evening when we like it to be quite the family.
7. "Who is it?" — "How should I know? Maybe it's Daddy back — he may have forgotten his wallet or something. Answer the door, Davy."

Exercise 10.

A. What means of expressing modality are used in Russian and English in corresponding situations?

- | | |
|--|--|
| 1. Можно мне спросить ее об этом? | 1. May I ask her about it? |
| 2. Может быть, он спросит тебя об этом. | 2. He may ask you about it. |
| 3. Может быть, он спросил ее об этом. | 3. He may have asked her about it. |
| 4. Может быть, он не спросил ее об этом (ему не удалось спросить). | 4. Probably (maybe, possibly) he did not ask her about it. (He may have failed to ask her about it). |
| 5. Может быть (возможно), он тебя неправильно понял. | 5. He may have misunderstood you. |
| 6. Может быть (возможно), он знает об этом. | 6. He may know about it. |
| 7. Может быть, он не знает об этом. | 7. He may not know about it. |
| 8. Может быть, он сейчас тебя ждет. | 8. He may be waiting for you now. |

B. Translate from Russian into English using the chart above as a cue.

1. Можно мне поговорить с вами?
2. Может быть, он говорит правду.
3. Возможно, он сказал тебе правду.
4. Возможно, он тебе не солгал.
5. Может быть, она именно сейчас печатает это письмо.
6. Возможно, она уже напечатала письма.
7. Может быть, она напечатает письма завтра.
8. Может быть, он послал ей телеграмму.
9. Может быть, он не послал ей телеграмму.
10. Могу я видеть мистера Мора?
11. Возможно, он понимает по-норвежски.
12. Может быть, его напугали.
13. Может быть, он сейчас занят.
14. Возможно, их вчера не было в городе.
15. Может быть, он сейчас завтракает.
16. Может быть, она вас неправильно поняла.
17. Может быть, он неправильно написал имя.
18. Может быть, она потеряла мой адрес.

Exercise 11.

Compare the use of “can” and “may”. Does the possibility of the action depend on the doer of the action? some other person? the circumstances?

1. A foreigner cannot improve. Once a foreigner always a foreigner. There is no way out for him. He may become British; he can never become English. (*G. Mikes*)
2. She [the owner of the shop] went forward with her best brisk but friendly manner.

“Good morning, may I help you?” she said.

“I don’t know,” he said. “But you didn’t say can, you say may. Well, you may. I don’t know if you can.”

“I’ll try,” she said. “Was it a gift or perhaps a book?” He looked at her for a moment.

“Couldn’t it be both? Don’t people give books for gifts?”

“Yes, that’s true. They do.”

“I’ll look around and see what I want,” he said. “If anything.” (*after J. O’Hara*)

Exercise 12.

Before filling in the blanks with “can” or “may” consult the task to Exercise 11 and use it as a cue.

1. “Do you mean to tell me you don’t dance?” Celia smiled nervously. He seemed almost angry with her for some reason. “Oh, no,” she said, “I ... not dance at all. I’m frightfully clumsy and I’ve always been too fat.”
2. Caroline does not care a hang for woods at any time of year. Normally she regards them as places where you get your feet damp, and where all kinds of unpleasant things ... drop on your head.
3. In the light of the powerful torch, several clearly defined footmarks ... be seen.
4. “Be sure there was a reason,” he said over his shoulder. “But what reason ... it be?”
5. “Would it be possible for you to go there?” — “Tomorrow? Let me see. Yes, I ... arrange it. What do you want me to do there?” — “Find out all you ... about Ursula Bourne.” — “Very well. But I don’t much care for the job.” — “It is not the time to make difficulties. A man’s life ... hang on it.”
6. “Now play something else,” she said. “What else have you made up?” “The trouble is,” he said, “I ... write them (melodies) down. I don’t know how it is done.”

Exercise 13.

Before translating into English decide: 1) Is it “can” or “may” you want to use? 2) In what form? 3) With what infinitive to follow?

1. Вы можете прийти в любое время, которое вас устраивает, например, завтра. Вы сможете прийти завтра?
2. Вы позволите мне попытаться убедить его? Я уверен, я смогу это сделать.
3. Он не смог бы увидеть ее вчера. Врач не разрешил ей выходить на улицу. Он сказал, что она только немногого может посидеть на балконе.
4. Он, возможно, уже встречал ее, но сейчас никак не мог вспомнить, где это могло быть.
5. Он, возможно, никогда сюда больше не вернется. Что ему здесь делать после того, что произошло?

6. Как я могу сказать с уверенностью, был ли он уже здесь? Он мог прийти в мое отсутствие.
7. «Я уверен, что вы могли это сделать много лучше». — «Уверяю вас, что это было совершенно невозможно. Я очень устал и сделал все, что мог. Я надеюсь, что я смогу сделать необходимые улучшения в будущем».
8. Вы могли бы быть терпеливее и внимательнее. Человека в его положении очень легко обидеть.
9. Не думаю, чтобы она все еще была в библиотеке. Может быть, она уже вернулась домой и отдыхает.
10. Я очень боюсь, как бы ты не пришел в их отсутствие. Они, возможно, все еще не вернулись с работы.

See 1.4.3.

Exercise 14.

A. Say “yes” or “no” to the following: Does the verb “must” express absolute necessity for the event to take place? Does it express the assurance of the speaker that it really takes or took place? B. Write out all the possible infinitives after the verb “must”. Translate into Russian.

1. What is important is to like the thing you do. Whether it is acting, or composing, or gathering, or being a plumber; you must like the thing you do.
2. You must be dying with curiosity. Take a peep.
3. I must have dozed off unexpectedly because I woke to hear someone knocking. The light was still on, it was daylight.
4. Therefore since there are no fingerprints on the ABC, it must have been carefully wiped.
5. Mor drew in a deep breath and smiled down at the dry earth below him. “I must be mad,” he thought, “whatever shall I do?” Then he thought: “I must see Miss Carter at once. When I see her I shall know what to do.”
6. “And the railway guide was — where?” — “It was open at the right place. Seems as though he must have been looking up the trains to London.”

Exercise 15.

A. What means of expressing modality are used in Russian and in English in corresponding situations?

- | | |
|--|---|
| 1. Он должен об этом знать. | 1. He must know about it. |
| 2. Он, должно быть, об этом знает. | 2. He must know about it. |
| 3. Должно быть (скорее всего, несомненно), она спросила его об этом. | 3. She must have asked him about it. |
| 4. Должно быть, она не спросила его об этом. (Ей не удалось спросить его об этом.) | 4. Evidently (surely, most probably) she didn't ask him about it. (She must have failed to ask him about it.) |
| 5. Должно быть, она спросит его об этом. | 5. She is likely (sure, certain) to ask him about it. |
| 6. Он, должно быть, вас не-правильно понял. | 6. He must have misunderstood you. |
| 7. Он, должно быть, все еще ждет вас. | 7. He must still be waiting for you. |

B. Translate from Russian into English using the chart above as a cue.

1. Мы должны подождать, пока он придет.
2. Вам нужно очень много работать над своим английским языком.
3. К пятнице документы должны быть готовы.
4. Мне нужно торопиться, урок начинается через пять минут.
5. Я знаю, что вам нужно уходить.
6. Вы, должно быть, устали после такой долгой прогулки.
7. Скорее всего, это она написала записку. Я знаю ее почерк.
8. Он, наверное, еще ждет вас в холле.
9. Скорее всего, они поедут на дачу.
10. Он говорит на трех языках. У него, наверное, ушли на это годы.
11. На побережье сейчас, должно быть, замечательно.
12. Ему, должно быть, за восемьдесят.
13. Тебя, скорее всего, раздражает его поведение.

14. Уже десять. Он наверняка закончил работу.
15. Не могу найти ключ. Его, должно быть, взял Боб.
16. Скорее всего, они не получили положительных результатов.
17. Это, наверное, тот дом, который мы ищем.
18. Он наверняка уже ушел.
19. Скорее всего, он еще не ушел.
20. Его, должно быть, об этом не проинформировали.

Exercise 16.

Before translating into English decide: Does the verb after the Russian “должно быть”, “скорее всего”, “должен”, etc. denote an action prior to the described situation? Non-prior? Continual incomplete? Complete? Choose the infinitive form accordingly.

1. «Но мое имя должно быть в списке». — «Очень сожалею, должно быть, произошла какая-то ошибка».
2. «Можно поговорить с мистером Фрейзером?» — «Его нет». — «А когда он будет?» — «Он, должно быть, обедает (*to be out to lunch*) и придет минут через двадцать».
3. «Мистер Фрейзер у себя?» — «Да, скорее всего. Он собирался приехать утром».
4. «Где Бренда?» — «В саду, наверное». — «Да нет, она, должно быть, пошла на реку».
5. «Почему же он мне сам ничего не сказал?» — «Он, должно быть, просто забыл, как это важно для тебя».
6. Поторопитесь. Она, должно быть, уже ждет вас и, скорее всего, давно ждет. Она собиралась приехать сюда утренним поездом.
7. «Мне нужно идти,— сказала она, протягивая мне руку. — Я не люблю заставлять людей ждать».
8. Зачем вы все время об этом говорите? Вы должны постараться забыть все, что произошло. Вы, должно быть, вините во всем себя, а напрасно.
9. «Зачем вы здесь?» — «Мой брат сказал, что я должна прийти».
10. Я почувствовала, что я должна непременно ей обо всем рассказать и тотчас же.
11. Он сказал, что нужно двигаться, иначе можно замерзнуть.
12. «Вы непременно должны нас навестить (*to come and see*)»,— сказала она, улыбаясь.

13. Ты выглядишь очень усталой. Тебе сегодня надо хорошенько выспаться (to have a good night's sleep).
14. Я непременно должен его завтра увидеть.

See 1.4.4.

Exercise 17.

- A. Say "yes" or "no" to the following: Do the verbs "should" and "ought" express the necessity of the event as the opinion of the speaker? The speaker's expectation that the event takes place?
- B. Write out all the possible infinitives after the verbs "should" and "ought". Translate into Russian.

1. Most heads of services should be in the hospital now.
2. And by rights Franz Ascher ought to have been locked up years ago.
3. Allow me two years. There ought to be some progress to report by then.
4. Then there are antihistamines in cold tablets — there shouldn't be!
5. You should have gloried in your athletic prowess. You should have spoken of art and music as "all that nonsense my wife likes".
6. "She shouldn't have drunk it, Mommy, should she?" — "I still don't think she shouldn't have drunk it."
7. "Girls like you ought to be flogged and branded!" cried Mrs. Wade.
8. George said we ought to take vegetables — that it was unhealthy not to eat vegetables.

Exercise 18.

1. Вам следует (нужно, надо) спросить его об этом. (Это разумно, правильно.)
2. В это время они должны быть дома. (Я ожидаю, полагаю, что они в это время дома.)
3. Вам не следует спрашивать его об этом. Он может обидеться.
1. You should (ought to) ask him about it. (It's only reasonable.)
2. They should (ought to) be at home at that time. (I expect them to be at home at that time.)
3. You ought not to ask him about it. He may feel hurt.

4. Вам нужно было (надо было, следовало) спросить его об этом. Зря вы не спросили его об этом. Напрасно вы не спросили его об этом.
5. Вам не нужно было (не надо было, не следовало) спрашивать его об этом. Зря вы спросили его об этом. Напрасно вы спросили его об этом.
4. You should have asked him about it. You ought to have asked him about it.
5. You shouldn't have asked him about it. You ought not to have asked him about it.

A. What means of expressing modality are used in Russian and English in corresponding situations?

B. Translate into English, using the chart above as a cue.

1. Тебе нужно принять лекарство от простуды.
2. Я думаю, тебе следует чаще ее навещать.
3. Кафе должно быть сейчас открыто.
4. Детям не следует есть много сладкого.
5. Тебе нужно пойти к бабушке в больницу.
6. Она должна быть дома после работы.
7. Дети должны слушаться родителей.
8. Тебе не надо было над ним смеяться.
9. Нельзя давать ребенку ножницы. Это не игрушка.
10. Тебе давно нужно было вернуться.
11. Мне не стоит с вами разговаривать.
12. Мне не стоило с вами разговаривать.
13. Тебе не нужно сюда приходить.
14. Напрасно ты сюда пришел.
15. Не стоит задавать ему такие вопросы.
16. Зря ты ему задал этот вопрос.
17. Ему нужно сказать об этом. В конце концов, это его дело.
18. Напрасно ты ему об этом сказал. Только все испортил.
19. Вам следует послать ему поздравление. Он будет очень тронут.
20. Вам следовало тогда же послать ему поздравление. Ему это было бы приятно.

Exercise 19.

Fill in the blanks with “must”, “should” or “ought” and give reasons for your choice of the modal verb in the given context.

1. “How serious you both are,” she cried. “What’s the matter?” — “Nothing,” he answered. “I suppose one ... be serious sometimes.”
2. I think you ... be ashamed. If you were a gentleman you would rather die than do such a thing.
3. I wonder what’s been happening at home. We ... get back quickly. We ... find out.
4. Here, take it quickly in sips. It ... do you good.
5. I saw him at breakfast and told him I ... speak to him soon and alone.
6. “We ... move on, Camilla, if we are to get back for lunch.” — “Yes, let’s.”
7. Come on, you’re a growing boy and you ... get some sleep. Let’s drag the sofa near the fire and you won’t be cold.
8. “Caroline! What’s the matter? Come in.” — “I don’t know whether we ... come in really when you are working so hard.”
9. Surely it isn’t worth quarrelling about, but still I think you ... smoke in the bedroom.
10. Helen’s condition is still rather serious. She ... (not) be left alone, and she doesn’t seem to have any friends or relatives available.

Exercise 20.

Translate into English using “should”, “ought” or “must”.
Use the task to Exercise 16 as a cue.

1. а. Уже поздно. Нам нужно идти. б. Мне нужно было сразу уйти. Зря я остался. с. Она, должно быть, уже ушла.
2. а. Ты должна настоять на ее отъезде. б. Мне нужно было настоять на ее отъезде. Сейчас все было бы по-другому. с. Он, вероятно, настоял на ее отъезде.
3. а. Мне нужно сегодня пораньше лечь спать. Я завтра очень рано уезжаю. б. Мне нужно было вчера пораньше лечь спать. Голова болит.
4. а. Мне кажется, нам следует попросить совета. Я не вижу

- другого выхода. б. Тебе нужно было попросить совета у людей, которые хорошо знают обстановку.
5. а. Ты нас совсем забыла. Тебе нужно почаще к нам заходить. б. Мне нужно было зайти к нему еще неделю назад. Все времени не было. Сегодня обязательно зайду.
6. а. Я полагаю, она должна сейчас ждать нас на станции. б. Она, должно быть, сейчас ждет нас на станции.

See 1.4.5—1.4.6.

Exercise 21.

Compare the use of “to be” and “to have”. Does the necessity of the action arise from some previous arrangement or plan? From the existing circumstances? Write out all the possible infinitives after the verbs. Translate into Russian.

A.

1. Then he said with a change of tone, “Tomorrow I am to visit the man Cust.”
2. Andrew and Celia were to leave at midday by Bahamas airways from Rock Sound.
3. We are to be marooned here, no attention is to be paid to signals, etc.
4. For June this evening, that was to have been “her treat”, was the most miserable she had ever spent.
5. Sharan blushed. “Am I to consider that a question, General?”
6. If I were to commit one or more murders it would be solely for what I could get out of them.
7. Soames would often come down to watch with secret pride the building of the house which was to have been his home.

B.

1. Before I explain, there’s something you have to understand about this country.
2. “It will be Hastings, who will have to do that,” said Poirot, winking at me.
3. There are some things that have to be said sooner or later.
4. But I know you’ve done what you felt you had to.
5. Rogers has had to do the best he can for breakfast single-handed. Mrs. Rogers has not been able to carry on this morning.
6. Her responsibilities were opening her eyes to things she wished she didn’t have to know.
7. “And nobody else came to the flat during the time Major Rich was out?” — “How could anyone, Sir? They’d have to ring the bell.”

Exercise 22.

A. What means of expressing modality are used in Russian and in English in corresponding situations?

I.

1. Он должен был вернуться в пять. (Они договорились заранее.)
2. Он должен был вернуться в пять, но не пришел.
3. Он должен был вернуться в пять?
4. Он должен был не возвращаться раньше пяти (мы ведь договорились об этом).

I.

1. He was to come back at five.
(They had agreed about it.)
2. He was to have come back at 5.
3. Was he to come back at 5?
4. He was not to come back until 5.

II.

1. Ему пришлось (он был вынужден) вернуться.
2. Ему пришлось вернуться?
3. Ему не пришлось возвращаться.

II.

1. He had to come back.
2. Did he have to come back?
3. He didn't have to come back.

B. Translate into English, using the chart above as a cue.

1. У него промокли ноги, и ему пришлось переобуться.
2. Он должен был приехать утром, но у него сломалась машина.
3. Мой племянник будет гостить у нас до четверга.
4. На вокзале не было носильщиков, и ей самой пришлось нести свой чемодан.
5. Быстрее, или тебе придется два часа ждать следующего автобуса.
6. Все должны прийти завтра в десять.
7. Это был трудный случай употребления артикля. Тебе пришлось заглянуть в грамматику?
8. Нужно стучать перед тем, как войти.
9. Боюсь, что вам придется его подождать.
10. Я сегодня после обеда иду к зубному.
11. В мае мы поженимся.
12. Так в какое время мне нужно позвонить?

13. Я потерял паспорт. Что мне теперь делать?
14. Мне не пришлось его просить. Он сам предложил мне свою помощь.

Exercise 23.

Use the task to Exercise 21 as a cue and fill in the blanks with the verbs “to be”, “to have”.

1. Excuse me, I ... to go now or I may miss my bus.
2. She made the appointment and she ... to spend the next few days in the cottage.
3. I always feed the dog about now. I ... to cut the meat up a bit, he hasn't the teeth he once had.
4. Susan realized that the first twenty two years of her life in no way prepared her for those that ... to follow.
5. “I regret but I ... to leave now.” — “But you just came.” — “It's unfortunate but I have a disastrous headache.”
6. Lane ... nowhere to be seen.
7. “What is it?” — “It's grandfather. He's taken ill. You ... to come.”
8. I was second eldest. I ... to wear all my older brother's clothes.
9. Tomorrow was Saturday, and on Sunday he ... to spend the day on the river with friends.
10. You know as well as I do that questions ... to be asked, if you want answers.

Exercise 24.

Translate into English. Use “must”, “should”, “ought”, “have”, “be”.

1. Мне совершенно необходимо рассказать вам это самой и во всех подробностях.
2. Нам придется признать, что он прав. Он это доказал.
3. Подумав и все взвесив, я пришел к выводу, что нам следует принять первое предложение. Оно наиболее приемлемое.
4. Как вы помните, было решено, что главная роль будет поручена этому молодому актеру, хотя и не все были согласны с этим решением.
5. Постарайтесь не опоздать. Не забудьте, что вы должны быть там ровно в 10.
6. Метро скоро закроется. Мы должны сейчас же уйти.

7. Нам нужно уходить. Мы и так отняли у вас массу времени.
8. Они собираются в отпуск в сентябре.
9. Ее не оказалось дома, и мне пришлось долго ждать ее.
10. Тебе следует подумать о своем здоровье. В последнее время ты плохо выглядишь.

See 1.4.7—1.4.8.

Exercise 25.

Answer "yes" or "no":

1. Do the underlined verbs express the desirability of the event on the doer's part? Somebody else's?
2. Is the action viewed as something naturally expected under the circumstances?

Translate into Russian.

A.

1. "He doesn't want to be summed up by a slip of a girl," said Mor. He glanced sideways at her. Miss Carter smiled faintly.
"But I will sum him up, I will!"
2. "Hello, here's a visitor." — "I won't see him," I said firmly.
"I've been bothered enough with reporters."
3. "Not a word to anybody." — "You mean, that I am not to tell Charles — Mr. Enderby?" — "Journalists will be journalists. However well you may have got him tamed, Miss Trefusis, well, news is news, isn't it?"
4. How did you know? Your wife will have told you about the discovery?
5. Dr. Courtras insisted, but she would not let him pass. Dr. Courtras shrugged his shoulders, and after a moment's reflection turned away.
6. This case interests me, I should be glad if you would make a study of this morning's reports of it in all the papers.
7. Will you have rum in your tea?

B.

1. Eliza, if you say again that you are a good girl, your father shall take you home.
2. Penn's stone fell a little short of his second throw and well behind Felix's. "Never mind," said Mildred, "We think you are both wonderful. You shall both have a prize."
3. And it is your right that every child shall have a complete education. That no person aged or infirm shall want or beg for bread.

4. "Swear that my name shan't be brought into it, that no one shall ever know." — "I swear it."
5. It won't take long, and then you shall have your tea.
6. Overton is not, I think, many miles from here. Shall we run over there and have an interview with the niece of the dead woman?
7. Let snobbish people say what they please: Barbara shall marry not the man they like, but the man I like.

Exercise 26.

A. What means of expressing modality are used in Russian and English in corresponding situations?

I.

1. Я буду поступать так, как хочу.
2. Мама не разрешает мне здесь купаться.
3. Это, очевидно (наверное), почтальон.
4. Вы, очевидно, уже слышали об этом.
5. Вы не одолжите мне свою ручку?
6. Он и слушать меня не хотел.
7. Я попытался открыть дверь, но она не открывалась.

I.

1. I will do as I like.
2. Mummy won't let me swim here.
3. That will be the postman.
4. You will have heard about it.
5. Will you lend me your pen?
6. He wouldn't listen to me.
7. I tried to open the door but it wouldn't open.

II.

1. Ты у меня это запомнишь.
2. Граница должна быть оставлена без изменений.
3. Запрещается чистить движущиеся детали станка во время его работы.
4. Открыть окно? (Хочешь, я открою окно?)

II.

1. You shall remember this.
2. The frontier shall be left unchanged.
3. The moving parts of the machine shall not be cleaned while in operation.
4. Shall I open the window?

B. Translate into English, using the chart above as a cue.

1. Я не позволю вам говорить такие вещи в моем присутствии.
2. И ты можешь справиться сам? — Могу и справлюсь.
3. Она не разрешает мне сюда приходить.
4. Вы не проводите меня на станцию?
5. Я не хочу никого видеть.
6. Я не хочу отвечать ни на какие телефонные звонки.
7. Он не хочет принимать отказ.
8. Я хотела выпить чашку чая, но чайник никак не закипал.
9. Обратитесь к ее брату. Она наверняка знает, где он.
10. Когда я впервые сюда приехал, была весна. Должно быть, уже лет пятнадцать прошло.
11. Ему сейчас, наверное, около сорока.
12. Вы, наверное, уже рассказали все своей жене. Что она по этому поводу думает?
13. Вам принести еще чашку кофе?
14. У вас будет все, что необходимо для работы. Я позабочусь об этом.

Exercise 27.

Translate into English, paying particular attention to the underlined parts of the Russian text.

1. Я вам обещаю, что то, что вы мне скажете, не станет известно никому, кроме нас с вами. Никто не будет знать об этом.
2. Я много раз просил его не приходить так поздно, но он и слушать не хочет и ведет себя по-прежнему.
3. Он вежливо выслушал наши предостережения, но он не мог и не хотел ничему верить. То, что мы ему сказали, было для него большим разочарованием.
4. Ты слышишь звонок? Возьми трубку. Это звонит твой начальник.
5. Согласно правилам, гонорар за статью выплачивается после ее выхода в свет.
6. Откройте, пожалуйста, окно. В комнате так душно.
7. Сейчас, конечно, он не думает о последствиях, но ему придется дорого расплачиваться за свои ошибки.
8. Я обязательно узнаю, что все это значит, я все сделаю, чтобы выяснить это.

See 1.4.9.

Exercise 28.

What are the meanings and the forms of the verb “need”?

What forms of the infinitive may follow it? Translate into Russian.

1. I need hardly advise you, gentlemen, to lock your doors.
2. Andrew left Noah Townsend’s office as quickly as he could. He needed to be alone. To think.
3. But we need not go into this now; you will be given full instructions when the time comes.
4. Never mind all details: you and I don’t need to know them.
5. “It was the kind of talk,” Andrew said later, “which we’ve needed to have, yet both of us put off.”

See 1.4.10.

Exercise 29.

What are the meanings and the forms of the verb “dare”?

Translate into Russian.

1. How dare you ask me such a question. It’s — it’s insulting.
2. He dared not go near Ruth’s neighbourhood in the day-time.
3. “How dare you say that to me!” — “I dare,” he answered fiercely, “because I’ve seen you change.”
4. He did not dare to travel after dark.
5. I dare not be alone at night.
6. You know you didn’t dare give the order to change the bridge until you saw us on the other side.

See 1.4.9—1.4.10.

Exercise 30.

A. What means of expressing modality are used in Russian and English in corresponding situations?

I.

1. Вам необходимо выполнить эту работу на этой неделе.
2. Вам нужно выполнить эту работу на этой неделе? (Есть такая необходимость?)
3. Вам нет необходимости вы-

I.

1. You need to do the work this week.
2. Need you do the work this week?
3. You need not (don’t need to)

- полнять эту работу на этой неделе.
4. Вам не было необходимости выполнять эту работу на этой неделе. (Напрасно вы это сделали.)
- II.**
1. Как вы смеете говорить мне такие вещи?
 2. Он не осмеливается (осмеливался) противоречить ей.
- III.**
1. You needn't have done the work this week.
 4. You needn't have done the work this week.

B. Translate into English, using the chart above as a cue.

1. Вам нет необходимости встречаться с ним, если вы этого не хотите.
2. Как он смеет так со мной разговаривать?
3. Вряд ли есть необходимость рассказывать об этом так подробно.
4. Вам необходимо узнать ее адрес?
5. Ты могла бы и не поливать цветы. Скоро пойдет дождь.
6. Ей было страшно. Она не осмеливалась даже выглянуть в окно.
7. Тебе нечего торопиться. Она только что выехала.
8. Напрасно вы волновались. Он хорошо сдал экзамен.
9. Пусть приходит сюда, если посмеет!
10. Оказывается, мне вовсе не надо было переводить этот текст, а я потратил столько времени.

USE IN COMMUNICATION

See 2.1.1.

Exercise 1.

Rephrase the following. Show that the doer is/was or isn't/ wasn't capable of doing something.

1. I have some doubts as to his ability to entertain such a big company.
2. I felt that my mother made claims on me which I was not capable of meeting.

3. The man was speaking behind the door, and it was not possible for me to hear him distinctly.
4. "Why do you think he asked me down here?" — "I think you yourself know the answer."
5. Are you sure that such tasks are not beyond me?
6. It is possible for a man to stay under water for a long time if he has a special equipment.
7. A child is capable of learning a foreign language very quickly.
8. It will only be possible for a skillful worker to cope with this task.

Exercise 2.

Before translating into English decide if the capacity of the doer to perform something or the attainment of something through the capacity is expressed.

A.

1. a. Я не мог ответить на его вопрос. b. Я не смог ответить на его вопрос.
2. a. Она могла перевести этот текст, но не захотела. b. Она смогла перевести этот текст. Он не был очень трудным.
3. a. Я не мог туда пойти. У меня не было времени. b. Я не смог к ним зайти в тот раз, и они очень на меня обиделись.

B.

1. Я думаю, вы сможете убедить его отказаться от этой затеи.
2. Я не мог понять, почему они относились ко мне с таким участием.
3. Мне удалось достать билеты на сегодняшний концерт. Жду тебя в шесть.
4. Он не мог ходить быстро, так как у него все еще болела нога.
5. Он не мог забыть того, что произошло.
6. Интересно, сумел он сесть в этот поезд?

Exercise 3.

Provide a context for the following. Work with a partner.

1. a. He could come. b. He managed to come.
2. a. He could answer very well. b. He could have answered very well. c. He was able to answer very well.

3. a. He could write with his left hand. b. He could have done it with his left hand. c. He managed to write with his left hand.

Exercise 4.

Work with a partner. Use the cues below or come up with your own suggestions.

- A. I wonder if you could ...
Sorry, but could you possibly ...

(to move the chair; to open the door; to explain the word; to tell the number of the bus to ...; to lend a pen; to fetch a glass of lemonade, etc.)

- B. (To agree:) Why, yes, of course. By all means. I'd be glad to. Sure.
(To refuse:) I'd like to say "yes" but ... ; I can't really, because ... ; I'm awfully sorry but

Exercise 5.

A. Say what somebody is (in)capable of doing under the following circumstances. B. Complete the situations as you find fit.

A.

1. When you are very thirsty, and the water from the tap is too warm.
2. If you have no reading lamp, and there is not enough light in the room.
3. If somebody has broken his spectacles.
4. When it is very quiet in the room.
5. When the sun is shining.

B.

1. After the eggs and bacon there was a great rice pudding with burnt brown top. "Oh, well, there's enough for five. I ..." .
2. "Would you like me to answer telephone for you?" — "No, thank you, I ..." .
3. It's already two, and he hasn't turned up yet. I'm afraid we
4. The man looked so funny that she

See 2.1.2—2.1.3.

Exercise 6.

Ask somebody whether he considers himself (or somebody else) capable of performing an action or is capable to perform an action under the circumstances.

Model. *My luggage is too heavy for me to carry to the station all alone. (to help me) = Can (could) you help me?*

1. Look here, I've got to talk to you privately. (to come back with me now)
2. How come he made this confession to you? I am still in the dark. (to tell me the whole story)
3. You say you saw the stranger when you were turning out of the gate. (to describe him)
4. I am in a bit of a mess. I'm afraid all is destroyed. (to help me in any way)
5. Mr. Briggs is there. I know he is. (he to see us)

Exercise 7.

Answer the following questions saying whether you (somebody else) are/is (was, will be) capable/incapable of performing the action or the action is possible/impossible under the circumstances. Give your reasons.

Model. — *Can you come at six?*

- a) — *Yes, I can. I have nothing to do at the time.*
- b) — *No, I can't. I shall be engaged.*

1. Could you stay with us a little longer?
2. Can he explain the difficulty to you?
3. Here are the keys. But will you be able to drive my car?
4. Can she speak English fluently?
5. Will you be able to pass your driving test?

See 2.1.4.

Exercise 8.

Below are bits of texts with the verbs "can" ("could") and "might". Are they used in the text to express implied suggestion? admonition? Translate the text into Russian.

1. "While you are over there," Lord said, "here's something else you might look into." From a file he extracted a batch of papers and letters clipped together. "I've been corresponding with a young scientist at Cambridge University. He's been doing some interesting work."
- "What are his chances?"
- "Slim."
- "We might put up some money," Sam said. "If we have time, I'll talk with him."
2. "Well, sir, I'd better get down to it," said Crome. "There's the cafe and there's the girl's home. I'd better go to both of them. Kelsey can come with me."
3. Although it was summer the room was dark. Lombard switched on the lights but today they did not come on. He said, "Of course! The engine's not been run today since Rogers hasn't been there to see to it." He hesitated and said, "We could go out and get it going, I suppose."

See 2.1.5.

Exercise 9.

Ask for permission or give your permission to do the following. Work with a partner.

Model. (to come)

- A. — *May I come a little later tomorrow?*
— *Of course, you may (can) come a little later tomorrow.*
- B. — *Can I come to the party with my sister?*
— *Of course, you can come to the party with your sister.*

to go to the movies this afternoon; to borrow somebody's book; to see the Director in his office now; to smoke in here; to go home after classes; to park here; to have my tea; to send my assistant to you; to have a taxi called

Exercise 10.

Rephrase the following. Use the appropriate form of the verb "may" to express permission.

Model. I gave him permission to go there. = He may go there.

He said that he gave them permission to go there. = He said that they might go there.

1. The doctor allowed the student to examine the patient by himself.
2. The air hostess says that the passengers are allowed to unfasten the belts.
3. When the lesson was over the teacher dismissed the students.
4. The doctor said he allowed me to spend more time out of doors.
5. He was given access to the institute library.
6. They were permitted to smoke.

Exercise 11.

Permit somebody to do something. Describe the situation and the participants.

Model. — *May (might) I take your book?*
a) — *Yes, you can. You needn't ask. I hope you will enjoy it. (informal)*
b) — *Yes, you may (might). But be sure to return it the moment I ask you to do so. (formal)*

1. Might I share your room for a couple of hours?
2. May I suggest a different approach?
3. May I offer you a cup of tea?
4. May I ask you a great favour?
5. May I see you next Tuesday?
6. May I smoke here?
7. May I ask for another cup of coffee?
8. May I borrow your typewriter?

Exercise 12.

Make the permission less formal and provide a suitable context.

Model. *He may go there. = He can go there. He needn't ask anybody. He is his own master.*

1. You may take this copy.
2. Tell her she may make use of my lecture-notes.
3. You may smoke in here.
4. She may review any part of the paper.
5. You may borrow my pen, if you ran out of ink.
6. You may have coffee here in the sitting-room.

7. He may drop in tonight if it's OK with him.
8. Tell her she may stay here as long as she wants to.

Exercise 13.

Below are bits of texts with the verb "may" and "can". Are the verbs used to ask for permission? to express offer? Translate the texts into Russian.

1. "Excuse me!" as Martin cut in, he appeared concerned. "May I ask you something?" — "Of course."
2. "Can I help you in any way?" she asked as she sat down.
3. I sneezed again. "My goodness," Peggy said. "It's the draught" — I sneezed again — "from the window you opened. May I close it?" — "No." — "O.K. Kill me. Can't I please close the window? My mother thinks I'm coming down with a cold." — "If you must. I'll suffocate."
4. "We are ready to take off, sir. May I help you fasten your belt?" — "Do I have to? I don't like to be strapped down." — "Until we're airborne."
5. "Could I have a word with you, sir, please?" Armstrong turned. He was startled at what he saw. Rogers' face was working. Its colour was greyish green. His hands shook. "Please, sir, if I could have a word with you."

Exercise 14.

Work with a partner and speak about something that:

a) you have permission to do and will do; b) you have permission to do, but do not want to say whether you will do it or not. (Use "to be allowed", "to be permitted", "may", "might".) Use Exercise 13 as a cue.

Exercise 15.

Complete the following using the modal verbs "can" or "may" as required by the context.

1. They gave him a formal permission and now he
2. Half of the work has already been completed and now they
3. The Chairman has just closed the meeting and now we
4. You have a standing invitation to come with us at any time, so now
5. He passed a driving test and got a driving license, so now
6. We booked you a double room with bath, so you

7. I'll leave you your dinner in the oven, so when you are back you

See 2.1.3.

Exercise 16.

Below are bits of texts with the verbs "may", "can", "must" and "be". Do they show that the event is impossible because permission is not given? that the event is forbidden? Translate the texts into Russian.

1. "No!" he told the children. "Don't do this! You must not take sides! Your mother and I have been foolish. Both of us were wrong, and we are ashamed, and all of us will talk about it later. But this is still one family. We belong together."
2. She repeated: "I shall go tonight." I said: "I shan't permit it." She said: "Now it is not for you to permit." I was angry. I said that she could not leave the house with nowhere to go. She must stay until I had planned her movements. "You can't do that, now."
3. "It's a great comfort to me," she went on, "to see the money come to you, dear. It's your chance. We shall have to think how you are going to take it. You mustn't waste it. Remember that you're not to waste it." — "We won't do anything till you get better," I said.

Exercise 17.

Forbid somebody to do something. Describe the situation and the participants.

Model. — *May I take the book home?*

- a) — *No, you mustn't. It is not allowed to take books home from the reading hall. (strict and formal)*
- b) — *No, you can't. Some other people may want it. (polite refusal)*
- c) — *No, you may not. You are very careless with books. Read it while you stay here.*
- d) — *No, you are not to take this book home and keep it for a long time. I promised to return it to the library today.*

1. May I smoke here?
2. Might I have a look at your paper?

3. May we stay here and watch the rehearsal?
4. May I speak to your patient, Doctor?
5. May I work in this room?
6. May I reproduce some parts of this publication?

See 2.1.2—2.1.6.

Exercise 18.

Translate into English, using the verbs "may"/"mayn't", "can"/"can't", "mustn't", "be not to" as required by the context.

1. Я могу вернуться утrenним поездом. К тому времени я уже закончу все дела.
2. Она могла бы вернуться утrenним поездом, но ее задержали дела.
3. Можно мне посмотреть вечернюю передачу по телевидению? а. Нет, нельзя. Ты плохо себя вел и должен быть наказан. б. Нет, дорогой. Детям в это время пора идти спать.
4. В комнате было темно, и она не могла (не смогла) найти свои вещи.
5. Завтра праздник. Ты можешь пригласить своих друзей.
6. Здесь нельзя ставить машину. Вам придется поискать другое место.
7. Могу я вас проводить? Уже поздно, и на улице темно.
8. Он мог бы сделать это для вас. Это совсем не трудно.
9. — Он сможет поехать с нами завтра? — Да, если ему разрешат.
10. Больного нельзя оставить одного ни на минуту. Это указание врача.

See 2.2.1.

Exercise 19.

Say why you consider it necessary for someone to perform the following actions. Make the further statements less categorical than the first one.

Model. — He must go there at once. There has been an accident.

— He should go there at once. Otherwise, I'm sure he will be late. — He ought to go there at once. She is waiting for him and getting nervous.

1. You must get together from time to time.
2. You must tell her the truth immediately.
3. You must go and see about lunch.
4. You must explain your point of view.
5. You must stop smoking in bed.

Exercise 20.

Say what you consider necessary for someone to do under the circumstances and give your reasons. Work with a partner.

Model. *A. She is seriously ill (to go).
 B. You must go and see her immediately. You can't do otherwise. She has only you to rely upon. (or: You should go and see the doctor. He will tell you the real state of things. or: You ought to go and see her. It will be so good of you to offer your help. or: You need to go and see her. You'll never forgive yourself if you don't do it.)*

1. This ladder is becoming shaky (to drive a few nails in it).
2. The child is too small yet to stay there alone (to baby-sit).
3. I think something strange is going on there (to go and see for yourself).
4. Is the actress really as good as the newspapers say? (to see her in the new film)
5. I study all day long. The exams are only a few days ahead (to get some fresh air).

Exercise 21.

Explain why you consider the following actions absolutely necessary for yourself to perform. Will there be any change in the meaning of the utterance if you use "should", "ought" or "need" instead?

Model. *"to go" — I must go on Sunday or I'll not be able to get home by Monday afternoon. It's an awfully slow train.*

to see somebody; to know somebody's decision; to keep an appointment; to ask him not to interfere; to keep up with the rest; to do a bit of phoning; to keep myself in check; to forget all my former troubles; to wear a lighter dress; to forget somebody

Exercise 22.

Make short dialogues. Work with a partner. Use the following as cues, or come up with your own suggestions.

- I. Two friends are talking about their likes and dislikes.
- A. I like good food but it must be well cooked.
 - B. In other words not if it is English. (You don't like English food.)

If you are speaking for A use the following:

- 1. I like jazz but... .
- 2. I enjoy music but... .
- 3. I like architecture but... .
- 4. I'm fond of antiques but... .
- 5. I like books but... .

If you are speaking for B use the following:

- 1. ... not if it is the old-fashioned type.
- 2. ... not if it is classical music.
- 3. ... not if it is this modern sort.
- 4. ... not if it is old English.
- 5. ... not if they are old books.

- II. An employee and her superior are talking.

- A. I haven't finished the report yet.
- B. Really? Then you should finish it as soon as possible because I need it badly.

If you are speaking for A use the following:

- 1. I haven't yet started typing the contract.
- 2. I haven't looked through the mail yet.
- 3. I haven't yet found the letter you've been looking for.
- 4. I haven't yet answered this letter.

- III. Two colleagues are talking.

- A. You ought to explain that to head of the department.
- B. It's been already explained to him!

If you are speaking for A use the following:

1. You ought to report the incident to the authorities.
2. You ought not to mention my name to him.
3. I can't find the answer to this question. Couldn't you even suggest it to me?
4. You ought to get a driving license.

See 2.2.2—2.2.3.

Exercise 23.

Below are bits of texts with the verbs "must", "should" and "ought". Are they used a) to inquire about the necessity or advisability of the action? b) to give advice? c) to suggest that the action should not be performed? Translate the texts into Russian.

1. And almost every event that had happened to him in his life had been the same way, and never once had any of them been his own fault. Mast couldn't help wondering with the apathy of despair if it was to be so through the rest of his life. Must he always be doomed and guilty and if so, why?
2. Jacobs speaking, sir. There's a young fellow come in with a story that I think you ought to hear.
3. Tony Martson thought to himself: The amount of cars crawling about the roads is frightful. Always something blocking your way — not like France where you really could let out. Should he stop here for a drink, or push on? Heaps of time! He'd have a gin and ginger beer.
4. I had that door painted only last week . You should be more careful.
5. "When you grow up," said Aunt Milly, "you ought to feel obliged to pay every penny he owes. You ought to make a resolution now. You oughtn't to rest until you've got him discharged and your family can be honest and above board again."
6. Everyone looked inquiringly at Blare. He said: "Look here, everybody, my opinion's this: we needn't look farther for the author of these deaths than the dining-room at this minute. I'd take my oath that woman's the one we are after!"

See 2.2.2.

Exercise 24.

Answer the following questions. Show your approval or

disapproval and give your reasoning. If you are working with a partner where possible speak about people you both know.

Model. — *Must we go a long way to find someone as good as this?*

a) — *Yes, we must. We have nobody properly qualified for this work.*

b) — *No, we needn't. We have just taken a new engineer who was once at college with me.*

1. Must you see him at once?
2. Ought he know the truth about the accident now?
3. Should he say he is feeling ill?
4. Need he have taken so many pills to reduce the high temperature?
5. Should I submit the application to the department today?
6. Need she take all her papers with her?
7. Ought he to have said that he was not sufficiently appreciated?
8. Need he have taken all his luggage to the station at once?

See 2.2.3.

Exercise 25.

Give your partner advice to do the following. Make it a strong recommendation, express your suggestion or make the advice more tentative. Use the cues given below or come up with your own suggestions.

Model. (*to wait until the light changes before crossing the street*)

A. *You had better wait until the light changes before crossing the street. (I strongly recommend you to.)*

B. *Though there is not much traffic here we should wait until the light changes before crossing the street.*

C. *Perhaps you would rather wait until the light changes. It'll be safer that way.*

(to leave now; not to make noise at this hour; not to antagonize him; to question him honestly; not to delay any longer; to bring the report to the office at once; to stop eating rich food)

See 2.2.1—2.2.3.

Exercise 26.

Translate into English using the verbs "must", "should", "ought", "need" and the expressions "had better", "would rather". Give reasons for your choice.

1. Он должен попасть туда до 7 часов вечера.
2. Этот счет должен быть оплачен немедленно.
3. Я полагаю, я должен дать знать родителям, где мы находимся.
4. Он сказал, что должен вернуться на работу в понедельник.
5. Тебе нет необходимости работать до осени. Тебе надо поехать куда-нибудь, чтобы хорошо отдохнуть.
6. Есть необходимость настаивать на этом решении?
7. Я должен послать эту телеграмму завтра?
8. Тебе что, нужно непременно лететь самолетом?
9. Вы полагаете, мне нужно поговорить об этом с самим директором?
10. Доктор сказал, что ей следует сделать операцию.
11. Где ваша машина? Вам не следует оставлять ее без присмотра.
12. Вам бы лучше не выходить сегодня из дома. Идет сильный дождь.
13. Я, пожалуй, сначала позвоню туда и выясню все обстоятельства.
14. Возможно, нам следует пригласить его и обсудить все пункты этого контракта.

See 2.2.4.

Exercise 27.

Below are bits of texts with the verbs "must", "have" and "be". Are they used a) to express somebody's order or instruction? b) to express somebody's order or instruction more tentatively? c) to ask for instructions? Translate the texts into Russian.

1. "The police did not suggest your returning to Andover?" — "They said I must come to the inquest — that's on Monday, sir."
2. "Mind you," said Aunt Milly, "you mustn't expect to run away with things at the secondary school. After all, it doesn't take much to be top of that old-fashioned place your mother sends you to. I shouldn't wonder if you're no better than the

- average. Still, you'll have to do as well as you can."
3. "Let me get this quite clear. Mr. Owen's orders were — what exactly?" Rogers said: "I was to put a record on the gramophone."
4. Inspector Wells gave me a rough idea of the position last night — though I may say it seemed one of the wildest tales I have ever heard. Am I really to believe, Inspector Crome, that my poor brother is the victim of a homicidal maniac?

See 2.2.5.

Exercise 28.

Remind your partner of a previous arrangement. Use the words below as a cue or come up with your own suggestions. Wherever possible speak about people you both know.

Model. *to come at 5. — You are to come at 5.*
Don't forget. They will be expecting you.

to pay for the long distance call; to meet them at the station and take them to their hotel; to pay for your hotel room not later than at twelve o'clock; to check their progress every evening; to wait for him at the entrance; to clean and oil the motor regularly; to write a letter or invitation

Exercise 29.

Tell your partner that something that was preplanned before a past situation didn't take place or that you are not sure that it did take place. Your partner is expected to give a short answer. Use the material of the previous exercise as a cue or come up with your own suggestions.

Model I. *You were to have come at five. Why did you fail to do it?*

Model II. *You were to come at 6. Did you keep your appointment?*

See 2.2.6.

Exercise 30.

Work with a partner (Student A), who states a problem. Say what the circumstances require of a person to do. Use the words below as a cue or come up with your own suggestions.

Student A.

1. We are expected to dinner. We are overdue as it is.

2. We planted the flowers but they don't take root.
3. The children were too noisy and interfered with my studies.
4. I couldn't get the engine started and it was getting dark.
5. I wanted to say good-bye to my friend but I learned too late that he was leaving.
6. It suddenly started raining while we were in the forest.
7. I bought a dog.
8. He will have forgotten the rules by the end of the term.
9. He had a very general idea of what they expected him to do.
10. The milk boiled over.

Student B.

to clean the stove; to take them out and plant new ones; to rush to the station; to go to another room shutting the door behind me; to take a taxi; to go there on foot; to feed him and take him out for a walk; to explain the rules again; to give all the details; to find shelter under a big tree

Exercise 31.

Tell your partner under what circumstances you had, did not have to, will have to do the following.

work till late at night; leave immediately; take charge of things; pretend you like something; look for a new flat; stay at home; give up smoking; have your arm X-rayed; see a dentist; start dieting; wear stronger glasses; give your room a thorough cleaning

See 2.2.5—2.2.6.

Exercise 32.

Translate into English. Use "to be" or "to have" as modal verbs for the underlined parts of the Russian sentences.

1. Мое место было далеко от сцены, и мне пришлось напрягать зрение, чтобы что-нибудь увидеть.
2. Придется сдать книги за пятнадцать минут до закрытия читального зала. Здесь такое правило (a regulation).
3. Это должно было случиться. Нельзя так обращаться со стиральной машиной.
4. Я забыла ключ, и мне теперь придется ждать, пока кто-нибудь не вернется с работы и не откроет дверь.

5. Не помню, выключила ли я утюг. Придется вернуться домой и проверить.
6. Заказ из магазина должен быть доставлен на дом в первой половине дня.
7. Если ты действительно решил получить надежные результаты, тебе придется очень много работать.
8. Все, кто поедет на экскурсию, должны подойти к зданию института в 8.45.
9. Вы будете выступать после этого докладчика.
10. Если тебе никто не поможет, тебе придется выполнить всю работу одному.

Exercise 33.

Ask your partner whether the circumstances or some previous arrangement make the event necessary.

Model. a) — *The company were holding a party and we were strangers there. (to leave)* = *Did you have to leave?*
 b) — *She promised to come about 8, and this place is her own choice. (to meet)* = *Are you to meet here?*

1. He can't possibly join you though he's dying to see the old places again. (to take an exam)
2. Her mother got seriously ill and can't travel on her own. (to stay with her mother)
3. The manager will come in about an hour, but his letters haven't been typed yet. (to type letters)
4. He is late as usual, and I don't know to get the luggage to the station. (to take a taxi)
5. I am leaving tomorrow, I'm afraid. We'll not see any more of each other. (to leave as soon)

Exercise 34.

- A. Below are bits of American English texts with "to have got". Say what elements of the context (besides "to have got") testify to the colloquial nature of the text.
- B. Compare the English texts with the Russian translation and find the Russian equivalents for the English "to have got". Say what elements of the Russian text testify to its colloquial nature.

1.

- a) "Salzman — does he live here," he said, "the matchmaker?" She stared at him a long minute. "Of course." — "Is he in?" "No." — "The matter is urgent. Can you tell me where his office is?" — "In the air." — "You mean he has no office?" Leo asked. "In his socks." — "Where is he?" Leo insisted. "I've got to see your husband."

- b) «Зальцман тут живет, — спросил он, — брачный посредник?» Она удивленно посмотрела на него. «А где же еще?» — «А он дома?» — «Нет». — «У меня спешное дело. Скажите, где его контора?» — «В воздухе!» — «Вы хотите сказать — у него нет конторы?» — спросил Лео. — «В дырявых носках у него контора». — «Но где же ваш муж? — настаивал он. — Мне необходимо его видеть».

2.

- a) "When do you propose to take her?" — "As soon as I can get a governess. I hoped the day after tomorrow?" — "That's impossible. I've got to get her things in shape. Not before Saturday."
- b) — Ты когда думаешь ее забирать?
 — Сразу, как найду гувернантку. Послезавтра, я полагал.
 — Послезавтра — ни в коем случае. Мне еще приводить в порядок ее вещи. В субботу, не раньше.

See 2.2.4.

Exercise 35.

Below are bits of texts with the modal verbs "have" and "need". Are they used a) to show that the event is not necessary or indispensable? b) to express admonition not to perform the action? Translate the texts into Russian.

1. "That man — that man you work for —" — "What about it?" — "Nothing," she said. "Only you don't have to work for that man. Theodore could get you —" — "I don't want any job Theodore would get for me."
2. "I've made up my mind. I'm leaving it to Cresswell." — "Your housekeeper?" — "Yes. I've explained it to her. I make a will leaving her all I've got and then I don't need to pay her any wages. Saves me a lot in current expenses, and it keeps her up to the mark."
3. The incident of the subscription list took place in November. I asked her what we could afford to give. "We can't afford much

really, dear," said my mother. "How much do you think they'll give, Lewis?" she inquired. "I mean, the boys from nice homes. You needn't bother yourself, dear," she said. "I'm not going to have you feel out of it. We can do as well as other people."

See 2.3.1.

Exercise 36.

Speak about something that you are absolutely determined that somebody should perform. Mind the possible implication of threat or promise. Discuss with a partner under what circumstances these utterances could be used.

Model. *I am determined that you should finish everything before five. = You shall finish everything before five. No further delay is allowed.*

1. I am determined that her appointment should be confirmed. I'll be speaking to the manager about it.
2. It is absolutely necessary that he should keep his word. Too much will depend on it.
3. They are determined that he should work to the full extent of his obligations and even beyond them.
4. I'll see to it that he should have it his own way.
5. I find it important that she should give up work altogether.

See 2.3.2.

Exercise 37.

A. Ask your partner if he/she wants somebody to perform an action. B. Offer to do something yourself.

Model. A. (*to ring up*)

Shall she ring you up to ask for instructions?

— Yes, No,

B. (*to bring a cup of tea*)

Shall I bring you a cup of tea? It may be refreshing. — Yes, No,

- A. to arrange things for you; to type the papers; to investigate the case; to help you in the garden; to answer the telephone calls; to take your bags
- B. to draw the curtains; to go and fetch somebody to the room; to wait for somebody; to pay the bill; to explain the matter to somebody; to find the necessary information.

See 2.3.3.

Exercise 38.

Speak about something that you or somebody else is determined to do or absolutely refuses to do. Discuss with a partner under what circumstances these utterances could be used.

A. Model. *We are determined to question him and the truth is bound to come out. — We will question him and the truth is bound to come out.*

B. Model. *He is determined not to speak to us about that matter. He won't speak to us about that matter.*

1. He is not willing to have all the responsibility thrown on his shoulders.
2. He doesn't want to have anything said against her.
3. He doesn't want anybody to talk to him about his divorce.
4. The old lady doesn't want to see a doctor or take any advice.
5. She is not willing to marry this man, nor anybody.

See 2.3.4.

Exercise 39.

Below are bits of texts with the modal verb "will". Is it used a) to inquire if the doer is willing to perform the action? b) to express the speaker's request, command or invitation? Translate the texts into Russian.

1. Then, in the middle of the meal, she leaned across the table, her eyes full on me, and said, quietly and simply: "You can do something for me." — "What?" — "Will you?" she begged. I stared at her. "You can be some good to me," she said. "What do you want?" She said: "I want you to see Hugh."
2. The butler came forward bowing slightly. He said: "Will you come this way, please."
3. Once more, and only once, will you give me those papers or I will tear them from you by force!
4. Will you, please, leave my room?
5. Vera Claythorne said: "Will you pour out tea, Miss Brent?" The elder woman replied: "No, you do it, my dear. That teapot is so heavy."

See 2.3.3—2.3.4.

Exercise 40.

Translate into English. Use the modal verbs “shall” and “will”. Give reasons for your choice of the modal verb.

1. — Тебе помочь? — Нет, спасибо, я все сделаю сама.
2. Доктор велел ей лежать в постели, но она и слышать об этом не хочет.
3. — Ты пойдешь со мной в кино? — Да, с удовольствием.
4. Ему не удастся провести меня. Я этого не допущу.
5. Этот нож не режет. Возьмите другой.
6. Он должен сделать это сам или вы ему окажете содействие?
7. Передайте мне соль, пожалуйста.
8. Ты можешь поговорить с ним сама, если хочешь.
9. Эта работа может быть сделана и будет сделана вовремя.

See 2.4.1.

Exercise 41.

Answer your partner’s questions about possible actions of someone you both know. Express some doubt saying what may prevent the action from taking place.

Model. *Do you think he will come? — Yes, he may but something may delay him. He is a busy man.*

1. Do you think he/she will know me by sight?
2. Do you think he/she will appreciate your doing it?
3. Do you think he/she will lose temper when he/she hears about it?
4. Do you think he/she will make a fuss about it?
5. Do you think he/she will have the nerve to do it?
6. Do you think he/she will keep it from her for a long time?
7. Do you think he/she will be very glad to meet me?

Exercise 42.

Rephrase the following using a modal verb to show that the action possibly took place, the degree of doubt is equally strong.

Model. *It is possible that they have told him the truth.
= They may have told him the truth.*

1. It is possible that he is suffering from violent pains in the head.
2. It is possible that she was making all that noise.
3. It is possible that somebody took my coat by mistake.
4. It is possible that every picture was sold at a high price.
5. It is possible that no other position will be open for a month or two yet.
6. It is possible that some of the money will be spent on this project.

Exercise 43.

Suggest a continuation of the given situations. Use "may" or "might" depending on the degree of doubt you want to strengthen.

Model.

1. *This cough of yours is becoming worse. Here's a very good medicine. I know lots of people who have taken it for cough. (to cure)*
— *It may cure your cough.*
2. *Do you think he will be angry when he finds out? — I don't know. I don't think he cares much. But who can say? (be angry)* — *He might be angry.*

1. If they don't let you in say you are press. It's an old trick. Still try it. (to work)
2. He has a vast collection of postage stamps. I don't think he's buying any more now. But this is an exceptionally nice piece. (to be interested)
3. "What's the matter with the dog?" — "A sort of paralysis. But it is passing. He'll be all right soon." — "Did it come on suddenly?" — "In a single night." — "How long ago?" (to be four months ago, possibly less)
4. How tactless of you to have mentioned there was too much sugar in the cake. You know very well how much she tries to please you. (to be disappointed)
5. "Was he jealous of me?" — "Why should he be jealous? How do I know if he was jealous of you or not? It's difficult to say." (to be)
6. "What's the time?" — "I haven't got any watch. Looks like lunch time." (to be less)
7. "What time was that?" — "I don't know. About an hour before supper, I think." (to be closer to supper time)
8. "Do you know his name?" — "Unfortunately, I don't. My

memory isn't too good for names, and I only met him once. I'll try to think of it." (to remember)

Exercise 44.

Make short dialogues.

- I. A conversation between two employees of a firm.
A. The draft contract from Chemicals still hasn't arrived. They say it was sent five days ago.
B. Well, it may have been delivered to the office downstairs. (If you are speaking for B say that you think that perhaps: 1. it was lost in the post; 2. it was sent to the wrong person; 3. it has come in this morning's post; 4. someone has taken it away by mistake, etc.)
- II. A visitor is speaking to the secretary.
V. May I see Mr. Dickinson?
S. Sorry, he is out. He is in conference.
V. When do you expect him back?
S. I am not sure. He may or may not come in half an hour. (If you are speaking for the secretary use the following: 1. Sorry, he is engaged now. 2. Could you possibly come tomorrow morning, say, at ten o'clock? 3. I'm sorry, Mr. Dickinson isn't here. 4. Sorry, Mr. Dickinson has gone to a factory, etc.)
- III. Two friends are talking.
A. I drove very fast but I didn't have an accident.
B. Yes, but you might have had an accident.
(If you are speaking for A use the following: 1. I didn't set the alarm clock and I didn't oversleep the next morning either. 2. I didn't lock the door but nobody got into the house. 3. I ran out into the street without looking but nothing happened to me. 4. I shouted at him but he didn't take offense, etc.)

Exercise 45.

Before translating into English decide upon different degrees of the probability of the events.

1. Возможно, он придет попозже.
2. Может быть, он уже забыл о своем обещании.
3. Он, возможно, все еще работает в своем кабинете.

4. Возможно, они знают друг друга с детства.
5. Он сказал, что может опоздать к ужину.
6. Он, может быть, знает правду, но не говорит.
7. Кто знает, может быть, он и согласится нам помочь.
8. Маловероятно, но, может быть, он все-таки запомнил номер их дома.
9. Он, возможно, позвонит на станцию и узнает расписание поездов.
10. Он мог зайти в магазин купить что-нибудь к ужину, поэтому и задержался.
11. Я испугался, увидев Паркера так близко от себя (*close at hand*). Он выглядел смущенным, и я подумал, что, возможно, он подслушивал за дверью. Я рассказал об этом Пуаро, и он сказал, что Паркер мог взять письмо незаметно для меня (*unnoticed by me*). «Это он преследовал мисс Ферарс, можете мне поверить», — сказал я. «Возможно, вы и правы», — подтвердил Пуаро. (*after A. Christie*)

Exercise 46.

Express your doubt or disbelief. Discuss a possible situation and the participants with a partner.

Model. — *He phoned me yesterday.*

- a) — *Can he have phoned you yesterday?*
- b) — *He can't have phoned you yesterday.*

1. He brought me his essay that afternoon.
2. I have already heard this story repeated twice.
3. He is studying in the library now.
4. She will have translated this article by tomorrow.
5. It is still raining.
6. It has been raining since morning.
7. He injured his knee badly during the match.
8. He knows about it only too well.
9. She has broken her promise.
10. We were kept waiting at the door.

Exercise 47.

Express your reproach that the action, though possible, was not carried out. If you are working with a partner speak about someone you both know. A short remark is expected from the partner.

Model. *He did not phone me yesterday.*

A. He might have phoned me yesterday. It is ever so easy to do having a telephone in your house. — He might but

B. You could have phoned me yesterday. I know you were at home and idle. — I could but

1. He left a week later than we had arranged.
2. He forgot about his promise.
3. You didn't do good at school.
4. You didn't help me with the heavy bags.
5. He didn't find time to think of his parents.
6. You did not notice what was going on round you.
7. He didn't foresee the consequences of his decision.
8. You did not persuade her to follow my advice.

Exercise 48.

Translate into English using the modal verbs “can” or “may”. Give reasons for your choice of the modal verb.

1. Не может быть, чтобы она забыла о своем обещании. Это на нее никак не похоже.
2. Почему ты не узнал, когда приходит поезд? Ты бы мог позвонить на вокзал.
3. Неужели она не отправила письмо? Она могла бы сходить на почту вчера вечером.
4. Почему вы опоздали? Разве вы не могли взять такси?
5. Не может быть, чтобы он все это время обманывал нас. Здесь какая-то ошибка.
6. Разве он сейчас в городе? Он мог бы зайти к нам перед отъездом.

See 2.4.2.

Exercise 49.

Rephrase the following sentences saying that the action, probably, takes or will take place, and the degree of doubt is weaker than the degree of probability. Use “should”, “ought”.

1. “Don't go. You can't go there now. Listen to me. Listen to

- Nora. Nora, tell him he can't." — "Wait, Dorothy. Probably he knows what's best. I rely on his judgment."
2. "Where's Charles?" — "He might be anywhere. I don't know where." — "And Alice?" — "It's quite probable that she is with him." — "Yes, I think she is. She has never left him alone since his illness."
 3. First thing we'll go and see Mr. Parkinson. I told him to be around till I phoned him, so, probably, he's at home.
 4. She glanced at her watch. "Time to be going. If I don't go now I'll probably be late back." She was the first to arrive back from lunch in fact.
 5. She will, probably, be here any moment. She usually comes for supper.

Exercise 50.

Translate into English. Use "should", "ought" to render the meaning of the underlined words.

1. У него была нелегкая жизнь. И кому, как не тебе, об этом знать. Ведь ты знаешь его столько лет.
2. Спросите у главного библиотекаря. Он очень хорошо знает фонд библиотеки и, наверное, ответит на ваш вопрос.
3. «Вряд ли мы его застанем в конторе. Уже без четверти пять». — «Он редко уходит раньше шести и, наверное, еще там».
4. «Ее, наверное, уже нет в институте». — «У нее по расписанию занятия в шесть, так что она, скорее всего, еще на работе. Посмотрите по расписанию, в какой она аудитории».

Exercise 51.

Say that the event, though realizable, did not actually take place. Extend the situation to justify your choice of the verb.

Model. *He was asked to accompany you but he didn't.
= He should have accompanied you. He ought to have accompanied you. He was to have accompanied you.*

1. There were spots of colour in Nora's cheeks. "Now, now," I said. "I am sorry I didn't warn you he was going to ask you these questions."

2. "Well, he certainly didn't mean you to hear them?" — "I suppose so."
3. You treated him as if he were a small boy. I wish you had had more sense.
4. "You haven't any idea what all this is about, have you?" — "I have no idea. He was promoted over the head of somebody else. There is somebody who, I suppose, was not given the appointment." — "Yes."
5. "He came yesterday." — "Did he? It's a pity you didn't tell me."

Exercise 52.

A. Complete the following situations. Express your regret that something did not happen. B. Make up dialogues of your own on analogy.

1. "How's the head?" — "Better. But I'm tired, I expect. After last night." — "That's why I wouldn't have been surprised to find you in bed and asleep." (to go to bed)
2. "You're not a bit alike, are you?" — "No. No, we are only half-sisters." — "How stupid of me. I'm so sorry." (to know)
3. "It was a nightmare. I had to keep up an appearance of politeness. I couldn't wait to get rid of these people." — "I would have come and got rid of them." (to telephone)

Exercise 53.

Below are bits of texts with the modal verbs "should", "ought" and "need". Are they used to show that the action was performed despite the obligation not to do so? In spite of the fact that it was unnecessary? Translate the texts into Russian.

1. "You are the most self-centered woman that I have ever met." — "You knew that when you married me." — "I knew it. And I've been reminded of it every day since." — "It's your own fault," she said. "You shouldn't have married someone who didn't pretend to love you."
2. Oh! then, I suppose, I ought not to have told you! "You needn't have asked me to make tea," she began without any preliminary, "I should have done it without asking." She patted my shoulder. "Well," she said, "what's the matter with you?" — "Nothing much," I said. "I'm a bit strung up, that's

all." — "Look, if you're worried, you ought to see poor Tom Devitt. He was a sensible doctor. You rest," she said. "I'll make the tea. You needn't have asked me."

Exercise 54.

Translate the following into English using "should" and "ought" or "need" with the appropriate forms of the infinitive to indicate that the action did not take place or took place though it was unnecessary.

1. Не удерживай меня. Мне надо было раньше уехать. Жаль, что я не уехал.
2. Ему следовало об этом сказать. Ведь он был ее другом.
3. Тебе не нужно было сюда приходить. Тебе совсем нельзя волноваться. Успокойся.
4. Он почувствовал себя неловко. Надо же было сказать такую глупость! Ему надо было помнить, с кем он разговаривает.
5. Извините, я должна была предложить вам сесть. Пожалуйста, вот удобное кресло.
6. Извини, я забыла, что тебе неприятно об этом говорить. Мне не следовало об этом упоминать.
7. Зря вы выходили на улицу в такой дождь. Теперь вы можете заболеть.

Exercise 55.

Rephrase the underlined sentences saying that you are sure that the action takes, took or will take place (the degree of doubt is almost zero).

1. "Let's go out and eat something." — "May I see one or two paintings first?" He seemed genuinely to hesitate, though I was quite sure he had expected me to ask.
2. "Has he any relatives outside of his ex-wife and children?" — "A sister, Alice, that hasn't been on speaking terms with him for quite a long time. Four or five years, I'm sure."
3. The midday train hasn't turned up yet from Manchester. It's the biggest and thickest fog we've had this century, according to the wireless. So it's highly unlikely that he has come.
4. I know nothing of any connections you may have but, surely, a man of your standing and background knows many important people.

5. "I say," he said, as I turned to him. "Surely, there's some mistake."
 — "There's no mistake."

Exercise 56.

Translate into English. Express a strong degree of the probability of an event. Use "must", "will", "to be", "to have". Say what language means in Russian are used for the purpose.

1. «Разве он уже здесь?» — «Да. Он, должно быть, прилетел утренним рейсом».
2. Нет, я не верю этому. Это, наверное, был несчастный случай.
3. Вы увидите, как сильно он изменился. Но ведь при этих обстоятельствах вы ничего другого и не ожидали.
4. Я взглянул на девушку. «Должно быть, это его дочь», — подумал я, хотя она совсем не походила на своего отца.
5. «Сколько лет прошло с тех пор? Ведь ему сейчас около тридцати?» — «Да, около того».
6. В дверь постучали. «Вы кого-нибудь ждете?» — «Это, наверное, соседка. Она хотела посмотреть у меня телевизор».
7. Дверь открыла молодая девушка. «Вы, очевидно, мисс Дейnton? Мне звонили о вас». — «Да, это я».

Exercise 57.

Below are bits of texts with "to be likely", "to be sure" used to express the supposition or assurance of the speaker that the event will (will not) take place in the future. Translate the texts into Russian.

1. "Nevertheless, my friend," said Poirot, "it's there, in those questions, that the solution lies. If we knew the exact reason of why our madman commits these crimes, we should know, perhaps, who the next victim is likely to be."
2. He's been committed to a private psychiatric hospital in Newark. In the opinion of those competent to know, he's unlikely ever to leave.
3. Would Soames be sure to tell him about this if he didn't ask him?
4. The assistant Commissioner said thoughtfully: "So you're for balking him. Refusing him the publicity he's hankering after. Suppose we refuse our lunatic the satisfaction of the publicity he craves. What's he likely to do?"

See 2.5.0—2.5.6.

Exercise 58.

Make your own texts answering the questions as you find fit. Use the texts below as a cue. Work with a partner.

A. Ask your partner if it is possible to do something under the circumstances.

“How much does it cost to go round the world in first-class style?” The lady stared in amazement. “Could it be done on five thousand pounds?” — “Well, I should think so, indeed.”

B. Ask for permission to do something.

“May we take a photograph of your beautiful home?” — “By all means. Garden as well if you like.”

“Lombard, can I speak to you for a moment?” Philip started.
“Of course.”

C. Offer your services.

“Can I help you?”

“No. You are here to relax.”

“Can I help you in any way?”

“No. No one can help. All is destroyed.”

D. Ask your partner if he/she considers something necessary for you to do.

“Why isn’t she married? I mean, why isn’t she bringing her husband?”

“Ask her.”

“Do I have to ask her everything?”

“Do you want me to ask your questions for you?”

“No. Not at all.”

E. Ask your partner if he/she wants you to do something.

“What shall we do now?”

“Stay in. Shall I read to you? Would you like that?”

“I don’t know.”

F. Ask your partner if he/she wants or is not against doing something.

“Will you give me a lift?”

“Well, I’m afraid I’m not taking the car.”

“Will you have a taxi?” I said as kindly as I could to George.

“I’ll run and get one.”

REVISION EXERCISES

Read through 1.0—2.5.6 of the “Modal Verbs” in “Theory” and be ready to discuss the following problems.

1. What do modal verbs denote?
2. What grammatical categories do some modal verbs have?
3. Can modal verbs form a separate member of the sentence?
4. What does the form of the infinitive, used after modal verbs, indicate?
5. What modal verbs are used to express events as possible?
6. What modal verbs are used to present events as necessary?
7. What modal verbs are used to present events as desirable?
8. What modal verbs are used to present events as realizable?
Enumerate the verbs.
9. What is the main difference between modal verbs, used to perform similar functions in communication? Give examples to prove your point.
10. How is it possible to ask the listener whether the events are necessary? How is it possible for the listener to answer this question? Give examples to prove your point.
11. How can you ask the listener whether somebody is capable of doing something and how can he answer this question?
12. How is it possible to ask the listener for permission to do something and how can he allow or forbid somebody to do it?
13. How can you ask the listener whether he considers the event desirable for the speaker to perform? How can he answer such questions?
14. How can you offer your services? What answer will you expect to get?

Exercise 1.

Read the texts. Are the modal verbs used here to express necessity? possibility? desirability of the action? Is it indicated here that the action takes? took? will take place? Reproduce the texts in class.

A.

And there, huddled against the lower slopes of the mountain away to my left, was a range of buildings half buried in snow. It shouldn't have taken me long to reach them, for it was not more than a mile, but the going was slippery. The altitude was also affecting me and I had to stop repeatedly to get my breath. I could no longer see the valley of Thunder Creek. I was ringed with rock and snow. I couldn't see anything and I couldn't even tell whether I was walking on the flat or not. For all I knew I might have stumbled right over the top of the buildings, half-hidden as they were under the drifts.

I stood for a moment and considered, knowing that I mustn't panic, that I must keep calm. I searched the ground but I might have been stumbling through an empty plain. I began to doubt whether I had seen any buildings at all. And the figure standing in the snow. I could have imagined one thing, I could have imagined others. I stopped and wiped the snow from my frozen face. Nearly nine hours to go before dawn began to break. Those buildings had to be real — they had to be. (*after M. Innes*)

B.

"You know Major Rich so well," repeated Poirot tonelessly.

"How well?" She was looking at him doubtfully.

"Five years — no, nearly six."

"That was precisely what I meant. You must understand, Madam, that I shall have to ask you the impertinent questions. Perhaps you will speak the truth, perhaps you will lie. Women must defend themselves, and the lie, it can be a good weapon. But there are three people, Madam, to whom a woman should speak the truth. To her Father confessor, to her hair-dresser, and to her private detective — if she trusts him. Do you trust me, Madam?"

"Yes," she said, "I do." And added: "I must." (*after A. Christie*)

Exercise 2.

Comment on the use of modal verbs in the following humorous text and translate it into Russian. What do you think of "being an alien"?

It was a shame and bad taste to be an alien, and it is no use pretending otherwise. There is no way out of it. A criminal may improve and become a decent member of society. A foreigner cannot improve. He may become British, he can never become English.

The title of this book, *How to Be an Alien*, consequently expresses more than it should. One should not be an alien at all. There are certain rules which have to be followed. Study these rules and imitate the English. There can be only one result: if you don't succeed in imitating them you become ridiculous; if you do, you become even more ridiculous. (*after G. Mikes*)

Exercise 3.

Say that the action expressed by the verb in brackets is necessary, possible or desirable. Check your answer with the key below.

1. "I think it would be wise," I announced, "to take another opinion. There (to be) some other condition I've overlooked. After all, doctors (to make) mistakes. Just like accountants."
2. Try to forget your father, Randall, because you (to regret) it for the rest of your life if you don't.
3. "I'm engaged tomorrow." — "I (to see) you, Tom. We've been too much to one another to part like this."
4. Mrs. Hartley came in with a tray of tea. The crockery and the way it was laid showed she knew how it (to be done).
5. I guess I (to go) now, Walt. In a way, I feel I'm morally responsible.
6. I (to go), Randall. I have a date for lunch with Mike Jason and his father, and I don't want to be late.
7. "You (to go) right in; Dr. Lothian," his secretary said. "Dr. Spencer is waiting for you."
8. "I knew he would meet that girl again, before I even knew who the girl was." "Oh, that was clear! You (to hear) it in good time."
9. "Where did you come from, Molly?" — "I (not to tell) you. You'll try to send me back." — "I thought you'd want to go back after the rough time you'd been having."

10. Now, I (not to tell) you not to breathe a word of what you've told us to anybody. Is that clear?
11. Gina? She wanted to go on the stage, I understand, but her family (not to let) her. She's good-looking, very, if you like the sort.
12. He said then that he didn't think he (to recommend) Tony for the job — and Tony knew his opinion, of course.
13. He pushed forward the easy chair so that I (to sit and look) out of the window.
14. "So he knew you had a sister?" "He probably knew I had two. David (to tell) him even if I didn't. So what?"
15. "I wish you (to stay)." — "I'm sorry I can't."
16. At four o'clock she phoned me to say that she (to break) the appointment, giving no reason.
17. "I thought I (to try) some painting myself," she said. "I was going to consult you about the best views for a landscape water-colour."
18. A few cafe windows were alight, against which you (to see) the shadows of waiters stacking chairs.
19. He came in at nine-thirty, looking tired. "Hullo, love. Have you been waiting? Sorry, I (not to let) you know. We (to be) on the phone. I applied and then cancelled it because we (not to afford) it."
20. "No!" the woman cried. "It isn't true. Fred (not to do) a thing like that. He could not. I (to know). We've been married for ten years, and Fred is the kindest man."
21. "You (to see) his car, Miss Trenton. Think about it now." — "It was a big car, I noticed that, blue in colour, I believe."
22. "We (to go) in and sit down?" — "Of course. Forgive me. You (to be exhausted)."
23. The poised right hand moved swiftly between pallet and canvas. Was it creating an immortal work or an amateurish botch? Who knew? Who (to decide)?
24. "There are some questions," Mark said, "I (to ask) Brenda whether she likes them or not. I (to ask) her insist on it, for her own protection and her own good. I (not to help) it!"
25. "He was a good boy," Mr. Phinn said. "I think I (to spoil) him. I fear I (to do) so." — "One (not to tell) about these things." — "No, one can't."
26. "Do you think I (to withdraw) my resignation, Dale?" — "I guess this is a decision you (to make) for yourself, Randall. I (not to advise) you."

27. "I'm not fit to shake hands. I (to garden) in gloves, I know. I do start in them sometimes, but I always tear them off sooner or later. One (to feel) things so much better with bare hands.
28. "Change your number, and don't give the new number to any one but a few friends." — "I happen to be in the antique business, and from time to time people do (to get in touch) with me."
29. Allison knew she (to stop) looking in the window but she literally (not to move).
30. For only yesterday Frankie had never thought seriously about a wedding. She knew that her only brother, Jarvis, (to be married).
31. "Her name's Hilliard. She says it's important and she (to speak) to you, but that's all she (to tell) me. I imagine you (to know) what it's all about?" — "No, I haven't an idea."
32. The house had too many steps up to the front door, a semibasement, two floors above, sash windows that (not to shut), and an old street lamp outside.

KEY:

1. might be, can make; 2. may regret; 3. must see; 4. should be done; 5. ought to go; 6. have to go; 7. are to go; 8. shall hear; 9. won't tell; 10. don't need to tell; 11. wouldn't let; 12. would be able to recommend; 13. could sit and look; 14. could have told; 15. could stay; 16. must break; 17. might try; 18. could see; 19. could not let; ought to be, could not afford; 20. could not do, ought to know; 21. must have seen; 22. can go, must be exhausted; 23. was to decide; 24. have got to ask, must ask, can't help; 25. may have spoiled, may have done, can't tell; 26. ought to withdraw, have to make, can't advise; 27. ought to garden, can feel; 28. need to get in touch; 29. should stop, couldn't move; 30. was to be married; 31. has to speak, would tell, will know; 32. wouldn't shut.

Exercise 4.

Use the appropriate form of the infinitive in brackets indicating whether the event was prior or non-prior to the moment of speaking. Check your answer with the key below.

1. Don't joke now. This is serious. It may (to be) important. I ought (to tell) you right away. I couldn't (to make) myself.
2. Doctor Luke may (not to be) just the easiest man to get along with in his private life, but professionally he's really great.

3. She came in a few moments, carrying a tray. Although she must (to be up) for some time, she was not dressed yet. She was still wearing her dressing-gown.
4. It was a mistake to separate us. We should (to stay) together. Once a family breaks up and splits, it never comes together.
5. "By the way, where is Mr. Wooster?" — "Yes, he was (to arrive) this afternoon and he has not even sent a telegram."
6. "Why do you ask?" — "The standards of the world should (to be) at least understandable. I don't know. They are altogether mad sometimes."
7. "Well," he admitted, "as I told you, the whole thing need never (to be mentioned)."
8. I was a fool. I brought Odette up wrongly. I thought I ought (to keep) her a child all her life, and I did.
9. He always says he hasn't got a garden, so he has to paint one.
But it's a hobby with him, you see. He thinks it ought (to be) only a hobby with everyone.
10. "What have you been doing all this time?" — "I don't know. Nothing. I ought (to see) about lunch, but I can't settle down." — "Nor I. Could we (to sit down) for a moment? I feel quite worn out." — "I feel I ought (to do) something or another, not just sitting."

KEY:

1. may be, ought to tell, couldn't have made; 2. may not be;
3. must have been up; 4. should have stayed; 5. was to have arrived; 6. should be; 7. need never have been mentioned;
8. ought to keep; 9. ought to be; 10. ought to be seeing

Exercise 5.

Speak about something that seemed incredible to you (it may be an event, a person's action, something you saw or heard about). Your partners are to express their incredulity, using the following words and phrases as cues.

- A. Can you imagine ... ? I don't suppose you'll believe me but
- B. Indeed? Not really? Can somebody have ... ? Can it be that ... ? Oh, really, you can't expect me to believe that. How can you expect me to take all this seriously? I doubt it but you can never tell.

Exercise 6.

Say which of the events expressed by the underlined verbs is (was) more probable from the speaker's point of view. In what way is it indicated in the text?

1. a. You'd better take an umbrella. It may rain before evening. The sky is cloudy. b. I think you should take an umbrella. It might rain before evening. Although the sky is bright now, a change in the weather is always possible in this climate.
2. a. He isn't back yet. He may have had an accident. We do not know yet. b. Of course, he shouldn't have driven that car with the brakes out of order. He might have had an accident. It's good luck he didn't.

Exercise 7.

Urge your partner to do something.

A.

1. a) You must see a doctor. b) You ought to see a doctor. c) You should see a doctor. d) You have to see a doctor. e) You are to see a doctor.
2. a) You must tell him this news. b) You ought to tell him this news. c) You are to tell him this news. d) You should tell him this news. e) You have to tell them this news.

B.

1. You ought to invite your friend too.
2. They are to be there at 10 sharp.
3. I must speak my mind.
4. You should be more careful.
5. You will have to cope with the task all alone.

Exercise 8.

Translate into English expressing necessary, probable or desirable actions.

1. «Послушай, Дуглас, мне нужно тебя увидеть». — «Я сегодня очень занят. Мы не смогли бы увидеться в другой раз?» — «Нет. Я не могу ждать. Это не займет у тебя много времени. Ты можешь добраться до меня за пятнадцать минут». — «Хорошо».
2. Она ему улыбнулась, и он не мог не улыбнуться в ответ.
3. Можно мне взять твои ключи, Элен? Посмотрю, может, мне удастся завести машину.

4. Он понял, что не сможет пройти еще милю: нога болела очень сильно.
5. «И это все, что ты собираешься мне сказать?» — «Это все, что я могу тебе сказать».
6. «Жаль, что ты не можешь остаться». — «Да, не могу».
7. «Мне позвонил Лоример. Он сказал, что, может быть, вы уже здесь. Надеюсь, я вам не помешала». — «Вовсе нет».
8. «Маргарет, можно мне к вам прийти, когда вы приедете в Нью-Йорк?» — «Да».
9. Говори, но должна тебя предупредить, что я уже кое-что знаю об этом деле.
10. «Еще совсем рано. Мы могли бы пройти часть пути», — предложил он.
11. Бедный Николас! Тебе не кажется, что нам надо посмотреть, что с ним? Может быть, он заболел.
12. В самом деле, Эвелин, тебе следует иметь больше друзей. Ты сидишь дома, никуда не ходишь. Так нельзя.
13. Она посмотрела на часы. «Я думаю, надо идти. Сегодня приезжает Линда. Мне не хочется опаздывать».
14. Он должен быть здесь с минуты на минуту. Не уходите. Он расстроится, если узнает, что вы его не дождались.
15. А что ты хочешь делать после обеда? Может быть, пойдем в картинную галерею?
16. «Дорогая, тебе надо прилечь. У тебя был такой тяжелый день». — «Не хочу ложиться. И не уговаривай меня, я не лягу. Я не могу сейчас отдохнуть. Как ты этого не понимаешь?»
17. Ему придется выйти на пенсию. Ему трудно работать после болезни.
18. Движение в центре просто ужасное. Мне пришлось оставить машину у кафе и идти пешком.
19. «Вам, наверное, было скучно слушать наши разговоры?» — «Нет, что вы».
20. «А что, она в самом деле уехала в Сан-Франциско?» — «Конечно, нет. Вам Берт сказал? Он, должно быть, спутал».
21. «А кто такой Филип Грэхэм?» — «Ты его, наверное, помнишь, Дорри. Он был на той вечеринке у Дейла. Такой серьезный молодой человек».
22. «Ключи в ящике?» — «Да, скорее всего. Я положила их туда».
23. Вы, наверное, устали. Выпейте воды.
24. Она все время пыталась заставить меня жить так, как, по ее мнению, я должен жить, спокойно и размеренно. А я так не могу.
25. Он сказал, что не будет нам мешать. Он только сказал, что нам следует подождать немного и убедиться, что мы действительно хотим пожениться.

Two. The Utterance and the Text

I. THE ELEMENTARY UTTERANCE / SENTENCE

See 1.1.

Exercise 1.

- A. Say if the elementary utterance is used absolutely or as part of a composite utterance.
- B. Single out the principal components within the elementary sentences.

1. Sir Joseph gave a slight shiver and threw a sideways glance upwards as though he felt the invisible presence of Hercule Poirot behind his right shoulder.
2. The boy said something to her which Doris could not have heard even if she had understood; the woman by no change of face showed that his words meant anything to her; but she slowly strolled away.
3. *Higgins*: She's coming to see you.
Mrs. Higgins: I don't remember asking her.
Higgins: You didn't. I asked her.
4. The phenomena of word-crossing and dialect mixture are unquestionably real ones, which can be demonstrated to have actually operated in specific historic examples in Indo-European and other languages, but it seems not too certain that any one or any combination of them could account for the manifestations found in Indo-European.

See 1.1–1.2.

Exercise 2.

Which of the sentences given below are a) one-member/two-member sentences, b) extended/unextended sentences, c) elliptical/non-elliptical sentences? Prove your point.

1. But the stricken and shaken Ida still loitered under the already partially denuded September trees. Was it cold? Or was it only

- herself who was numb and cold? He would not marry her!
The cruelty! And the falsehood!
2. A middle-aged clerk came over. He noticed Ben wanting to try it [the piano] out some more.
 "Go ahead," he said, "Try it some more."
 "I don't play," Ben said.
 "I heard you," the clerk said.
 "That's not playing," Ben said. "I can't read a note."
 "Sounded good to me," the clerk said.
 "Me, too," Emma said.
3. She was shy and awkward. I walked on and, looking back, saw her go into the house. It was the last I ever saw of her.
4. Next morning he asked her if she had slept better.
 "Yes, much," she said.
 "Are you very angry with me?" he asked piteously. She looked at him with candid open eyes.
 "Not a bit."
5. Garden at the Manor House. A flight of grey stone steps leads up to the house. The garden, an old-fashioned one, full of roses. Time of year, July. Basket chairs, and a table covered with books, are set under a large yew-tree.

See 1.3.

Exercise 3.

- A. Say if the texts below are typical of formal or informal speech.
- B. Say if the subject and the predicate of the sentences are expressed or implied.
- C. Reproduce the dialogues with your partners.

1. — When did you get in?
 — Yesterday morning.
 — Odd that I haven't seen you.
 — Odd? I had a lot of things to do.
2. — Hi, Elsie. Bertha in?
 — Yes.
 — Restless?
 — Somewhat.
 — Belligerent?
 — No.
3. He looked at me and smiled.
 "He gave me an idea for a good story," he said.

“When?” I asked.

“Ten years ago.”

“Where?”

“In Paris.”

“Why do you want to find him?”

“To see if I can get the exclusive right to use the story.”

“Fiction or fact?”

“Fact, but I want to turn it into fiction. It would make a powerful novel.”

Exercise 4.

Compare the two texts — Russian and English — and find the Russian equivalents for the English elliptical or non-elliptical sentences.

- A. — Say, look here; if you are Harvey Wilks, when'd you come to this town?
 — The day before funeral, friend, — says the king.
 — But what time of day?
 — In the evening about an hour or two before sundown.
 — How'd you come?
 — I came down on the “Susan Powel” from Cincinnati.
 — Well, then how'd you come to be up at the morning in a canoe?
 — I wasn't up at the Pint in the morning.
 — It's a lie. (*after M. Twain*)
- B. — Послушайте, если вы Гарви Уилкс, когда вы пришли сюда в город?
 — Накануне похорон, друг, — говорит король.
 — А в какое время дня?
 — Вечером, за час или два до заката.
 — На чем вы приехали?
 — Я приехал на «Сьюзи Поэл» из Цинциннати.
 — Ну а как же это вы оказались утром возле мыса в лодке?
 — Меня не было утром возле мыса.
 — Враки!

See 1.4.

Exercise 5.

Determine the type of semantic relationship between the components of the elementary sentence/utterance. Is the connection a) coordinate, b) subordinate or c) predicative?

1. We went off to dine together and later walked. He was a little, black, nervous man with ragged locks of hair sticking out from under the hat.
2. We left that placid place of orchards and resumed the search of Oliver Lutkins. We could not find him.
3. Frank Tutin was a humane, a kindly man. He was extremely upset by this crisis in his family life.
4. Her brother Simon was a big man, very dark and strong and silent, with the same big eyes as his sister. He had heavy black eyebrows also, like the faces painted on Persian tiles. He went to Oxford, studied engineering and played rugger.

See 1.5.

Exercise 6.

What grammatical means of connection of the components within the elementary sentence are used here: a) word order, b) conjunctions, c) prepositions or d) grammatical forms?

1. “Iris has taken no notice of us.” — “She and Diana have a lot to arrange together,” Bob replied.
2. The young man was still fresh, with jaunty fair hair and alert eyes. But there were scoops of strain under his eyes.
3. From beneath there still rose a few cries from two boys. But the girl had stopped shouting — probably she was following Flegg’s every step with admiring eyes.
4. Happy she never seemed, but quiet, sharp, absorbed, full of imagination and changeability.

See 2.1.1.

Exercise 7.

Is the subject of the sentence expressed by a) a single word, b) a group of words or c) a syntactic complex? Determine the

parts of speech or the type of the syntactic complex used as subject. Describe the position of the subject in the sentences below.

1. *Liza*: Don't you try to get round me. You'll have to do without me.
Higgins: I can do without anybody.
2. The casualty lists went on appearing for a long time after the Armistice.
3. Winterbourne's father was an inadequate sentimentalist.
4. Five minutes ago you were like a millstone round my neck. Now you're a tower of strength, a consort battleship. You and I and Pickering will be three old bachelors instead of only two men and a silly girl.
5. He was said to be bearing Roger no malice, to be speaking of him with dispassion.
6. To accept too many favors from Ramona was dangerous. He might have to pay with his freedom.
7. Somewhere a long way off a telephone bell rang: a voice could be heard speaking.
8. Being alone in your own country is worse than being alone anywhere else.
9. It is impossible for me to write about that in detail.

See 2.1.2.

Exercise 8.

- A. Is the subject notional or formal?
- B. Are the sentences personal or impersonal?
- C. What do the impersonal sentences denote?
(Translate into Russian.)

1. Harriet closed her coat quickly and walked a little faster.
2. Snow lay deep in the streets of Winesburg. It had begun to snow about ten o'clock in the morning and a wind sprang up and blew the snow in the clouds along Main Street. "There will be good sleighing," said Will Henderson.
3. I took a good room. It was very big and light and looked out on the lake.
4. It is the moon that makes you talk to yourself in that silly way.
5. It was February. It was a cold evening. As far as she could see, the beach and the sea and the sky were all grey, merging into one another in the distance.

6. At the bus stop Charlie turned to look back at the village. The painful inner voice lectured: "There's nothing in sight, not one object or building anywhere, that is beautiful. Everything is so ugly." There was not even a cinema. There was a post office, and attached to it a library. There were two miner's clubs. And there was television. These were the amenities for two thousand families.

Exercise 9.

Insert the formal subject "it" or "there" as necessary. Give reasons for your choice.

1. ... will be a lot of rain tomorrow, I think.
2. ... will be a fine day tomorrow, I think.
3. ... is no accounting for his choice, I believe.
4. ... was not any use in applying to the fellow.
5. "... is nothing in the medicine that can hurt you," said the doctor.
6. ... is dangerous to play with fire, my boy.
7. ... is much danger in playing with fire.
8. ... is a lady wanting you on the phone, Mr. Brown.
9. "Who?" "... is Mr. Smith who wants to speak to you at once."
10. If ... is time to go and have a bite, let's go.
11. If ... is time to have any medicine, I'll take it.

Exercise 10.

Give the Russian equivalents for the underlined parts of the English text.

1. It was a matter of chance that I should have rented a house in one of the strongest communities in North America. It was on that slender riotous island which extends itself due east of New York — and where there are, among other natural curiosities, two unusual formations of land.
2. Some of the nurses left Fort Beit. But those of us who were doing tropical diseases had to stay on, because our clinic was also a research centre for tropical diseases. Those of us who had to stay on used sometimes to say to each other: "Isn't it wonderful here? Heaps of servants. Cheap drinks. Birds, beasts, flowers."
3. It was very quiet. A pair of cabbage-white butterflies fluttered up and down like tiny kites blown by some breeze. But there was no breeze, no movement of air at all. Sun. Heat. Country silence.

Exercise 11.

Speak about:

- 1) some natural phenomena (storm, rain, heavy frost, etc.),
- 2) a season or time of the day,
- 3) a place or a scenery.

(Use the text of Exercise 10 as a model.)

See 2.2.0—2.2.1.

Exercise 12.

In the sentences below single out predicates, describe their position and determine their types.

1. “Come and sit down,” suggested Mother. “Come and tell us what you’ve been doing.”
2. We went on talking. She was easy to talk to, for she was completely natural and sincere and she spoke to me as if I were her own age.
3. Lady Lacklander gave a short bark of laughter. George cast an incredulous and scandalized glance at her.
4. “This was written ages ago.” — “When?” — “I can’t remember. Last year.”
5. You’d better speak to him. He sounds mad about something.
6. Sir Eustace paused dead in the middle of a complicated sentence on the labour situation, and stared at me.
7. No, Lucy told herself desperately. He can’t be really bad.
8. Then out of the sea, like a ball of fire, the sun came hard and red.
9. I tell her she is getting old, and soon we shall have to begin to think about her future.

See 2.2.1.

Exercise 13.

Single out compound nominal predicates in the sentences below. How are the predicatives expressed: a) by a single word, b) by a phrase or c) by a syntactic complex? What parts of speech can be used predicatively? Classify the link verbs into semantic groups.

1. “Please let me help. You look so awfully young.” — “I’m sixteen,” said Celia, “and I always look after Pappy. I’m used to it. Please, don’t bother about me.” — “It’s not right,” he said. “It’s not right at all.”

2. "Life," she said quietly, "is loving and marrying and having children. You haven't so much as touched the edge of life as yet."
3. "You look unwell, my dear," he murmured. "Is it surprising?" Her voice was cold, rather monotonous; she seemed to be holding herself in.
4. I was getting tired of this interest in my work.
5. Suddenly she felt very lost and helpless.
6. If you think I'm going to do any work, you're much mistaken. I won't sign a letter, won't sign a cheque. I'm dead beat, finished and flattened!
7. "I hope you won't get over-tired, Mrs. de Winter," he said to me.

Exercise 14.

To remember the types of predicates better make a chart. Supply it with examples you like best from the Exercises above (or any other examples from English books).

Exercise 15.

Make sentences with the following word groups. Be sure that a sentence is an intelligible one.

to look tired, to look fit, to look much better, to get impatient,
to seem familiar, to remain calm, to seem funny, to go
temperamental, to grow red, to become strong, to feel strong,
to feel uneasy, to taste good

Exercise 16.

- A. In the sentences below transform the predicates according to the model.
- B. Determine the type of predicate in the resulting sentences.
- C. Choose the sentences for which you could think of a suitable situation.

Model. *You are tired.*

You seem (look, appear, feel) tired.

You begin to feel (look) tired.

You must be tired.

You must feel tired.

to be ashamed, to be afraid; to be lonely, to be comfortable,
to be happy

Exercise 17.

Make sentences with the words given below. (Use the following multi-word verbs as predicates.)

A.

to take a (good, one more, last, etc.) look, to take a glance, to give a (sad, long, etc.) sigh, to give a (puzzled, surprised, etc.) look, to give a (friendly, warm, sad, etc.) smile, to have a (good) laugh, to have a (long, etc.) walk, to have a swim

B.

to take smth. down, to take smb. out, to take to smth., to take up smth., to give in, to give up smth., to make out smth., to make up to smb. for smth., to set off, to set about smth

Exercise 18.

Translate into Russian. What English link verbs can render the meaning of the Russian word «казаться»?

1. Her sister sounded absurdly childish.
2. He sounded profoundly uninterested.
3. He didn't seem particularly surprised.
4. I am starving and everything looks delicious.
5. She looked white and shocked. "It's bad news."
6. The air smelled fresh and clean.
7. He didn't feel well.
8. The fur felt soft.

Exercise 19.

Before translating into English decide what English link verbs can help you to render the meaning of the Russian sentences.

1. В ее голосе не слышалось интереса.
2. На вид диван был удобным.
3. В его голосе звучала тоска (unhappy).
4. «Что это такое?» — Он выглядел озадаченным (taken aback).
5. Он был потрясен. Это чувствовалось по его голосу.
6. По его виду нельзя было сказать, что он очень удивлен.
7. Она чувствовала все нарастающую тревогу (alarmed).

8. Он сел за письменный стол и попытался сделать вид, что очень занят.
9. Цветы сладко пахли.
10. Судя по его тону, это его забавляло (amused).

Exercise 20.

- A. In the sentences below transform the predicates according to the model.
- B. Determine the type of predicate in the resulting sentences.
- C. Choose the sentences for which you could think of a suitable situation.

Model. *She watched TV.*

She couldn't watch TV.

She began to watch TV.

1. She took the medicine the doctor prescribed.
2. He got on with the new manager.
3. He got over his cold.
4. He obtained the necessary information.
5. They began to drive fast.

Model. *She feels tired.*

She may feel tired.

She is beginning to feel tired.

She may begin to feel tired.

1. The dog is aggressive.
2. She is interested in grammar.
3. The leaves are turning brown.
4. He is angry.
5. She is worried.

See 2.2.3.

Exercise 21.

Comment on the subject-verb agreement in the sentences below. Is the agreement formal or notional?

1. “I pretended we were happy, but we haven’t been happy for a long time.” Niall closed the lid of the piano and stood up. “That’s absurd,” he said abruptly. “You adore him; you know that perfectly. And he adores you.”

2. "I've got some bad news for you." — "What's the bad news?" Brandon asked.
3. In the course of a few months it became obvious that an engineering works was not a very appropriate setting for the charm and happy-go-lucky nature of Harry Denston.
4. "The police have been informed," he stated.
5. Her family were no longer children; they were a young man and two young women at vitally impressionable stages of their lives.
6. The police have crossed off all the prospects at the motel. It seemed that everybody was in their rooms dressing or showering and they cancel each other out.
7. He started to hand the bills to the lawyer, but they slipped from his fingers when his hand was half-way across the desk, and fluttered to the blotter. "There's three hundred dollars," he said.
8. It must be nearly twenty years since we met, and twenty years in the life of a young man is a long time.
9. Two people were watching him and for a moment he stared at them blankly. There were a number of people who he had expected might call when he instructed Pierre to let no one under any circumstances into the villa.
10. It is always people who have nothing to do who find the little more intolerable.
11. Perhaps Pappy married her, none of us have really known or cared.
12. Who says so? Truda? Nonsense.
13. "We crept downstairs to the larder, do you remember?" said Maria. "There was some cheese and half a loaf of bread, and a jar of paste."

Exercise 22.

Choose the appropriate form of the verbs given in brackets.
Is the subject-verb agreement here formal or notional?

1. There ... three married couples and Jordan's escort, a persistent undergraduate obviously under the impression that sooner or later Jordan was going to yield him up her person to a greater or lesser degree. (was, were)
2. It was dark and quiet. Neither moon nor stars ... visible. (was, were)
3. Ratterer and Hegglund, as well as most of the others, ... satisfied

that there was not another place in all Kansas City that was really as good. (was, were)

4. I ... still with Jordan Baker. We were sitting at a table with a man of about my age and a lovely little girl, who gave way upon the slightest provocation to uncontrollable laughter (was, were).
5. There ... a number of things, Martin, that you don't understand. (is, are)
6. The number of books they had to read for the exam ... considerable. (was, were)
7. The family party ... seated round the table in the dark wainscoted parlour. (was, were)
8. Bread and butter ... a good food for tea-time. (is, are)
9. But after all, who ... the right to cast a stone against one who ... suffered. (has, have)
10. "There ... not a great deal of substance in the first half, ... there?" (is, are) "There ... those experiments." Honard seized the thesis and began staring at some graphs. (is, are)
11. "Youth and Age" ... a weekly, and it had published two-thirds of his twenty-one-thousand-word serial when it went out of business. (was, were)

Exercise 23.

Before translating into English decide whether the subject-verb agreement here is formal or notional.

1. Есть ряд вопросов, которые я хотел бы с вами выяснить до завтра.
2. Большинство книг по этой проблеме написано на английском языке.
3. Половина студентов отсутствовали на семинаре.
4. «Кентерберийские рассказы» были написаны в четырнадцатом веке.
5. Члены комитета высказались против этого предложения.
6. Какие новости?
7. Я говорил с обоими. К сожалению, ни она, ни ее муж ничего не знают.
8. «Ты его забыла?» — «Думаю, что да. Десять лет — большой срок».
9. Ее самой привлекательной чертой были глаза.
10. Холодильник был практически пуст. Там лежали засохший кусочек сыра и полпакета молока.

11. К этим брюкам больше подходит твоя белая с синим майка.
12. Этой осенью гриппом болели очень многие.
13. Либо я, либо мой брат придем обязательно.

Exercise 24.

Describe a meeting you once attended. Try to use correctly the following: the/a number of; the/a variety of; either ... or; none; ... as well as ... ; the committee is/are

See 2.3.

Exercise 25.

Single out objects in the sentences below. Describe their position and determine their type. Are they expressed by a) a single word, b) a phrase or c) a syntactic complex?

1. He suddenly opened his eyes, looked blankly at her and said, "I must ring Amelia."
2. I don't like being alone.
3. I would like you to have luncheon with me.
4. As he crossed the floor to the desk to ask for his key, he was conscious of someone watching him.
5. He always found people ready to listen, but Gloria made him feel young and lonely at the same time.
6. Back in her own room, she looked at herself in the mirror.
7. As she collected her handbag and slipped out to the hall he was close behind her. He held her coat, handed her her scarf.
8. Then, for a few days, Tom fought a good fight. He suffered intensely but when Kay was around he kept it to himself.
9. The room was littered with easels, cloths, cushions, painting knives, brushes, tubes of paint; it was all in an awful mess.
10. "I naturally do not wish to discuss her." "Then let's talk of something else," Randal invited. "Of course," Lucille answered. "Let us talk about ourselves. I somehow never thought of your marrying anyone but me."
11. He found it difficult to concentrate on his work.

Exercise 26.

Translate the sentences of Exercise 25 into Russian. Point out the Russian equivalents of the English objects. Make sentences with the following verbs:

to join, to climb, to escape, to divorce, to miss, to consult, to watch, to think, to hear, to expect, to make, to drive, to keep, to give up, to make out, to make up, to put on.

Exercise 27.

Single out all the objects in the following texts and determine their types.

- I. The thing about actors, for instance, that makes them different from ordinary people is that they are technicians of emotion. They are trained not to suppress but to flourish their feelings. If an actor is angry, he says to himself and to everyone else, "My God, I'm angry. This is what I'm like when I'm angry. This is how I do it." It doesn't mean that he's angrier or less angry than you or I, who bite our lips and feel sick and six hours later think up all the things we might have said. He says them. If he likes someone, he lets them know it with soft music and purring chest notes. If he's upset he puts tears in his voice. Underneath he's as nice a fellow as the next man. He just does things more thoroughly. (*after N. Marsh*)
- II. He felt desperately tired, and in an attempt to stave off the tedium of the last stretch of the journey he stopped by the newsvendor's stall and bought an evening paper. He opened it on the platform, glanced at the stock exchange prices and folded it up again as a train drew in. On finding a small corner at one end of the compartment he glanced at the front page, but he was conscious of his hatred of the crowded train once more and he was thinking not of the paper in his hand but of Clougy on those bright summer afternoons long ago. (*after S. Howatch*)

Exercise 28.

Use the extracts below as possible models and speak about something directly involved in the action:

A. ... something you did.

Moving quietly around the bedroom, she removed all the dust covers and carefully folded them, picked up Donovan's

clothing and tidied it away in the long fitted unit that lined one wall. (*after R. Elver*)

B. ... a place you visited.

The Inspector emerged, and in turn visited a cleaning-and-dyeing establishment, a shoe-repair shop, a shoe store, a restaurant, and a drug store in the neighbourhood. (*after E. Queen*)

C. ... something you like.

It [the kitchen] was a long train-like room. It had most of the latest gadgets, for Erica loved gadgets: washing-up, machines, mixers, toasters, infra-red grills, slicers, potato peelers, bottle openers, electric coffee mills, so that its business end looked like a stand at an Ideal Home exhibition. (*after W. Graham*)

D. ... something you want.

Mr. Dawes, I want you to come and lunch with me today. I need your advice in a personal matter. (*after R. Keverne*)

E. ...something you saw.

"Good night, Leigh." I stood and watched him drive away. (*after W. Graham*)

Exercise 29.

Speak about some actions for which you acted as an addressee. Use the extracts below as possible models.

a) to tell ...

It was not very often possible to get Luke to talk about himself, but this evening he had been telling her about some of the things that had happened to him in different parts of the world. (*after H. Black*)

b) to give ...

He stared mournfully at the wallet. "Anne gave this to

me," he said. "In better days. It has my initials on it." (*after I. Shaw*)

Exercise 30.

Speak about something indirectly involved in the action.
Use the extracts below as possible models.

A. to know of something, to talk of something, to look at something

It suddenly struck her how little she knew of his friends and his personal life, how little he had talked of them. All she knew of his background came from newspaper reports and a magazine article she had once read. (*after R. Elver*)

Johnny looked at the sheet of paper in his hand. He looked at her in sudden surprise. She was laughing. He grinned back at her. (*after H. Robbins*)

B. to apologize for something, to be involved with somebody/something

"There are a lot of things I have to discuss with you. First of all, I want to apologize for not phoning you last night. I became very involved with my family and there were various difficulties. I hope you'll forgive me and understand."

— "Of course." (*after S. Howatch*)

Exercise 31.

A. Make sentences using the following verbs with appropriate objects.

B. Choose sentences for which you could think of a suitable situation.

to explain, to dictate, to translate, to repeat, to introduce, to announce, to describe, to point out, to suggest

Exercise 32.

Make dialogues between: 1. a salesman selling electrical appliances and a customer (to explain, to recommend, to demonstrate, to describe); 2. a secretary and her chief (to point out, to dictate, to mention, to explain). (The verbs in brackets may be helpful here.)

Exercise 33.

Complete the following adding one or two utterances (if necessary) to justify the position of the underlined object.

1. Let me introduce to you
2. My friend mentioned to me
3. Please, explain to me
4. She sent a letter to her brother
5. He pointed out to me
6. He bought a toy car for his son
7. She made some coffee for her guest
8. She showed a new fashion-magazine to her friend
9. He offered help to his colleague
10. He paid ten dollars to the driver

Exercise 34.

Translate into English. (Remember about the preposition "to" in the pattern you practiced in Exercises 31—33.)

1. Я объяснил ему, как делать эту работу.
2. Директор представил им нового сотрудника.
3. Она объяснила мне значение этой идиомы.
4. Он кратко описал нам положение дел.
5. Она объяснила преподавателю причину своего опоздания.
6. Я упомянул ему об этом деле.
7. Он посвятил ей свои стихи.
8. Пассажирам объявили, что вес багажа не должен превышать двадцати килограммов.
9. Он продиктовал своему секретарю несколько писем.
10. В трубке что-то шумело, и мне пришлось повторить ему свой адрес несколько раз.

Exercise 35.

Answer the following questions. Use two objects.

1. What did you give your mother for her birthday? What did she give you?
2. What would you say if you wanted someone to pass you the salt?
3. Do you often lend people your things?
4. Do you ever take your family breakfast in bed?
5. Do you think it a pleasure to cook someone a meal?

6. Have you ever sent someone a parcel? How is it done?
7. What would you show the visitors in your college?
8. Do you always tell people the truth?
9. Do you find it irritating to explain things to people?
10. Do you ever attribute your bad mood to your academic results?
11. What do guards usually explain to the passengers?
12. What do people prefer not to mention to someone else?

See 2.4.

Exercise 36.

Single out attributes in the sentences below. Are they expressed by a) a word, b) a phrase or c) a syntactic complex? Are the attributes prepositive or postpositive?

1. And so with the sunshine and the great burst of leaves growing on the trees, just as things grow in fast movies, I had that familiar conviction that life was beginning over again with summer.
2. It was such a cruel thing to have happened to that gentle helpless creature.
3. There was no home for him to go to.
4. I was torn between the fear of hurting a nice woman's feelings and the fear of being in the way.
5. She laughed at the thought of her husband and Johnny looking after the house.
6. One should always have something sensational to read in the train.
7. A tall woman, with a beautiful figure, which some member of the family had once compared to a heathen goddess, stood looking at these two with a shadowy smile. Her hands, gloved in French gray, were crossed one over the other, her grave charming face on it

Exercise 37.

Classify the attributes in the sentences below into non-appositive and appositive. What markers of the context help you to determine the type of the attributes? Describe the position of the attributes.

1. Professor Earle Fox ignored for the second time the buzzing signal from the secretary in the adjoining office.
2. Maria, the mother, did not take off her shawl.
3. The works of the Pre-Raphaelites are everywhere filled with

artificiality more than plastic. From the start the new school was influenced by two men of letters, the critic Ruskin and D.G. Rosetti.

4. Dusk was already falling on the noble curve of the river Thames.
5. An American friend, a cultured gentleman, who learned poetry well enough for its own sake, told me that he had obtained a more correct and more satisfying idea of the Lake district from an eight penny book of photographic views than from all the works of Coleridge, Southey and Wordsworth put together.

Exercise 38.

What does the underlined attribute denote in each case (age, colour, shape, size, material, nationality, possession or sphere of action)?

1. At the heart of the community there was a large shopping center.
2. He got Gee-Gee's telephone number.
3. He filled that black despatch case.
4. The voice sang on in the sunny quadrangle of red-brick Colonial building.
5. It was a suburban street of detached Regency houses.
6. The decor of cylindrical stone columns had a similar hellinizing effect.
7. He crashed through old Mr. Nixon's rose garden.
8. The huge red velvet curtains had been released.
9. Most of the West Germany's natural gas reserves lie adjacent to the big land-based Dutch gas fields.
10. Dr. Bund is also chief of the biggest West German hard coal group.

Exercise 39.

Place the attributes in brackets in the right order.

1. This made me give the ... woman a second and longer look. (little, shabby, middle-aged)
2. A radiant performance by the ... singer is just one among glories. (American, black, outstanding)
3. ... materials were subjected to a flow of sand slurry. (competitive, pipe, plastic, various)
4. The first step would be a ... project. (research, full-scale, national)

5. The majority have called for the building of a ... order. (economic, new, international)
6. The ... water and the shouting were sufficient to bring them together. (warm, salt)
7. I can remember the ... house. (untidy, big, shabby, white)

Exercise 40.

Before translating into Russian single out non-appositive and appositive attributes.

In 1551–61 St. Basil's Cathedral (the Cathedral of the Intercession), a unique creation of Russian national art, was built on the square. In 1588 a small chapel was erected next to the Cathedral over the grave of a certain Vassily, a God's fool well-known in Moscow at that time. Ever since the Cathedral of the Intercession has been known as the Church of Vassily the Blessed, or St. Basil's Cathedral.

Next to the Cathedral stands the monument to Minin and Pozharsky, the first civil monument in Moscow and one of the finest in Russia. It depicts the historic meeting of Kozma Minin, the elder of Nizhny Novgorod and Prince Dmitry Pozharsky. No portraits made of the two heroes in their lifetimes had been preserved, so Martos, the author of the monument, gave them the typical features of the finest Russian people of the time — strong-willed, courageous people with a boundless love for their country.

Exercise 41.

Before rendering the texts into English decide whether the English equivalents for the underlined parts of the Russian text will be non-appositive or appositive attributes.

1. Портрет Мины Моисеева — один из серии крестьянских портретов Крамского. Перед вами старый крестьянин, проживший долгую, суровую, трудовую жизнь. Правдиво и ярко раскрыл Крамской типичные черты простого человека. Умный и тонкий психолог, безошибочно передающий характер человека, художник создал много портретов деятелей русской культуры. Крамской вошел в историю русского искусства не только как талантливый

живописец, но и как выдающийся общественный деятель — основатель и идеолог знаменитого Товарищества передвижников, художественный критик и теоретик.

2. А.К. Виноградов, талантливый советский писатель, не-заурядный ученый филолог, занимавшийся много лет изучением жизни и творчества Стендоля. В 1924 г. А.К. Виноградов переводит и издает интереснейшие воспоминания о Стендалье одного из его самых близких друзей — Проспера Мериме.

Exercise 42.

Describe a) the looks of a well-known person (or a literary character); b) a historical monument or a place of interest; c) some episodes from the biography of a scientist, a writer or a man of art. (Use the text of Exercise 41 as a model.)

See 2.5.

Exercise 43.

Single out adverbial modifiers. Describe their position and determine their type. Are they expressed by a) a single word, b) a phrase, c) a syntactic complex? What parts of speech can be used in this function?

A.

1. Nigel Blake arrived in Oxford at 5.20 in the afternoon, and went straight to the “Mace and Sceptre”, where he had booked a room.
2. I couldn’t sleep at all last night for thinking about her.
3. “Good night,” she said softly.
4. She folded the magazine to use it as a fan.
5. We’ll talk only when you feel fit enough to stand on your feet again.
6. I was too young, that was my trouble.
7. Turning blindly, he walked out of the room.
8. It was fine at last, though with a patchy sunshine and a very cold north-east wind.
9. She stared at him, her smile fading.
10. She knew that the girl was neither well nor happy. They had been too close to each other far too long for Sarah Morley to be deceived.

B.

I got my breakfast early next morning, and made a long study of the chart. The part that I proposed to anchor in was the eastern end of the strait, the western side beyond the ledge being of uneven and rocky bottom. I had anchored in the eastern end before, when cruising with Dorman, but had never had occasion to make a great study of the chart; Dorman had known the place too well to bother about charts. Now to my surprise I found it was sufficiently important to have a name — White Sound. I studied the approaches to it for a long time, working out the various lighthouse bearings in order that I might be able to sail right up to the entrance in the dark and slip inside with the first light. (*after N. Shute*)

Exercise 44.

Make sentences to show manner or attendant circumstances.
Use the words below as cues. (Look up absolute constructions in the "Theory".)

- | | |
|--|---|
| 1. ... she sat | ... with her hands in her lap
... with her back to the wall
... with her cheek pressed against his
... her flushed face smudged with tears
... her head resting on a cushion
... her dark eyes fixed on him |
| 2. ... he went out
came in
walked
hurried along | ... with his head in the air
... with the key in his hand
... with his thought in a maze
... with his head down
... with his hat on
... with his hands in his pockets
... his jaw firmly set
... his eyes searching for a taxi |
| 3. ... he stood | ... with his back to the fire
... with his head bent
... his hand over his face
... with an unlighted cigarette between his lips |

Exercise 45.

Make sentences to express the degree of an action or quality.
(Use the words given below.)

1	2	3	4	5	6	7
<u>almost</u>	<u>a little</u>	<u>rather</u>	<u>enough</u>	<u>much</u>	<u>very</u>	<u>quite</u>
nearly	a bit	fairly		a lot	extremely	completely
	slightly	moderately		a good deal	awfully	entirely
	a little bit	pretty		a great deal	terribly	utterly
	a trifle	somewhat		greatly		wholly
				amazingly		absolutely
				highly		

Exercise 46.

Make sentences to show the time of an event. (The phrases below may be helpful here.) Choose the sentences for which you could think of a suitable situation.

up to now, the day before yesterday, one Saturday morning, in five minutes, twenty six years later, right now, the other day, one of these days, years ago, from that day on, the year before last, at about seven, a long time ago, nowadays, first thing tomorrow morning, in three months' time, around midnight, at breakfast time, at the weekend, within a week, the day before yesterday, the day after tomorrow

Exercise 47.

Make sentences to show the duration of an event. (Use the phrases below.)

for a while, for the last ten years, twenty four hours a day, over the years, throughout the post-war years, from sunrise to sunset, from morning till night, from Saturday through Sunday, until tears ran, while we were going home

Exercise 48.

Make mini-dialogues between: a) a tourist and a guide; b) a personnel officer and an applicant for a job; c) a jealous wife and a husband. Make use of various indications of time.

Exercise 49.

Complete the following sentences to indicate the frequency of an event. Use an adverb, a prepositional or a non-prepositional phrase. (Remember about the word order in the sentence.)

Model. *I visited him sometimes (several times a week, every day, often, on Mondays, etc.)*

1. She made a fuss about it... .
2. She opened the shutters... .
3. He took her to a dance... .
4. They come to their summer cottage... .
5. I think about it... .
6. He comes to see me... .
7. She helped him... .
8. She visited him in hospital... .
9. He made her unhappy... .
10. The house was untidy... .

Exercise 50.

Say how often you perform the following actions. (Use the indications of frequency given below.)

most frequent	nearly always, almost always usually, normally, generally, regularly often, frequently sometimes occasionally, now and then rarely, seldom
least frequent	hardly ever, scarcely ever

1. ... you have your house redecorated.
2. ... you tidy up your room.
3. ... you clear up the medicine cabinet, bookcases and closets.
4. ... you do a big house-cleaning.
5. ... you vacuum the rugs.
6. ... you take your clothes to the cleaners'.
7. ... you take your shoes to a shoe repair shop.
8. ... you wash the breakfast things.
9. ... you do the cooking for the family.
10. ... you go shopping.

Exercise 51.

Ask your partner how often he or she: a) goes to exhibitions, b) goes to the theatre, c) goes skiing, d) goes mushrooming, etc.

Exercise 52.

In what way are the place, position, and direction of the actions expressed in the following sentences?

1. Stay here.
2. I left the car a mile away.
3. I left the car at the post-office.
4. Stay where you are.
5. He preferred the armchair by the window.
6. He drove homeward.

Exercise 53.

A. Describe the place of the following things in a room.
Say how you would furnish a room with some of these objects.

a carpet, pots of flowers, a curtain, a coffee table, a reproduction of a Degas painting, an armchair, a rocking chair, a water colour, a TV set, a piano, a couch, a settee, a three-cushioned sofa, a two-section wardrobe, a dressing table, a telephone, the current copies of ... , an ash-tray

B. Describe the route of a walking tour.

to turn towards, to take a track to the left, to move along a pine-shadowed road, up in the hills, across the field, out of the bush at the side of the track, a path through the bush, to move around to lead the way through a tangle of undergrowth, to make one's way down the slope

Exercise 54.

A. Read the following sentences. How can "cause" be expressed in English? B. Translate into Russian.

1. Lilian knew our arrival time and she mentioned it to Eric, who for reasons best known to himself told Therese when I was returning to London.
2. Out of a misguided sense of duty to my New York partners I called at our office.
3. Michael reproached me for not being foresighted enough to bring a picnic lunch.

4. Herman and Myra amazed me with the breadth of their interests.
5. I was surprised at his getting married at all and especially to Morgan.
6. Being the kind of man he was, he didn't pay much attention to it at first.
7. She was alone in the house, her mother having gone out soon after lunch.

Exercise 55.

Translate the following sentences into Russian. What English prepositions correspond to the Russian preposition “от” used in the causal meaning?

1. He was annoyed at the idea.
2. Their faces browned in the sun.
3. The boy froze with (in) horror.
4. Her hair was damp with the rain.
5. He died from severe wounds.

Exercise 56.

Translate the sentences into English. (Use the prepositions given in brackets.)

1. Он страдал от своей неуклюжести. (from)
2. Я был удивлен его женитьбой. (at)
3. Его лицо исказилось от гнева. (with)
4. Его руки были ледяными от волнения. (with)
5. Он дрожал от холода. (with)
6. Он получил ревматизм от работы с холодной глиной. (from)
7. Он умер от туберкулеза. (of)
8. Она помогла ему из жалости. (out of)

Exercise 57.

Make suggestions about the manner in which the following actions were performed.

1. He laughed ... (gaily, humorously, dryly, etc.).
2. He looked at her ... (squarely, quickly, anxiously, etc.).
3. “Can we go there?” she said ... (plaintively, in a low voice, ironically, etc.).

4. She smiled ... (uncertainly, good-naturedly, nervously, etc.).
- Exercise 58.**

Say what you do with the following things. What other household articles do you know?

a hammer, a brush, a bottle-opener, a floor-polisher, an eraser, a mixer, an electric coffee grinder, a toaster

Exercise 59.

Make sentences to indicate the manner, means or instrument of an action. (Use the phrases given below.)

at a gulp, in a low voice, with his head down, without saying a word, under his breath, as he used to do, by practicing regularly, with impatience, at a go, by car, by air, with pity, almost pleadingly, rather impatiently, in an apologetic tone, as if struck by a new thought, with a pencil

Exercise 60.

Complete the following to express the purpose of the action.

1. I read the letter a second time
2. We must hurry
3. She stopped
4. I called on him yesterday
5. The car is waiting at the door

Exercise 61.

Ask why something was done.

Model. — *What did you do it for?*

— *Just to please her (so that she could be happy).*

Exercise 62.

What means of expressing result are used in the following sentences?

1. It was too cold to go out.
2. He was old enough to retire.
3. He was walking too quickly for her to catch up with him.
4. He was too much of a gentleman to notice this.

5. It was so hot outside that he could hardly breathe.
6. I took no notice of him so that he flew into a rage.
7. It's too hot and I cannot think.

Exercise 63.

Complete the following sentences to indicate the result of the action and state.

1. She was too tired
2. He was clever enough
3. He is competent enough
4. She was too stunned
5. She was so angry
6. He had fuel enough
7. You have only to say a word
8. I felt too bad all morning
9. The road was flat enough
10. His jokes were too flat

Exercise 64.

Provide a condition for the following actions.

1. ... you'll never learn how to do it.
2. ... I'll take you home.
3. ... I'm sorry.
4. ... you're going to be pretty unhappy.
5. ... I'll tell you something I think you ought to know.

Exercise 65.

Read the following sentences. How is "concession" expressed here?

1. With all her faults she was candour herself.
2. The receiving overseer, Roger Kendall, though thin and clerical, was rather a capable man.
3. Despite this reasoning there remained in the Consul's breast that strange sense of jealousy.
4. For all that, they had a very pleasant walk.
5. It was a simple face and could have been handsome, in spite of its saffron colouring, but for the soft full mouth.
6. It was a fine calm day, though very cold.

Exercise 66.

Use the extracts below as possible models to speak about.

A. ... the place of an object

"Do you remember where the can opener is? It always lived in this drawer and now it can't be found. At least, by me." Clemency eased away from the door, wandered into the kitchen, opened a drawer under the sink; laid the opener on the table. (*after D. Bogarde*)

B. ... the time of an event (or action)

I recommend that you contact a reliable travel agency and have them make the necessary reservations for, say, the end of this week. You will then be able to travel over the week-end and be in Tokyo in time for the start of business Monday morning. That is, presuming that you can take care of all of the preliminary requirements in time. I suggest that you clear your desk this afternoon and turn over whatever you are engaged in at the moment to Mr. Fineman. Spend tomorrow accomplishing as much as you can toward implementing your trip. (*after J. Ball*)

C. ... the purpose of an event (or action)

At Princeton he used to do most of his studying at home, but now that he has an office, I simply don't see him all day. He doesn't even come home for lunch. (*after A. Lurie*)

"I got so restless waiting to hear of Randal's arrival that I came round to wait for him. You don't think that anything has happened to him, do you?" — "Of course, not." (*after B. Cartland*)

D. ... the result of an event (or action)

I left him to take the quick way back through the wood. It was about four in the afternoon and too late to swim. (*after F. Cowen*)

She was too intelligent a woman to risk alienating her son by exhibiting definite disapproval. "Well, my dear, it's a bit of a shock, as I've said, but I offer you my best wishes. You know, of course, that I only want you to be happy." (*after D. Robbins*)

E. ... the manner in which some action was performed

Seaton remained locked on to the work before him with total intensity. He continued to make notes, to draw diagrams like a man demented but unaware of his own affliction. The world now to him was the drawings before him, the paper at his elbow, the immediate basic tools of his profession. He worked on, ignoring everyone and everything, in total combat with the treacherous problem before him. (*after J. Ball*)

Exercise 67.

To remember the types of adverbial modifiers better make a chart. Supply it with examples you like best from the Exercises above (or any other examples from English books).

Exercise 68.

Translate into English. (Various adverbial modifiers could be helpful here.)

1. — Где Боб? — Вышел ненадолго подышать свежим воздухом.
2. Он рано ушел с вечеринки, чтобы попасть на последний автобус.
3. Она потратила целый час, распаковывая свой багаж, и затем пошла на кухню, чтобы выпить чашку чая.
4. — Куда вы торопитесь? Он должен быть с минуты на минуту. — Хорошо, я немного подожду.
5. Из-за темных волос ее глаза казались тоже темными.
6. Он вдруг вспомнил, что с завтрака ничего не ел.
7. Он насмешливо на меня посмотрел.
8. Не волнуйся. Дела идут хорошо.
9. Она поднялась в свою комнату на втором этаже. Ей хотелось остаться одной.
10. Извини, я слишком занят сейчас, чтобы тратить время на такие пустяки.

REVISION EXERCISES

Read through 1.0—2.5 of the “Elementary Utterance/Sentence” in “Theory” and be ready to discuss the following problems:

1. What is an elementary sentence?
2. What are the main components of the elementary sentence?
3. Give examples of one-member/two-member; extended/unextended; elliptical/non-elliptical sentences.
4. Give examples of subordinate, coordinate, predicative relations between the components of the elementary sentence.
5. What grammatical means of connection of the components within the sentence do you know?
6. What is a notional subject? Give examples of notional subjects different in structure.
7. What is a formal subject? What words are used as such?
8. Give examples of direct, indirect and prepositional objects. What text markers help you to discriminate between them? What is a cognate object?
9. What words or syntactic structures can be used as attributes?
10. Give examples of non-appositive and appositive attributes.
11. What factors govern the order of attributes to the same noun?
12. Give examples of syntactic structures used as adverbial modifiers.
13. Classify adverbial modifiers in accordance with their meaning.
14. What is the position of the adverbial modifier in the sentence?

Exercise 1.

Find the English equivalents for the underlined parts of the Russian text. (See the English text below.)

По улице идут дети. Пятнадцать пар ковыляют утесным строем. Сбоку шагает воспитательница, похожая на старшую девочку в группе, такая она маленькая, моло-денькая, хрупкая. И как все маленькие женщины, она держится очень прямо, тянет себя вверх, словно резинку. Ее тоненькое лицо озабоченно и решительно. Это очень не просто — вести детей по улице. В особенности

если ты работаешь в детском саду всего вторую неделю.
Уличный мир полон соблазнов и отвлечений. Голуби,
лошади, автомобили, мороженщицы, продавцы шаров,
подъемные краны, снегоуборочные машины — все это
опасные враги, способные разрушить строй. Но больше
 всего страшится она слонов. Тут уж ни за что нельзя
поручиться. В детсаде до сих пор живет мрачная ле-
 генда о воспитательнице, растерявшей всю группу при
 встрече с дрессированным слоном, которого прогули-
 вал по бульвару служитель из уголка Дурова. Хорошо
еще, что слоны редко попадаются на улицах Москвы.
 (Ю. Нагибин)

There are children going along the street. Fifteen pairs of them toddle along in file. Beside them strides their teacher, who looks like the oldest girl in the group, so tiny and young and frail is she. And, like all small women, she holds herself very straight and draws herself up like a piece of elastic. Her thin face is preoccupied and determined. It is no simple matter taking children through the street. Especially if it is only the second week that you have been working in the kindergarten. The world of the street is full of temptation and distractions. There are pigeons, horses, cars, ice-cream vendors, balloon-sellers, cranes, snow-cleaning machines, all of them dangerous enemies, capable of destroying one's formation in a moment. But most of all she is afraid of elephants. With them there is no answering for anything. In the kindergarten there still exists the dark legend of a teacher who lost her entire group on meeting a performing elephant which an attendant from the Durov centre was walking along the boulevard. It is just as well that elephants are rarely met with in the streets of Moscow.

Exercise 2.

Complete the following according to the model. Comment on the difference in the resulting sentences.

Model. *It was necessary to buy a computer.*

It was necessary for him to buy a computer.

It was necessary that he should buy a computer.

it was impossible ... , it was good ... , it is proposed ... , it was the rule ... , it's a good idea ... , it's advisable ...

Exercise 3.

Comment on some recent event. Start with "It's fortunate ...", "it's unbelievable ...", "it seems a pity ...", "it's obvious ...", "it's a mystery ...", "it's ridiculous ...", "it's amusing ...", "it's remarkable ...", "it's so unfortunate ...".

Exercise 4.

Answer the following questions.

1. What's bad for one's health?
2. What's impolite of a man?
3. What may be difficult?
4. What may be ridiculous?
5. What may be wrong?
6. What may be dangerous?
7. What may be unwise?

Exercise 5.

Ask your partner for information. Start with "What I'd like to know is ... (why, where, how)", "What may be useful to know is ...", etc.

Exercise 6.

Read the following text. Determine the types of the predicates in the text and make a chart listing them under appropriate headings.

I sat and pondered. I thought what an interesting case I must be from a medical point of view, what an acquisition I should be to a class! Students would have no need to "walk the hospitals" if they had me. I was a hospital in myself. All they need do would be to walk round me, and, after that, take their diploma.

Then I wondered how long I had to live. I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I have since been induced to come to the opinion that it must have been there all the time, and

must have been beating, but I cannot account for it. I patted myself all over my front, from what I call my waist up to my head, and I went a bit round each side, and a little way up to the back. But I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as ever it would go, and I shut one eye, and tried to examine it with the other. I could only see the tip, and the only thing that I could gain from that was to feel more certain than ever before that I had scarlet fever.

I had walked into that reading-room a happy, healthy man. I crawled out a decrepit wreck. (*after J.K. Jerome*)

Exercise 7.

See if you can use one word instead of the underlined phrases. Which way of expressing the idea seems more idiomatic to you? Translate into Russian.

1. He gave a short laugh.
2. "Don't you have any brothers or sisters?" "No — I have an aunt in the North of England." He gave her a startled look. "Well, you've come to a land of big families."
3. Lucien gave Rev's still face a long look and laughed again. "You still don't trust me."
4. "What are your plans now?" "I don't know. I haven't given it that much thought."
5. "It's fantastic." Fins gave a sort of shrug.
6. "I thought we were co-operating." "I am. You are not. I've been doing the talking, you've been doing the listening. And this has been going on for quite some time."
7. "Leave everything to me," said Richard. "I'll do the explaining."
8. "No, let me, please," he said as he and Rossbeke set down the two paintings, letting them lean against the wall. "I have it all figured out for a new arrangement, if you'll let Anson and me do the hanging."
9. Since Tom's death there's no one except you I'd trust with it. My daughter-in-law wouldn't do at all. I make no complaint of her; I merely say she won't do.

Exercise 8.

Read the following extract paying attention to the underlined words. Say whether you have ever experienced similar feelings.

Describe your emotions.

"I think he's been very odd lately. His manners have become deplorable."

Christa sat silent. She felt stunned. Rudeness or ill manners were things she least expected from Richard. And this sudden change of attitude towards herself was inexplicable. Something had bitten him; she knew not what, but she felt curiously thwarted. The only thing in this house that had sustained her all this long time at Queen's Lacey had been a friendship shared with Richard. Now he seemed bent on removing it (and himself) from her. She would be more than ever alone. The evening seemed long and boring. Christa felt utterly outside the family circle. (*after D. Robbins*)

Exercise 9.

A. Read the following English text, single out all the means of expressing the object. B. Find in the text below the English equivalents for the following:

посмотрел на то, что он написал; налил себе глоток содовой; я ждала, пока вы закончите; я подумала, что вы проголодаетесь; я приготовила для вас кофе в кухне; если хотите, я приготовлю вам яичницу; я помогу вам готовить.

It was three in the morning when Randal finally put down his pen and stretched his cramped fingers, rubbing them together to get the circulation back into them. He stared at what he had written; and then, as the words danced before his eyes, he rose to his feet and walked across the room to pour himself out a drink of soda-water.

It was done and he knew it was good, very good. He drank off some of the soda and turned towards the fireplace; and then for the first time he saw that he was not alone in the room.

"Sorella!" he exclaimed. "Are you still here? Why ever aren't you in bed?"

"I was waiting for you to finish," Sorella answered. "I thought you'd be hungry. I've got some coffee ready for you in the kitchen, and I'll make you some scrambled eggs if you would like some."

"I can't imagine anything I'd like more," Randal replied; "I'll come and help you make them."

"Yes, do," Sorella answered; "it's much warmer in the kitchen than it is here." (*after B. Cartland*)

Exercise 10.

See if you can use a word or a phrase instead of the object clauses or extend the words or phrases used as objects into clauses. Will the changes affect the meaning of the resulting utterances? Translate into Russian.

1. "Now I see you're only a kid." — "I'm twenty," I said.
"Really? I shouldn't have thought it."
2. The doctor was handing her something in a glass. "What do you want me to do?" she said. "What's this?" — "Drink it down," he said quietly. "You've had a very great shock, you know."
3. She was afraid of people finding something she had hidden there.
4. I expect Mummy told her about me grumbling about my racquet; it is smashing, isn't it?
5. "Everything I've heard so far," said Inspector Kelsey, "points to her being very sure of herself."
6. But at last, in the square of darkness through the uncurtained casement, he saw day coming, and heard one hoarse and sleepy cow.
7. I remember my father telling me that once he came here with one of his fellow students.
8. She felt the tears coming into her eyes and placed her hand over his.
9. The woman of Pablo could feel her rage changing to sorrow and to a feeling of the thwarting of all hope and promise.
10. But, notwithstanding all this and try as I would, I could not help an occasional flicker of water from going over their dresses.
11. My whole career depended on my getting this appointment.
12. I think that it {a little bow in the hair} is uncomfortable. I don't feel that it is becoming. I will remove it.

Exercise 11.

Find the English equivalents for the objects of the Russian

text. (See the English text below.)

Мальчик Александр делал летающую модель.

Мальчик был гораздо сложнее и серьезнее, чем думали о нем остальные. Он резал пальцы, истекал кровью, сорил стружками, пачкал kleem, выпрашивал шелк, пла-
кал, получал подзатыльники. Взрослые признавали себя абсолютно правыми. А между тем мальчик действовал совершенно по-взрослому, больше того: он действовал так, как может действовать только некоторое количество взрослых: он действовал в полном соответствии с на-
укой. Модель строилась по чертежу, производились вы-
числения — мальчик знал законы. Он мог бы противо-
поставить нападкам взрослых объяснение законов, де-
монстрацию опытов, но он молчал, потому что не счи-
тал себя вправе показаться более серьезным, чем взрос-
лые. (*Ю. Олеша*)

The boy Alexander was making a model aeroplane.

The boy was far more complicated and serious than others thought. He cut his fingers, bled profusely, littered shavings about, and covered things with glue; he begged pieces of silk, he cried and received slaps. The grown-ups considered themselves absolutely right. None the less, the boy acted in a completely grown-up way. What is more, he acted as only a certain number of grown-ups are able to act; he acted in complete accordance with science. The model was being constructed according to the diagram. Calculations were made — the boy knew the laws which governed them. He might have countered the grown-ups' attacks with an explanation of the laws, or with a demonstration of experiments; but he kept silent because he did not consider himself entitled to appear more serious than the grown-ups.

Exercise 12.

A. Read the following English text, single out all the means of expressing the attribute.

B. Find in the text the English equivalents for the following:

в сердце Америки; процветающие фермы; поле хлебных злаков; белые облака цветов; зеленые поля; огромные папоротники; глаз путешественника; красивые места; бесчисленные стаи птиц; коробочки семян сорняков,

вылезающие из-под снега; страшная болезнь растений; злые чары; таинственные болезни; выводки птенцов; тень смерти, болезнь, появляющаяся среди пациентов; странная тишина; сморщенная увядшая листва, как будто обожженная огнем; белый зернистый порошок; возрождение новой жизни; пораженный мир.

There was once a town in the heart of America where all life seemed to live in harmony with the surroundings. The town lay in the midst of prosperous farms, with fields of grain and hillsides of orchards, where in spring, white clouds of bloom drifted above the green fields...

Along the roads great ferns and wild flowers delighted the traveller's eye. Even in winter the road sides were places of beauty, where countless birds came to feed on the berries and the seed heads of the dried weeds rising above the snow. The countryside was famous for the variety of bird life. Then a strange blight crept over the area. Some evil spell had settled over the community. Mysterious maladies swept the flocks of chicken. Everywhere was a shadow of death. In the town the doctors had become more and more puzzled by new kinds of sickness appearing among their patients. There was a strange stillness. The birds... where had they gone? The roadsides, once so attractive were now lined with browned and withered vegetation as though swept by fire.

In the gutters and between the shingles of the roofs a white granular powder still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns.

No witchcraft, no enemy action had silenced the rebirth of new life in this stricken world. The people had done it themselves. The town does not actually exist but it might easily have a thousand counterparts in America or elsewhere in the world. (*after R. Carson*)

Exercise 13.

See if you can use a word or a phrase instead of the attributive clauses or extend the words or phrases used attributively into attributive clauses. Will the changes affect the meaning of the resulting utterances? Translate into Russian.

1. George, who is now twenty-six, was an undergraduate at

- Cambridge, when she took a degree in economics.
2. Gretta regarded him with a look on her face that was unrevealing of her thoughts.
 3. What happened was the last thing that any of them expected to happen.
 4. What terrified her most was that she found deep in her heart a strong wish that Mischa might indeed want to reopen negotiations.
 5. The girl began to sing gently a melancholy, sentimental and contended song about a rose that had been stained with true love's blood.
 6. He could have chosen few subjects more likely to interest the unhappy young man.
 7. Directly in front of her window was a wide terrace with a stone parapet.
 8. "I hated the idea of your going," he said simply.
 9. Vincent glanced over at Christine knitting by the fire.
 10. I never saw a woman so altered.
 11. He had been one of the first to become interested in the development of the streetcar system.
 12. There is nothing for us to do but amuse ourselves.

Exercise 14.

Single out all the adverbial modifiers in the following text and determine their types and structure.

He worked his company hard. They rehearsed every morning from ten till two, when he sent them home to learn their parts and rest before the evening's performance. He bullied them, he screamed at them, he mocked them. He underpaid them. But if they played a moving scene well he cried like a child, and when they said an amusing line as he wanted it said he bellowed with laughter. He would skip about the stage on one leg if he was pleased, and if he was angry he would throw the script down and stamp on it while tears of rage ran down his cheeks. The company laughed at him and abused him and did everything they could to please him. He aroused a protective instinct in them, so that one and all they felt that they couldn't let him down. (*after S. Maugham*)

Exercise 15.

A. Before translating each sentence into English determine the type of the Russian adverbial modifier.

B. Check your translation with the key below.

I.

1. К половине седьмого, когда начали съезжаться гости, все было уже готово.
2. Без четверти восемь ее муж пришел к ней на террасу, чтобы выпить чашку кофе.
3. Что ты делаешь сегодня после обеда?
4. Я уезжаю сегодня. Есть рейс около восьми.
5. У него была свинка в прошлом году или в позапрошлом?
6. Есть для меня почта? — Сегодня нет.
7. Вскоре после этого он поступил на другую работу.
8. Некоторое время они ехали молча. «Я уже была здесь сегодня», — неожиданно сказала она некоторое время спустя.
9. Ближе к вечеру на пляже уже никого не осталось.
10. Это было очень давно. Я думаю, сейчас это уже не имеет значения.
11. Когда-нибудь, когда ты будешь постарше, ты поймешь.

II.

1. Долгими часами он сидел в своем кабинете, никого не желая видеть.
2. Он думал об этом большую часть следующего дня и, наконец, решился.
3. Я вас долго не задержу.
4. Она знает его много лет.
5. Что ты делал последнее время? Не звонишь, не заходишь.
6. Она чувствовала себя счастливой все лето.
7. Она замужем немногим более двух лет.
8. Эта мысль преследовала ее во время долгих зимних вечеров.
9. С годами дом разрушался.

III.

1. Примерно полчаса спустя я нашел его в холле. Он курил одну сигарету за другой и был явно не в духе.
2. Извините, он еще занят. Вы не могли бы подождать несколько минут?
3. Он многое знает. Я это выяснил на днях.
4. Его звали Кельвин, но никто никогда его так не называл.
5. Почему бы вам не подождать меня в машине? Я вернусь через несколько минут.

IV.

1. Он всегда предпочитал удобное кресло у окна.
2. Возле моего дяди стоял человек, которого я не знал.
3. Она прятала ключ под стопкой белья, в шкафу.
4. Он склонился над картой. «Да, это кратчайший путь».
5. Он услышал шум над головой и поднял голову.
6. Он услышал шаги позади себя и обернулся.
7. Вы хотите сесть впереди, рядом с шофером?
8. Здесь поблизости не так уж много магазинов. Вам лучше поехать в центр.
9. Он побежал вниз по склону холма.
10. Он повернул машину и поехал по направлению к дому.
11. Долина лежала в тысяче футов внизу.

V.

1. Мне очень нравится этот дом. Я не хотела бы жить в другом месте.
2. Она никогда не вынимала письма из этого ящика.
3. Она закрыла калитку и пошла в дом.
4. Он вынул книги и, разложив их на столе, начал работать.
5. Закончив пить кофе, она отставила кофейник и убрала масло и сливки в холодильник.
6. Он усадил Кэти рядом с собой.
7. Он приподнялся на локте.
8. Она оперлась подбородком о руку.
9. Он пересек поле и углубился в лес.
10. Она выбежала из дома и бросилась к машине.
11. Здесь нужно ехать вверх по дороге.

VI.

1. Он страдал от своей неуклюжести.
2. Я был удивлен его женитьбой.
3. Ее руки были ледяными от волнения.
4. Он дрожал от холода.
5. Он получил ревматизм от работы с холодной глиной.
6. Он умер от ран.
7. Она помогала им из жалости.

VII.

1. Мы дадим вам знать, как обычно.
2. Она очень церемонно поздоровалась с нами.
3. Он ездит на лошади совсем, как ковбой.
4. Им удалось продать дом, дав объявление в газету.
5. Она поймала мяч левой рукой.
6. Он всегда открывает бутылки ножом.
7. Я услышал об этом по радио.
8. Он говорил очень спокойно.
9. Она шла, опустив голову.
10. Она вышла из комнаты, не говоря ни слова.
11. Я полечу самолетом.

VIII.

1. Я пришла сюда только для того, чтобы сказать вам об этом.
2. Чтобы ответить на этот вопрос, мне нужно знать содержание письма.
3. Я пошла на кухню, чтобы поставить чайник.
4. Он открыл дверь, чтобы они могли войти.
5. Я оставил свои чемоданы прямо у телефонной будки, чтобы их можно было видеть.
6. Она сделала тосты прямо перед обедом, чтобы они были горячими и хрустящими.
7. Он взял с собой книгу, чтобы было что почитать в поезде.
8. Мы решили пойти позавтракать в кафе.
9. Она отвернулась, чтобы спрятать выражение своих глаз.
10. Каждые несколько минут ему приходилось останавливаться, чтобы передохнуть.
11. Мы решили остановиться на ночь в кемпинге.

IX.

1. Было слишком поздно, чтобы затевать серьезный разговор.
2. Она была достаточно умна, чтобы понимать, что в этом случае ей лучше помолчать.
3. Он был слишком поражен, чтобы скрыть свое удивление.
4. Было так темно, что нельзя было разглядеть собственной руки.

5. Он говорил слишком быстро, чтобы она могла его понять со своим школьным французским.

X.

1. Если бы не случайность, я бы его никогда не встретил.
2. Если вы ничему не научились в вашем возрасте, то не научитесь.
3. Я очень сожалею, если заставил вас так думать.
4. В случае, если возникнет необходимость, звоните мне в любое время.
5. Имея немного опыта, он бы справился с этой работой.

XI.

1. Несмотря на все его попытки, вечер явно не удался.
2. Хотя ее раздражало его многословие, она заставила себя выслушать его до конца.
3. Как бы я ни хотел вам помочь, сейчас не могу.
4. День был пасмурный, однако было тепло.
5. Несмотря на все его таланты, он достиг немного.

KEY

I.

1. By half past seven when guests began to arrive everything was ready.
2. At a quarter to seven her husband joined her on the terrace for coffee.
3. What are you doing this afternoon?
4. I'm leaving today. There's a plane at about eight.
5. Did he have mumps last year or was it the year before last?
6. Is there anything for me? — Not today.
7. Shortly after that he took another job.
8. For some time they drove in silence. "I was here today already," she suddenly said a few minutes afterwards.
9. There was no one left on the beach so late in the afternoon.
10. It was a long time ago. I suppose it does not matter nowadays.
11. Some day, when you're older, you'll understand.

II.

1. He sat for long hours in his study and wouldn't see anyone.
2. He thought about it for a greater part of the following day and made up his mind at last.
3. I won't keep you long.
4. She has known him for years.
5. What have you been doing with yourself lately?
6. She felt happy all through that summer.
7. She has been married a little over two years.
8. The thought haunted her during long winter evenings.
9. The house decayed over the years.

III.

1. About half an hour later I found him in the hall. He was chain smoking and obviously depressed.
2. Sorry, he's still engaged. Could you wait for a few minutes?
3. He knows quite a lot. I found it out the other day.
4. His name was Kelvin but nobody had ever called him that.
5. Why don't you wait for me in the car? I'll be back in a few minutes.

IV.

1. He always preferred the comfortable armchair by the window.
2. Beside my uncle there stood a man, whom I didn't know.
3. She hid the key under a pile of linen in the wardrobe.
4. He bent over the map. "Yes, it is the shortest way."
5. He heard a noise above his head and raised his eyes.
6. He heard footsteps behind and looked back.
7. Would you like to sit in front, beside the driver?
8. There aren't many shops around here. You'd better go uptown.
9. He ran down the slope of the hill.
10. He turned his car and drove homeward.
11. The valley lay a thousand feet below.

V.

1. I love this house. I would hate to live elsewhere.

2. She never took letters out of this post-box.
3. She closed the wicket-gate and made her way into the house.
4. He took out his books and, spreading them on the table, began to work.
5. Having had her coffee, she pushed aside the coffee-pot and put away the butter and the cream in the refrigerator.
6. He seated Kathy next to himself.
7. He propped himself up on an elbow.
8. She rested her chin on her hand.
9. He went across the field and into the forest.
10. She ran out of the house and rushed to the car.
11. You've got to go up the road here.

VI.

1. He suffered from his clumsiness.
2. I was surprised at his marriage.
3. Her hands were icy with agitation.
4. He shivered with cold.
5. He got rheumatism from cold clay.
6. He died from wounds.
7. She helped him out of pity.

VII.

1. We'll let you know in the usual manner.
2. She greeted him with great courtesy.
3. He rides cowboy style.
4. They managed to sell the house by advertising it in the paper.
5. She caught the ball with her left hand.
6. He always opens bottles with a knife.
7. I heard about it on the radio.
8. He was speaking very calmly.
9. She was walking with her head down.
10. She left the room without saying a word.
11. I'll go by plain.

VIII.

1. I came here just to tell you this.
2. To answer this I should know the contents of the letter.
3. I went to the kitchen to put on the kettle.

4. He opened the door for them to come in.
5. I left my bags right outside the telephone booth so that I could watch them.
6. She made toasts right before dinner so that they should be crisp and hot.
7. He took a book to read in the train.
8. We decided to go to a cafe for lunch.
9. She turned aside to hide the expression in her eyes.
10. Every few minutes he had to stop for a rest.
11. We decided to put up at a camping for the night.

IX.

1. It was too late to start a serious conversation.
2. She was clever enough to realize that under the circumstances she had better keep silent.
3. He was too stunned to conceal his feelings.
4. It was so late that you could not see your own hand.
5. He was speaking too fast for her to understand him with her school French.

X.

1. But for a pure chance I'd have never met him.
2. If you haven't learned at your age you'll never do it.
3. I'm sorry if I made you think so.
4. In case of emergency ring me up any time.
5. With a little experience he would have coped with this work.

XI.

1. In spite of all his efforts the party was a failure.
2. Though his verbosity irritated her she made herself hear him out.
3. Much as I'd like to help you I can't now.
4. The day was cloudy but it was warm.
5. In spite of all his talents he didn't achieve much.

II. COMPOSITE UTTERANCES/SENTENCES

See 1.0.

Exercise 1.

- A. Determine the type of semantic relations between the elements of the composite sentences below (coordination, subordination or predication).
- B. Say if the elementary sentences are combined within composite sentences syndetically or asyndetically.

1. Polly will be offended if you go off to a hotel instead of accepting her hospitality.
2. There were muffled voices and footsteps, and the door opened on a plump middle-aged woman in slacks and a hand-knitted yellow sweater.
3. She was trembling as she stopped talking.
4. The minute the door closed I felt alone. I felt so alone it was ridiculous.
5. What was certain was that I could not now sleep again.
6. Directly I began to cross the common I realized I had the wrong umbrella, for it sprang a leak and the rain ran down under my mackintosh collar, and it was then I saw Henry.
7. I understand all that but what I want to know is whether or not you have lost faith in me?

Exercise 2.

Comment on the means of connection in the following compound sentences (copulative, disjunctive, adversative conjunctions; asyndetic connection).

1. "I have not been sleeping well recently," he said, "but I have a feeling that tonight I shall sleep for the prescribed eight hours."

2. I'll explain more fully, and you'll see what a chance it is for all of us.
3. When I came back she had slipped off her coat, and was warming her hands, which had seen a lot of rough work. We discussed the fog until the kettle boiled, then I went and made the tea and brought it on a tray and we sat and sipped together.
4. Her parents adored her, yet were at the same time disappointed in her. They had wanted a boy.
5. I did not want to walk: I had injured my heel that morning.

See 2.0.

Exercise 3.

Classify the subordinate clauses into nominal or adverbial and determine their types. Translate the utterances into Russian and say what they indicate.

A.

1. He was having breakfast with Leslie when the phone rang. She went to pick it up.
2. Who knows where I'm going to be tomorrow? Wadleigh's voice was a little thick.
3. He walked upstairs to the large room where the party was still in progress and where Louise had said she'd be waiting for him.
4. One reason perhaps why I so passionately desired education for myself was that I saw how unhappy the lack of it made him.
5. "I don't know why I've given in," declared Mother.

B.

1. "Has he known Leigh long?" — "Oh, it's about three years since he first brought him home."
2. "Since you ask the question," Mason said, "I'll answer it."
3. Her hands were trembling as she handled the letters.
4. As we had half an hour left we went and had a cup of coffee.
5. The nurse came into the hall and softly closed the door behind her. She spoke in a low voice so that she couldn't be heard in the sickroom.

C.

1. I'm sure they are genuine Duma's scripts. But I won't be sure until I've talked to an expert.
2. This was a busy time in the kitchen — lunch was the heaviest

- meal of the day because there was the full hospital staff to be fed in the cafeteria.
3. As it was now early Sunday morning in Edinburgh, this should hold them a while.
 4. He walked very slowly, for he was carrying a heavy load.

See 2.1.2.

Exercise 4.

Using the following extract as a possible model speak about some events specifying the place of their occurrence. (Use as many clauses of place as possible.)

“Where are you heading? To Boston itself, or somewhere nearby?”

“I’m spending a few days in Boston, but I’m really on my way to Nantucket. Do you know the island?”

“Yes, I know it. It’s a delightful place.” (*after A. Weale*)

See 2.1.1.

Exercise 5.

In the following sentences single out the conjunctions used to join clauses of time to the principal clauses.

1. I suggest to him a course of lectures on native policy, that sort of thing, before they arrive in the country.
2. But she stretched and enjoyed the return of her senses gradually until she was wholly awake.
3. May looked at Arthur, but he hardly ever talked when his mother was there.
4. I had a good look at the map while you were sleeping.
5. He came in from the balcony just as she was screwing silver rings on to her ears.
6. I can be happy anywhere as long as I’m with you.
7. “Just wait till your Dad gets home,” she shouted without thought.
8. It’s a long time since I’ve seen you boys.
9. “Will you be long, Halt?” — “No, I’ll be back as soon as I’ve finished briefing Andrews.”

Exercise 6.

Express the underlined phrases by clauses of time.

1. In his youth, he had been abroad a great deal, had lived, he

1. said, in Ceylon, Singapore and India.
2. On seeing her for the first time ten years after marriage people would ask why on earth did he marry her?
3. The next morning she bathed before coffee.
4. Walking up the long road he met a few people walking the other way, towards the sea.
5. After their departure she made herself a pot of tea, and sat quietly at the kitchen table, a little dazed.
6. He considered before answering.
7. Having planted that idea, he went on to defend the programme.

See 2.1.3.

Exercise 7.

Comment on the difference in expressing the cause of the event in the clauses introduced by "because", "as", "since", "for". Translate into Russian.

1. "Why did you speak to me in that way?" And she was surprised because for once she had said exactly what she had been thinking.
2. "Well, Stephen, what have you to say about it?" — "Well, since you ask, and since you appear to be so much better, I feel I should speak frankly."
3. And the papers I'm looking for are in a folder — a brown folder. They are important as I used them this afternoon. I'm going home to change. I've a meeting at two-thirty with several business associates.
4. She had confidence in Peter, for he was familiar with such places, and it was under his guidance that she was there.

Exercise 8.

Complete the following

1) to indicate the cause of the event unknown to the listener

1. He told the press he was giving up his work ... (to be bored).
2. I'm puzzled ... (to be met). We had arranged that he was to come down here.
3. I expect you want to know what he looked like. Well, it's difficult to describe him ... (to be like so many men).

4. He took her up to see her grandmother ... (to insist).
5. I may know you better than anyone ... (to share much).

2) to refer to the cause of the event already known to the listener

1. Finally the floor was left to Mrs. Robinson who was there with her husband. I had never met them ... (to be a recent acquaintance of ...).
2. This is just a little note ... (to be rushed).
3. It seems useless to pursue the matter any further ... (to refuse to cooperate).
4. We split the bill ... (not to offer to pay).
5. I'm not sure about the title of the book ... (not to begin to read).

3) to present the cause of the event as kind of an afterthought

1. His attitude of preoccupation appeared to exclude all else ... (not to look up).
2. All the neighbours hoped that it would not turn his head ... (to be a well-liked man).
3. I was stuck dumb before I could say a word ... (not to be John, to answer the phone).
4. He looked at her, wondering ... (not to know what to say).
5. I'm sure of it ... (to tell).

Exercise 9.

Using the following extract as a possible model speak or write about some events specifying their cause. (Complex sentences with clauses introduced by different conjunctions may be helpful here.)

A rabbit came out of its hole and looked at them, it came quite near and sat erect with pricked ears, gazing at them in surprise. They all kept very still.

“Why is it so tame?” Richard whispered.

“Because the island is so quiet — so deserted,” Iain told him. “Nobody comes here for months at a time, so the rabbits forget that they ought to be frightened.”

Richard threw a small piece of scone at the rabbit — it was gone in a flash.

"Oh!" said Richard in a disappointed tone. "I thought it would like something to eat."

"You frightened it," Linda said. "Rabbits don't like scones — they eat grass and lettuce. Rabbits know what's good for them. It was because you didn't know what was good for it that you offered it a scone." (*after D. Stevenson*)

Suggested topics:

1. birds and wild animals are getting scarce in modern parks and forests;
2. the ozone crisis is dangerous for human life;
3. you prefer a timber cottage in the country to city life in communal areas (or vice versa);
4. you prefer jazz or rock to classic music (or vice versa);
5. there is no better conversation, spoken or written, than good shoptalk.

See 2.1.4/2.1.5.

Exercise 10.

Which of the following sentences contain clauses of result or purpose? Comment on the means of connection and mood forms used. Translate into Russian.

1. I crossed to the left, pressed the button, waited for the lift to appear, opened the door a crack, inserted a matchbox between jamb and door so that the latter couldn't close and complete the electrical circuit.
2. A high brick wall fronded the road, so that the passer-by had no choice but to mind his own business.
3. I went into her office this morning, and she was so busy typing a letter, she didn't know I was there.
4. She was already leaning so far out of the window that Arthur was alarmed for her safety.
5. He had a big mirror in front of the piano, so that everybody could see his face while he played.
6. He was purposely telling me nothing lest I be frightened off for good.

See 2.1.3.

Exercise 11.

Which of the following sentences contain clauses of manner or comparison? Comment on the means of connection and the mood forms used. Translate into Russian.

1. She would have murmured some excuse or other then, and gone upstairs to change her shoes, as she had told Mark she meant to do, but Ross was taking something from a trouser pocket. He held out a pale blue envelope to her.
2. She looked at you as if you were something the car had brought in, with that air about her as if she were royalty.
3. And she's always been very good to us. She's treated me as if I was her nephew by blood.
4. I put the phone aside and looked about the room as though I were seeing it for the first time.

See 2.1.7/2.1.8.

Exercise 12.

Which of the following sentences contain clauses of condition or concession? Comment on the means of connection and the mood forms used. Translate into Russian.

1. "At the worst he's harmless." — "He'd die if he heard you say that."
2. "I shall have to learn something about you, too, Michael." — "That wouldn't be difficult if you were interested enough."
3. "Look, will you be afraid to stay here alone? I may be gone some time." She said: "You do as you think best, Slim. If it hadn't been for me we wouldn't be in this situation. I mean if I hadn't twisted my ankle."
4. And I'll look in before I go. If you should be asleep I won't disturb you. All right?
5. Suppose I were told a little more about this affair, it might be helpful. After all, it concerns me too.
6. Johnny said nothing. He couldn't speak even if he wanted to, his throat was all knotted up.
7. Though it was still early she showered and changed for bed.
8. "Why should you be so mysterious unless you are hiding something?" — "I cannot imagine why you should think that?"
9. O'Donnell was curious now. Rufus was not the type to come to him unless it were something important.

Exercise 13.

Using the following extract as a possible model speak about conditions for some event. (Complex sentences with clauses of condition may be helpful here.)

“It was a reporter.”

“What did you say?”

“I said I did not know. I had no statement to make. And I should be obliged if he didn’t ring me up again.”

“You will irritate them. You will have them against you.”

“I can’t help that.”

“We might want them on our side,” I said.

“If it comes to fighting, I’ll fight alone,” he said. “I don’t want a newspaper behind me.”

“If only we could do something,” I said, “all these hours ahead of us, and we sit here, idle, waiting for tomorrow morning.”

“There’s nothing we can do,” said Maxim. (*after D. du Maurier*)

Suggested topics: make complaints or a reproof (tentative or direct) about the following:

1. You have a child of school-age and you catch sight of him one schoolday clearly playing truant.
2. Your neighbour keeps on parking his car right in front of your doorway.
3. Your friend who lives in the hostel has borrowed a textbook which he promised to return as soon as you needed it. Now you do need it urgently and he keeps on avoiding the issue.

See 2.2.1/2.2.2.

Exercise 14.

Which of the following sentences contain subject or predicative clauses? Comment on the means of connection and the mood forms used. Translate into Russian.

1. Whoever it was stood motionless.
2. Whatever you might have planned can’t be more important to the bank than this.
3. What both left unsaid was that Alex Vandervoort had been viewed,

- until today, as Ben Rosselli's chosen heir.
4. It is uncertain what Soames expected to get out of this interview.
 5. What I can't understand is what they're supposed to do.
 6. That Donald could be spoken to was in itself something fantastic.
 7. It is strange that I should be telling you this. I've never discussed it with anyone.
 8. He says it's very important that he talk to you immediately.
 9. He added into Mallison's ear. "Looks as if you're right. The man's lost his way."

Exercise 15.

Complete the following.

1. It was possible.... .
2. What we really need.... .
3. What he discovered.... .
4. What they are doing.... .
5. What I will tell you.... .
6. Whether he can do the job.... .
7. Whatever he did.... .
8. ... as if he had never seen me.
9. ... what he has never admitted.
10. ... what course we are to take.
11. ... that he should prove it.

See 2.2.3.

Exercise 16.

Single out object subordinate clauses and say what they indicate. Comment on the means of connection and the mood forms used. Translate into Russian.

1. I couldn't honestly tell him that I would miss him, nice as he was, though sometimes I wished I could.
2. "That's the trouble, doctor. We don't know what happened." — "Oh, I see. I was hoping you could tell me."
3. Tell her I'll be fifteen minutes late, no more. I don't see why she has to start so early.
4. I wish you'd spend more time with her, Richard. She needs you.
5. "Do you wish we hadn't come?" — "Not yet!"

6. "I take it that you know him well." — "Of course."
7. "I think I must be getting on." — "Of course. Don't let me detain you, Miss Dainton."
8. After the game he suggested that they have lunch somewhere.
9. I telephoned her. Her secretary said she was out and she did not know when she would be back.

Exercise 17.

Complete the following using object clauses. (Make use of the clues in brackets.)

1. I wondered what ... (to mean).
2. I understand they ... (to come).
3. I don't see why ... (to apologize).
4. You remember how ... (to promise).
5. I know that ... (to return).
6. I told him what ... (to discuss).
7. I feel that ... (to know).
8. I take it that ... (to be in the know).
9. I wish we ... (to stay).
10. He suggested ... (to have lunch).

See 2.2.4.

Exercise 18.

Single out attributive clauses, classify them into non-appositive and appositive and say what they indicate. Comment on the means of connection. Translate into Russian.

1. It was the first time I ever heard him speak of Rita.
2. He hung up, stared at the phone for a long time. Then he went back to the desk at which he had been sitting.
3. The thought that he was going to see Eleanor that evening pleased him.
4. "But I can't understand that." — "There's no particular reason why you shouldn't be able to understand it."
5. She had the strangest feeling that he knew exactly the thoughts that had been passing through her mind. Which was absurd. There was no way in which he could know. And yet the feeling persisted.
6. To my suggestion that I should take him home, he simply said that he didn't mind.

Exercise 19.

Complete the following using attributive clauses. (Use the clues in brackets.)

1. She was looking at me with an expression ... (to interpret).
2. The girl on the switchboard ... (to deal with an incoming call) looked up enquiringly.
3. He wore a coat ... (to see a lot of wear).
4. It's I ... (to apologize).
5. There's no reason why ... (to feel hurt).
6. I was amused by the interest ... (to arouse).
7. Here comes somebody ... (to speak).
8. There was nowhere ... (to go).
9. It wasn't the sort of thing ... (to care).
10. I remember all ... (to do).

REVISION EXERCISES

Read through 1.0—2.2.4 of the “Composite Utterances / Sentences” in “Theory” and be ready to discuss the following problems:

1. What is a composite sentence?
2. What means of adjoinment are employed to combine elementary sentences into a composite one?
3. What sentences are called compound? Give examples of compound sentences and say what they indicate. What punctuation marks are used here?
4. What sentences are called complex? Give examples of complex sentences with nominal and adverbial clauses.
5. Think of the possible interrelation between the nominal clause and the type of the mood form used in it. Give examples to prove your point.
6. Think of the possible interrelation between the type of the adverbial clause (of time, condition, concession, comparison and purpose) and the use of the verb forms in them. Give examples to illustrate your point.

Exercise 1.

Combine the following elementary sentences into compound sentences (syndetically or asyndetically):

a) to enumerate the events;
 b) to indicate a choice between the events;
 c) to indicate an apposition or contradiction of the events.
 Check your answer with the Key below. Determine the type of the conjunction you used in the case of syndetic adjoinment (copulative, disjunctive or adversative).

1. It was high summer. The hay harvest was almost over.
2. Brangwen never smoked cigarettes. He took the one offered, flushing to the roots of his hair.
3. You sail the boat correctly. You'll never go out with me again.
4. I had heard some story about him too, a critical, unpleasant story. What it was I had forgotten long ago.
5. The late afternoon sky bloomed in the window for a moment like the blue honey of the Mediterranean. Then the shrill voice of Mrs. McKee called me back into the room.
6. The water wasn't three feet deep. Joe managed to leap out of the mud and swim across, and then back.
7. You must fasten the boat to that pole. The current will carry it away.
8. She has spent the entire day digging in the stony ground behind the farm. Moreover, she had not been able to find the coffee can.

KEY:

- 1) and; 2) yet; 3) either...or; 4) but; 5) — ; 6) nevertheless;
- 7) otherwise; 8) not only... but.

Exercise 2.

Combine the elementary sentences into complex sentences to indicate:

- a) the time or frequency of the event;
- b) the place or direction of the event;
- c) the cause or reason of the event;
- d) the manner of the event;
- e) the condition of the event;
- f) events which are a result of other events or
- g) an event (real or imaginary) which cannot prevent the other event.

Join the sentences by means of conjunctions making all the necessary changes. Check your answer with the Key below.

1. He watched. The final wisp of smoke disappeared.
2. He went halfway. He turned around and stared at the scene.
3. Something particular will occur. You can write to me at the post office.
4. I didn't reply. She sighed and turned away to pull the curtains across the darkened window.
5. When Robert received the news he was made miserable by it. He was not sure that he could survive.
6. I paused. She was taking off her coat.
7. I realized I had the wrong umbrella. It sprang a leak and the rain ran down under my mackintosh collar.
8. This visit had been planned to produce in them a due sense of his possessions. They should be ready to receive with respect any overture he might later be disposed to make.
9. He neared the corner and was about to turn at high speed. A dog jumped directly in front of the moving machine.
10. Emma told him of his mother's death. He couldn't speak for crying. He insisted on going in to say good-bye to Mrs. Watkin so that they might see his grief and pity him.
11. She laughed again. She said something very witty.
12. He said bitter things which caught people on the raw. They amused him.
13. We are going away for good. I doubt if we shall meet again.
14. Glenn had nodded urgently to her. She continued to look as if she didn't know whether to run away from him or not.
15. Finch carried the letter to Alayne. She was arranging carnations on the birthday table there.

KEY:

- 1) until; 2) when; 3) if; 4) as; 5) so...that; 6) while; 7) for;
- 8) so that; 9) just as; 10) though; 11) as if; 12) because;
- 13) since; 14) after; 15) where.

Exercise 3.

Combine the elementary sentences into complex sentences:

- 1) to express the theme, the topic described by the predicate;
- 2) to supply information about the theme expressed by the subject;
- 3) to disclose the meaning of the predicate, to make it complete;
- 4) to give some additional characteristics to the notion expressed by a word/a phrase or to disclose its meaning.

Join the sentences by means of connectors or asyndetically (where possible) making all the necessary changes. Check your version with the Key below.

1. I couldn't now sleep. That was certain.
2. Rachel was talking loudly. She became aware of the fact.
3. He took after his blond father. His father had been a painter.
4. It seems to me to be the truth. I only write it down.
5. I came to the conclusion. You don't consider it an altogether fortunate attachment.
6. He spent half the week in Cambridge. He lodged with his sister there.
7. They were discussing hospitals. It caused him suddenly to express himself upon the whole hospital system.
8. You are always looking for a master. It is the trouble with you.
9. When are you leaving? I don't know it.
10. He was suddenly reminded of the money. He had snatched it from the table.
11. Spring will never come. It looks it.
12. There is something wrong about that closet. I cannot help thinking about it.
13. That is all. I can't tell you anything else.
14. Why should Clyde of a sudden, become so enthusiastic about changing to this new situation? She was actually wondering.
15. Shall we ever meet again? I doubt it.

KEY:

- 1) that, what; 2) that; 3) who; 4) what; 5) that; 6) where;
- 7) which; 8) that, what; 9) when; 10) —; 11) as if; 12) that, —;
- 13) —; 14) why; 15) if/whether.

III. THE TEXT

See 1.0—1.2.

Exercise 1.

- A. In the texts below single out simple utterances and composite (compound or complex) utterances.
- B. Find cases of parenthesis. Is parenthetical matter denoted here a) by a word, b) a phrase or c) a clause? What does parenthesis express in each case?

1. It began at three o'clock one October afternoon as I sat in the grand stand at the fall trotting and pacing meet at Sundusky, Ohio. To tell the truth, I felt a little foolish that I should be sitting in the grand stand at all. (*after Sh. Anderson*)
2. When I graduated from law school I suppose I was about as artificial and idiotic and ambitious as most youngsters. I wanted to be famous and dine at large houses with men who shuddered at the Common People who don't dress for dinner. You see, I hadn't learned that the only thing duller than a polite dinner is the conversation afterward. (*after S. Lewis*)
3. The police gave him a piece of paper, and told him to write down a full description of his wife, together with details of when and where he had lost her. He didn't know where he lost her. The police looked suspicious; they were doubtful about three matters: Firstly, was she really his wife? Secondly, had he really lost her? Thirdly, why had he lost her? (*after J.K. Jerome*)

Exercise 2.

- A. Be ready to discuss the role of money in society and the attitude towards money in different countries and of different people. Consider the viewpoint of the American poet and essayist W.H. Auden, published in "The Listener", 1953, October.

"... in Europe, money represents power — that is to say, freedom from having to do what other people want you to do, freedom from having to do what you yourself want to do; so that in a sense all European feel they would like to have as much money themselves as possible, and other people to have as little as possible. In the States, money, which is thought of as something you extract in your battle with the dragon of nature, represents a proof of your manhood. The important thing is not to have money but to have made it. Once you have made it you can perfectly well give it all away. There are advantages and disadvantages on both sides. The disadvantage in Europe is a tendency towards avarice and meanness; the danger in America is anxiety, because since this quantitative thing of money is regarded as a proof of your manhood, and to make a little more of it would make you even more manly, it becomes difficult to know where to stop."

You may want to use some of the items below to express your own attitude to the topic of discussion:

it seems, no doubt, no wonder, in a sense, at any rate, at least, so to speak, to tell you the truth.

B. Write a short paragraph in which you define a word according to its dictionary meaning and then proceed to a discussion of its application exemplifying its usage. (You may want to use the following: thus, for instance, for example, hence.)

Consider the item below as a model.

"Epitaph" is a literary term which means a commemorative inscription on a tombstone or a monument. Hence, any brief writing to commemorate the dead. Such are, for example, the lines on Shakespeare's tomb.

"Good friend, for Jesus's sake forbear
To dig the dust enclosed here;
Blest be the man that spares these stones,
And curst be he that moves my bones."

C. Write a paragraph in which you explain how to do or make something. Use words that provide continuity within

the paragraph linking the utterances cataphorically and anaphorically. (You may want to use the following text connectors: first, second, like I say, now, further.) Consider the item below as a model.

A Roast Chicken recipe

To cook a roast chicken, first, rub a whole chicken inside and out with lemon juice and seasoning (salt, pepper and spices), then set it aside for three hours. Second, heat fat in a deep pan. Add the spices and the chicken and allow to brown on all sides over a moderate fire. Then add one cup of water and cook the chicken till tender. Third, lay the chicken on a serving dish with a border of mashed potatoes and boiled peas around. Now, pour some thick gravy on top and serve immediately.

See 1.2.

Exercise 3.

- A. Say if the text given below is a monologue or a dialogue.
 - B. Comment on the way the interrelated utterances are grouped within the monologue and the dialogue.
 - C. Comment on the grammatical phenomena typical of each type of the text.
1. a) Ray Pearson and Nal Winters were farm hands employed on a farm three miles north of Winesburg. On Saturday afternoons they came into town and wandered about through the streets with other fellows from the country.

Ray was a quiet, rather nervous man of perhaps fifty with a brown beard and shoulders rounded by too much and too hard labour. In his nature he was as unlike Nal Winters as two men can be unlike.

Nal Winters, his fellow employee, was a young fellow. He was not of the Ned Winters family, who were very respectable people in Winesburg, but was one of the three sons of the old man called Windpeter Winters who had a sawmill six miles away. (*after Sh. Anderson*)

- b) It felt terrible. The worst moment in my life. Terrible, it felt. It still does. It always will. It's going to be with me forever, this; the moment. Sleeping and walking. Dreaming

about it. Then waking up, remembering about it. Through the windscreen, out of the pelting rain, suddenly this figure rushing. (*after B. Glanville*)

2. a) "Well, tell me about yourself," he asked. "What happened to the job you had?"

"Let it wait, Tom, I got something on my mind."

"It ain't you and Ella?"

"Why, no!" Jesse sat back. "Why, however, did you come to think that? Why, Tom, I'm just crazy about Ella. Why, she's just wonderful. She's just my whole life, Tom." (*after A. Maltz*)

- b) "You've got a gift with things," Henry observed. "Some of those yellow chrysanthemums you had this year were ten inches across."

"I've a gift with things, all right. My mother had it. She could stick anything in the ground and make it grow. She said it was having planter's hands that knew how to do it." (*after J. Steinbeck*)

Exercise 4.

Complete the following making up a paragraph. Speak about what people might think or feel under the circumstances.

(Use grammatical forms and structures typical of the monologue.)

1. She looked to him much the same child as he had met six years ago.
2. What happened was the last thing that any of them expected to happen.
3. He lay in bed, dressed, with the light burning, until he heard the clock strike three.
4. She had to show herself half an hour later, and she was sustained at table by the immensity of her desire that her father should not perceive that anything had happened.
5. Even after he had nodded urgently to her, she continued to look as if she did not know whether to run away from him or to walk back down the corridor to where he stood.
6. In spite of herself the colour fled from her cheeks instantly, only to come back in a hot, defiant wave.
7. And suddenly she burst into tears of disappointment, shame and overstrain.

See 1.3.0/1.3.1.

Exercise 5.

A. Classify the following utterances within the dialogues into declarative, interrogative, imperative or exclamatory.

B. Find examples of general, special, alternative or disjunctive questions.

C. Comment on the markers that help you to do it.

1. “I’ve got to go upstairs and get off some cables.”
“Do you really have to go?”
“Yes, I’ve got to get these cables off.”
“Do you mind if I come up and sit around the office?”
“No, come on up.” (*after E. Hemingway*)

2. *Sister*: Well, Dr. Fobia: now you’ve seen something of our methods.
Fobia: And I am tremendously impressed but far from satisfied, Sister Naggie.
Sister: No?
Fobia: No, there are so many loose ends. I wish to know: will Mr. Mandrake ever forgive Mr. Malady? Who will eventually marry Nurse Proppet? How does Dr. Smirke’s poem end? Will you continue to spurn Mr. Mandrake? When shall all of us meet at eight o’clock at “The Stomach Pump?” (*after K. Lillington*)

3. *Jimmy*: Did you read that bit? You don’t suppose your father could have written it, do you?
Alison: Written what?
Jimmy: What I just read out, of course.
Alison: Why should my father have written it?
Jimmy: Sounds rather like Daddy, don’t you think?
Alison: Does it? (*after J. Osborne*)

4. “Who are you?” he said. His face could not be imagined beneath the white bandages. “I don’t know. Please... what time is it?”
“Just after twelve.”
“Is it day?”
“No.”
“Where is it?”
“This is the hospital.”
“Who are you?”

"I'm an infantry lieutenant. Look, you'd better get some sleep now, hadn't you? If you can I don't think you ought to talk."

"Oh, god, don't go away, talk to me... They keep going away. Don't you go. Please, talk to me." (*after S. Hill*)

5. He couldn't understand what Irene found wrong with him: it was not as if he drank. Did he run into debt, or gamble, or swear? (*after J. Galsworthy*)
6. "How sad it is!" murmured Dorian Grey, with his eyes still fixed upon his own portrait. "How sad it is! I shall grow old, and horrible and dreadful. But this picture will remain always young." (*after O. Wilde*)

See 1.3.0/2.

Exercise 6.

A. What structural types of utterances are used in the text below with a similar communicative aim:

- a) to express a statement, a suggestion;
- b) to ask for information;
- c) to express a request or a command?

B. Comment on the way the reaction (confirmation or negation) to statements, questions or requests/commands is expressed.

1. Poirot murmured:

"If you will now tell me the facts of the case. The dog disappeared, when?"

"Exactly a week ago."

"And your wife is by now frantic, I presume?"

Sir Joseph stared. He said:

"You don't understand. The dog has been returned."

"Returned? Then, permit me to ask, where do I enter the matter?" (*after A. Christie*)

2. Poirot went on:

"You have here the letter?"

Lady Hoggin shook her head.

"No, I was instructed to enclose it with the money."

"And you did so?"

"Yes."

"H'm, that is a pity." (*after A. Christie*)

3. "Excuse me, but could I see the Manageress?"
 "I don't know, I'm sure."
 "Perhaps you could find out?"
 "Well, I'll see what I can do." (*after A. Christie*)
4. "I played like a fool," said Guy, breaking a silence. "I'm feeling a bit under the weather."
 "I'm sorry. You're not going to have fever, are you?"
 "Oh, no. I shall be all right to-morrow." (*after A. Christie*)
5. "Are you going to bed or shall I come back into the sitting-room and talk to you?"
 "I'm going to bed," Randall replied, "and Jane is right. It's high time you were asleep." (*after B. Cartland*)

See 2.0—2.3.

Exercise 7.

Complete the following "open" dialogues expressing statements, orders or requests, asking for information and giving suitable responses. You may want to use some of the items below to fill in the blanks.

1. *Dad:* Our neighbour's kitchen window is broken.
Son: _____
Dad: But she said she saw you.
Son: _____
Dad: She recognized you by your red sweater.
Son: _____
Dad: You'd better go and explain it/apologize to her.
- A. It wasn't me who did it;
 I don't know anything about it;
 It can't possibly be me;
 I was playing with Jack in the garden at that time.
- B. I know about it. Yes, it was me. We were playing the ball and I was unlucky to miss the pass. Yes, I certainly will. Though it is not a very pleasant thing to do.
2. A. Did you talk to Lizzy yesterday?
 B. _____

- A. Why not?
B. ----
A. You were not moody yourself, were you?
B. ----
A. Don't tell me you didn't dare to talk to her.
B. ----

no, not very much; because she was so cross I let her alone;
no, I didn't; not me; certainly not; why should I; not exactly,
but I preferred not to interfere; I must confess that was the
case; I hate being a nuisance

3. *Mary*: Will you be going to town this afternoon?

John: -----

Mary: Will you give me a lift, please?

John: -----

Mary: You are sure it's no bother?

John: -----

Yes, certainly; yes, sure; yes, I shall as soon as I've finished
typing; certainly, with pleasure; I'll be glad to; yes, I am;
sure, it isn't; don't worry your head about it; it's perfectly all
right; I'm absolutely sure it's no bother; I'd only be delighted.

4. *Father*: This seems a good place, under the trees.

Mother: Oh, yes. What a nice view across the valley.

Tom: ----- I am terribly hungry.

Jane: ----- I didn't have much breakfast.

Mother: Come on, then, all lend a hand. -----

Jane: Oh, dear, -----

Father: Never mind, it won't hurt you if you don't hurt it.

Tom: -----

Father: Don't worry about that. The sun will be out again in
a moment.

hurry up with the lunch, mum; so am I; Father, you get the
store going; Jane, spread the cloth and set out the plates;
Tom, open this tin and pour out the lemonade; there's a
wasp; what shall we do if it comes on to rain, Dad?

See 1.2.

Exercise 8.

Make mini-dialogues of the types: a) “question—answer”, b) “statement—confirmation/negation”, c) “order—request—agreement/disagreement”. (Use the utterances below as clues.)

1. Remember not to mention any diseases. He hasn't yet recovered from a severe illness himself.
2. I'm sorry, I can't accept your invitation: we have already made our plans for the holiday.
3. You haven't yet said a word about your holiday.
4. I'm going to suggest something to you, I've been talking it over with your mother.
5. Lizzy has been telling me the most amazing things. Surely she must be exaggerating.
6. I'm afraid I don't understand you. I haven't changed my mind. Have you changed yours?
7. Don't come so early. Jim will still be sleeping, I'm sure.
8. My dear John. How long have you been coming home?
9. Splendid to think we'll be getting into the country this weekend.
10. I hope, I haven't disturbed you. You weren't asleep, were you?

See 3.0.

Exercise 9.

Say if the utterances below are:

- a) direct statements, questions or orders;
- b) indirect statements, questions, orders or requests;
- c) “inner speech”.

Report these statements and questions using indirect speech (as appropriate).

1. “Sit down,” said Harvey. “I've been looking for you.”
2. Harris kept on turning to the right but it seemed a long way and his cousin said he supposed it was a very big maze. “Oh, one of the largest in Europe,” said Harris.
3. “How can you say such things, Frances?” Cohn interrupted.
4. She went to the window and looked out. “Do come and look, Arthur,” she said.
5. “Is there anything else on your mind?” Haviland asked.
6. I once asked an intelligent foreigner what he thought of London. He said, “It is a very big town.”

7. "You are very nice people," he said. He was smoking a cigar again. "Why don't you get married, you two?" — "We want to lead our own lives," I said.
8. The police gave him a piece of paper and told him to write down a full description of his wife, together with details of when and where he had lost her.
9. ... the General said: "I want to consult you, Lionel. It's about my boy, Hubert."
10. I knew a young fellow once, an engineer, who thought he would go to Vienna "on business". His wife wanted to know "what business"? He told her it would be his duty to visit the mines in the neighbourhood of the Austrian capital, and to make reports. She said she would go with him. He tried to dissuade her: he told her that a mine was no place for a beautiful woman. She said she felt that herself, and that therefore she did not intend to accompany him down the shafts; she would see him off in the morning and then amuse herself until his return, looking round the Vienna shops, and buying a few things she might want. (*after J.K. Jerome*)

See 3.1.1—3.1.3.

Exercise 10.

Report the following observing necessary restrictions. Use the verbs "to say", "to tell", "to ask", "to wonder" to introduce indirect speech.

1. "I will ring when I want you," she said to the maid.
2. I said, "You must forgive me. I'm not feeling quite myself tonight."
3. "You may have forgotten me," he said. "I was here four years ago with my mother and you said I was hopeless. Could you look at my work now?"
"You haven't given up drawing then?"
"No, I haven't."
4. "What have you been doing this morning?" he asked. "Oh, nothing much. I went for a little walk."
5. "Guy," she said, as they sat down, "that woman we saw the other day was here again this morning." — "So I've heard," he answered.
6. "It's too silly. I must not panic," she said to herself. Then: "Of course, there is an explanation."
7. She said: "Oh, I assure you I do all I can to make her comfortable. I don't know what I should do if she left." — "I don't expect

she'll leave until she's ready to leave," said Miss Marple and stared very hard at her hostess. (after A. Christie)

See 3.0–3.1.3.

Exercise 11.

Translate the following into English.

1. Она сказала, что давно не была в театре, так как в последнее время много работала.
2. Он утверждал, что, когда начался пожар, никого в доме не было.
3. Она попросила меня пересесть на другое место, потому что ей не видно с доски.
4. Он спросил, как все это произошло и может ли он чем-нибудь нам помочь.
5. Он сказал, что должен закончить перевод этой статьи сегодня, поскольку завтра ее отвезут в редакцию.
6. Она попросила меня открыть окно.
7. Она сказала, что мы должны рассказать всем, что случилось в ее отсутствие.
8. Она объяснила, что читала эту книгу, когда училась в школе.
9. Брат вошел в кухню и поинтересовался, что мы готовим.
10. Она хотела знать, когда я ухожу и вернусь ли я вовремя.
11. Он велел нам прекратить споры и заняться делом.
12. Приехав на станцию, он вошел к смотрителю (post-master) и спросил вольных лошадей (enquire for horses). Смотритель осведомился, куда ему надобно было ехать, и объявил, что лошади, посланные из Кистеневки, ожидали его уже четвертые сутки. Вскоре явился к Владимиру Андреевичу старый кучер (coachman) Антон, некогда возивший его по конюшне и смотревший за его маленькой лошадкой (pony). Антон прослезился (to weep), увидя его, ... сказал, что старый его барин (the old master) еще жив, и побежал запрягать лошадей (to harness the horses). (A.C. Пушкин)

See 4.1.

Exercise 12.

Comment on the use of special connectors as means of text cohesion and state the type of semantic relation they indicate.

1. Art is a doom. It has been the doom of Bradley Pearson. And in a quite different way it is my own.
2. Captain Demerest glanced briefly around the coffee shop and, observing Mal and Tanya, gave a curt, cool nod. Then, checking his watch and with a final word to the other captain, he strode out.
3. Houdini entertained the circus folk with sleight of hand and some simple tricks. Firstly, he put a billiard ball in his mouth and the ball was gone. Then he closed his mouth and opened it again and removed the billiard ball. Finally he withdrew from his ear a stream of coloured silk.
4. The workmen were from many different places. There were electricians, carpenters. There were men with special skills. There were also independent quietly proud American artisans.
5. In the first fortnight my life in Hereford settled down into its pattern. In other words, I did some shopping. I spent mornings with Flora and Joseph in the parks. I had the odd lunch in a pub with actors. I waited for David and watched rehearsals.
6. A skull of a robot could not be hinged up and outward. Instead, the various parts of the mechanical body would have to be put together.
7. He was young. However, there was no trace of innocence in the guarded eyes, the tightly closed lips.
8. Sometimes George Lockwood would stay all afternoon. And then every man was handed a dollar bill at quitting time. For George Lockwood was pleased.
9. As usual, Kimble was sound asleep in a squad car parked behind the Amity Pharmacy. And so Hendricks picked up the phone and dialled chief Brody's home number.
10. By the end of the six days I could not stand the daily wear and tear on my nerves. There was cold sweat on the palms of my hands every morning. As for Fabian, nothing disturbed him.
11. I looked at the clock on the bedside table. It was ten forty. Or it was too late.
12. Meanwhile the strike had become famous. Reporters arrived daily from all over the country. Support was coming in from other cities. So it was a great national strike.

Exercise 13.

Combine the following elementary utterances into a text

choosing the appropriate means of connection out of those given in brackets.

1. He slipped into a doorway across the street and waited. He didn't want to have to talk to his sister. (and, for, —)
2. My heart is beating violently again. I must go to bed. (so, —, also)
3. I went on reading my book. I went to bed. (then, —, however)
4. She had not changed at all. She looked still young. (—, so, but)
5. I could not sleep. David slept. (but, and, —)

Exercise 14.

Comment on the use of articles as a means of text cohesion. Is the article used a) to indicate something new, unknown to the reader, open for further discussion or b) to refer to something previously mentioned?

In analyzing a novel, we note a number of basic elements which the author has developed in his narrative. The elements are theme, plot, characterization, setting and conflict. The theme is the main idea behind the story presented in the novel. This is sometimes described as the author's "message" or "thesis" or the moral of the book. In most novels, the theme is not stated in so many words, but if the author has handled the materials well, the reader is in no doubt as to what the novel must tell him. Thus, the theme of "Uncle Tom's Cabin" is the evils of slavery, the theme of "The Catcher in the Rye" is the feelings of a teenager in conflict with the society in which he lives. Some novelists give more attention than others to the plot or story line. W.S. Maugham, for example, said that the beast of every novel lies in the story. (*after Orgel*)

Exercise 15.

Comment on the use of pronouns as a means of text cohesion.

1. "We've a visitor, Fran." It was Peter — Peter Galt. He grinned and held out both hands.
2. "Emerald, this is Caroline and Todd. I thought you wouldn't mind my bringing Emerald back with me, Todd. She's come over for the day from the Cape, and she's on her own." — "Not at all."

Glad to know you, Emerald."

3. We were passing a film poster and he said, "That's a good film. Have you seen it?"
4. Wild animal. Well, if that's what they thought of him, that's what he was going to be — a wild animal.

Exercise 16.

Comment on the use of perfect and continuous forms as a means of text cohesion. Are they used a) to provide a logical connection of the following utterances with the previous one or b) to denote the general background and the time point of the situation? Translate the texts into Russian.

- I. As she lay in the dark and listened to the raging of the storm, her mind went back over the years to her childhood. From the time she had been a little girl John had been part of her life. He had taken the place of the brother she had never had. He had also been her closest friend. Not her only friend. There had been girls at school with whom she had laughed and giggled and talked girl-talk. Today their names were an indistinguishable blur. John's friendship had been constant. (*after Carter*)
- II. At a London club I looked round the room at the expectations on the people's faces. Some were relaxed and contented, reading the papers until they were summoned to lunch, others obviously were waiting for friends and looked round every time the door opened. There was one woman who interested me particularly; she was sitting next to me, so near that I could have touched her if I had put out my hand. She was middle aged and untidy and much too fat, but she was so eagerly expectant that she sat on the edge of the chair with her eyes on the door. Whom was she expecting, I wondered: a husband? a friend? a daughter? (*after Stevenson*)

Exercise 17.

Comment on the ellipsis as a result and a means of text cohesion. Translate the text into Russian.

1. Hercule Poirot, sitting in front of his electric radiator, was giving instructions to his valet and general factotum.

"You understand, George?"

"Perfectly, sir."

"More probably, a flat or a maisonette. And it will definitely be within certain limits. South of the Park, east of Kensington Church."

"I understand perfectly, sir."

Poirot murmured:

"A curious little case." (*after A. Christie*)

2. They were a party of three on horseback — Tom and a man named Sloane and a pretty woman in a brown riding-habit.

"I am delighted to see you," said Gatsby, standing on his porch. As though they cared. "Sit right down. Have a cigarette or a cigar." Mr. Sloane wanted nothing. A lemonade? No, thanks. A little champagne? Nothing at all, thanks... "Did you have a nice ride? Very good roads around here." Moved by an irresistible impulse, Gatsby turned to Tom, who had accepted the introduction as a stranger.

"I believe we've met somewhere before, Mr. Buchanan."

"Oh, yes," said Tom, gruffly polite, but obviously not remembering. "So we did, I remember very well."

"About two months ago."

"That's right. You were with Nick here."

"I know your wife," continued Gatsby, almost aggressively.

"That so?" Tom turned to me. — "You live near here, Nick?"

"Next door."

"That so?" (*after S. Fitzgerald*)

Exercise 18.

Comment on the parenthesis as a means of text cohesion.
Use the texts of Exercise 17.

Exercise 19.

Write a mini-essay trying to follow the rules of organizing a text.

Suggested topics:

1. A most significant event in your life (a letter to a friend).
2. A holiday you did not enjoy (a letter to your parents).
3. Your idea of an ideal house (a newspaper article).
4. Your idea of an ideal job (a letter to a friend who is fed up with his present rather hating, unrewarding job).

5. A newspaper review of any film or play you have seen this year.
6. A most watched TV programme, a top ten hit (a magazine review).
7. Antarctica, long protected by its isolated and unforgiving climate, is threatened by the activities of man. (An article)
8. The world as it will be a hundred years from now (science fiction).

See 4.2.0—4.2.3.

Exercise 20.

Determine the purpose of the inverted word order in the utterances below. What communicative aim is performed by inversion?

1. In the centre of the room clamped to an upright easel, stood the full-length portrait of a young man of extraordinary personal beauty, and in front of it, some little distance away, was sitting the artist himself, Basil Hallward, whose sudden disappearance some years ago caused, at the time, such public excitement, and gave rise to so many strange conjectures. (*after O. Wilde*)
2. An "at Home" at Stanhope Gate was a great rarity. Never had there been so full an assembly, for, mysteriously united in spite of all their differences, they had taken arms against a common peril. (*after J. Galsworthy*)
3. Yet so vain is man, and so blinded by his vanity, that no writer, up to the very end of the nineteenth century expressed any idea that intelligent life might have developed there far. Nor was it generally understood that since Mars is older than our earth it necessarily follows that it is not only more distant life's beginning but nearer its end. (*after Whittall*)
4. How can we atone for the last millions and millions of years of life, how atone for those lakes and seas of blood? Somehow we must atone to the dead — the dead, murdered soldiers. The reproach is not from them, but in ourselves. Most of us don't know it, but it is there and poisons us. It is the poison that makes us heartless and hopeless and lifeless — us the war generation... (*after R. Aldington*)
5. Then came the night of the first falling star. It was seen early in the morning rushing over Winchester eastward, a line of flame, high in the atmosphere. (*after Whittall*)
6. We all turned and looked around for Gatsby. It was testimony

- to the romantic speculation he inspired that there were whispers about him from those who had found little that it was necessary to whisper about in the world. (*after S. Fitzgerald*)
7. It was in the spring of his thirty-fifth year that father married my mother, then a country school teacher. (*after Sh. Anderson*)
8. He began stuttering after the right words. But the words refused to come at all costs he had to cover his stuttering. So: "Off we go then!" he had said. (*after W. Sansom*)

See 5.0/5.7.

Exercise 21.

Comment on the functions of the punctuation marks in the texts below.

1. In my younger and more vulnerable years my father gave me some advice that I've been turning in my mind ever since. "Whenever you feel like criticizing any one," he told me, "just remember that all the people in this world haven't had the advantages that you've had."

He didn't say any more, but we've always been unusually communicative in a reserved way and I understand that he meant a great deal more than that. In consequence, I'm inclined to reserve all judgments, a habit that has opened up many curious natures to me and also made me the victim of not a few veteran bores. (*after S. Fitzgerald*)

2. The houses there were small and old, some of them already falling into despair; short streets, cobbles, narrow pavements, and the only shops a tobacconist or a desolate corner oil-shop to colour the grey — it was the outcrop of some industrials undertaking beyond. (*after W. Sansom*)

3. Mace accepted the envelope, inspected its contents then turned his eyes toward Lord. In a voice dripping hatred, he said, "You and your company now have an enemy at FDA. I give you my warning: someday you'll regret this." (*after S. Maugham*)

4. The "Arnold Toynbee" had a crew of six aboard when we left Earth. Besides the Professor and Charles Ashton, his chief assistant, there was the usual pilot-navigator-engineer triumvirate and two graduate students — Bill Hawkins and myself. Neither of us had ever gone into space before, and we were still so excited over the whole thing that we didn't care in the least whether we got back to Earth before the next term started. (*after A. Clarke*)

See 5.0—5.7.

Exercise 22.

Put punctuation marks within the following utterances as appropriate. Comment on the preferences you make to emphasize this or that element.

1. Several times that day he went to look and saw nothing unusual and when Saturday came bringing no postcard his panic had almost subsided. He nearly rang up the police station to tell them not to bother to send anyone after all. They were as good as their word they did send someone. Between tea and dinner the time when week end guests most commonly arrive Walter went to the door and there between two unlit gate posts he saw a policeman standing, the first policeman he had ever seen in Charlotte Street. At the sight and at the relief it brought him he realized how anxious he had been. (*after L.P. Hartley*)
2. From where I was sitting I could see Jupiter through the cabin portholes as Professor Forster unfolded his plan. It was a beautiful sight I could just make out the equatorial cloud belts and three of the satellites were visible as little stars close to the planet. (*after A. Clarke*)
3. Of course Jimmy knew the village policeman of the Red Racks it was Mr. Walker there was nothing to be afraid of. But this was a new Mr. Walker slab faced hard a taker of statements. I shall want your account of how this happened he said. Is he said Jimmy. He could not say the word dead. You were on duty and you saw he was getting into difficulties. I was in the sea. He called out said Jimmy. Let the boy get dressed said the doctor looking up from where he knelt beside Hopper. We don't want a pneumonia case on our hands as well as a death. A death. Go and get dry and I'll take your statement in the hut said the policeman Walker to Jimmy. (*after J. Wain*)

REVISION EXERCISES

Read through 1.0—5.7 of the “Text” in “Theory” and be ready to discuss the following problems:

1. What elements does “text” consist of?

2. What are the two main types of texts? What grammatical features are typical of each of them?
3. What are the main communicative functions of the utterance in the text?
4. What is called direct speech utterances? What is called indirect speech utterances?
5. What is parenthesis? What role does it play in communication?
6. What structures may be used parenthetically? Give examples to illustrate your point.

Exercise 1.

Comment on the two principal types of texts as to:

- 1) the way the interrelated utterances are grouped in them and
- 2) the grammatical phenomena typical of each type.

Find cases of parenthesis in the text and say how it is expressed.

1. It was night. The sea was smooth as glass. Slowly Mary woke up, struggling to the surface through sleep made heavier by the heat. There was a lot of noise, and the ship was stopping. She realized that something unusual was going on . She did not want to disturb her husband, or expose herself to the kind of snub he often administered. However, after she asked him what was happening. He did not reply and she was afraid of waking him. However, the ship had stopped, and there was some shouting. Nelson was not in his bunk.
2. Then, as Nelson did not return, she rang the bell for the stewardess. Nobody answered it Mary got out of her bunk, put on a dressing-gown and slipped the pair of ruby earrings that had been her mother's into her ears because she was afraid they might be stolen if she left them on the table. She put a scarf round her head, her feet into a pair of slippers, opened the door and looked out. There was nobody. (*after D. Garnett*)
3. The thing was I was going on leave and made the mistake of asking Polk-Mowbray if there was any little service I could perform for him in the capitals through which I was to pass. This, if you know, is the mere rhetoric of diplomacy; nobody but a swine would say yes there was. But he did. (*after L. Durrell*)

4. "I should be happy here, I told myself. It is my kind of place. Do you see?"

"And so you came back."

"Certainly. I know when I am meant to do something. I never ignore that feeling. I was intended to return here."

"It is rather a small town."

"But select."

"I was only wondering — we do have a very short season, really only July and August..."

"Yes?"

"Perhaps it wouldn't be suitable for your summer work?"

"Oh, I think it would, Miss Fanshow, I think so, I size things up rather carefully, you know, rather carefully." (*after S. Hill*)

5. "Lucy?"

"Is that Mike?"

"Who else?"

"Who indeed? Where are you now?"

"I'm at a party."

"A good party?"

"Yes, I suppose so. Why don't you come along?"

"I can't, Mike. I'm doing things." (*after W. Trevor*)

6. "Hold on," I said, "I have to leave you here."

"No, you don't," interrupted Tom quickly. "Myrtle'll be hurt if you don't come up to the apartment, won't you, Myrtle?"

"Come on," she urged. "I'll telephone my sister Catherine. She's said to be very beautiful by people who ought to know."

"Well, I'd like to, but..." (*after S. Fitzgerald*)

Exercise 2.

Comment on the content and the form of the utterances below (declarative, interrogative, imperative and exclamatory). Translate into Russian.

1. It was the first time he had called on me, though I had gone to two of his parties, mounted in his Hydroplane, and at his urgent invitation, made frequent use of his beach. "Good morning, old sport. You're having lunch with me to-day and I thought we'd ride up together." (*after S. Fitzgerald*)

2. "Now you go and get me my hammer, Will," he would shout.
"And don't you go, Maria." (*after J.K. Jerome*)
3. "I demand that you should come with me," said the small man. (*after Stuart*)
4. When I came opposite her house that morning she was sitting with a lieutenant I had never seen before. They were so engrossed in each other that she didn't see me until I was five feet away. "Hello, Jordan," she called unexpectedly. "Please, come here." (*after S. Fitzgerald*)
5. "Come back," said the warning voice of Mrs. Hewitt, "Don't let him see you." Arthur withdrew his head. (*after A. Bennet*)
6. "Oh, how can you be cruel like that," she cried. (*after Warren*)
7. "Please, don't hurry," Gatsby urged them. He had control of himself now, and he wanted to see more of Tom. "Why don't you... stay for supper? I wouldn't be surprised if some other people dropped in from New York." (*after S. Fitzgerald*)
8. "You're coming to the dance, aren't you?" — Braddocks asked.
"What dance?"
"Why, the dancing ... Don't you know we've revived them?"
Mrs. Braddocks put in.
"You must come, Jake. We're all going." (*after E. Hemingway*)
9. Don't you realize it's quite against the rules to have him?
(*after A. Cronin*)
10. "You better not have anything to do with it at all," Sam, the cook, said. "You better stay way out of it." (*after E. Hemingway*)

Exercise 3.

- A. Determine the communicative functions of the utterances in the text below.
- B. Single out utterances of different structural types used with the same communicative aim.
- C. Make new utterances expressing a statement, order/request or a question and supply them with a confirmation, a negation or an affirmative answer.

1. "Why are you going away?"
"Better for you. Better for me."
"When are you going?"
"Soon as I can."
"Where?"

"San Sebastian."

"Can't we go together?"

"No." (*after E. Hemingway*)

2. "Look," said Mike, "when do you go down to Spain? Would you mind if we come down with you?"

"It would be grand."

"You wouldn't mind, really? I've been at Pamplona, you know. Brett's mad to go. You're sure we wouldn't just be a bloody nuisance?"

"Don't talk like a fool."

"I'm a little tight, you know. I wouldn't ask you like this if I weren't. You're sure you don't mind?"

"Oh, shut up, Michael," Brett said. "How can the man say he'd mind now? I'll ask him later."

"But you don't mind, do you?"

"Don't ask that again unless you want to make me sore."
(*after E. Hemingway*)

3. "Yes, it's a gorgeous home," she said. "You'll have difficulty in heating it, Diana, won't you?"

"Well, that all depends on Iris," she said in a soft, winning voice. "It's Mrs. Macready. I did promise her the spaceheater, oh, long, long ago."

"But she can order from the States. She won't even have to pay any duty?"

"Oh, yes, she will. They don't have any diplomatic privileges. Please, Iris, dear. You don't want me to shiver all winter, do you?"

"Well, of course not." (*after F. King*)

4. "No coffee for you this morning, Stanislaw. And there's nothing else to eat, only a few hunks of old bread."

"But it's not my fault, now, is it, Annie?"

"It's your fault." (*after M. Gold*)

5. "I'll be busy taking over the reins of the company."

"So you won't be needing me."

"Well, you understand, don't you?"

"Certainly." (*after E. Hoch*)

Exercise 4.

Report the direct statements, questions, orders or requests given below. (Use the verbs "to say", "to tell", "to ask", "to wonder", "to order" in a past tense.)

1. A. I believe you haven't been feeling very well lately. Is that right?
B. It's my leg, doctor, I keep getting a strange pain in it.
A. Could you describe this pain to me?
B. It's... like boiling water running down my leg. It's been getting worse lately too. I've been losing sleep.
A. Now, tell me, how long have you had this trouble?
B. The pain? For about a year now.
A. Have you been getting tired lately after you've been for a walk? For instance, have you been getting a bit short of breath, perhaps?
B. Why, yes, I have, doctor!
A. I think we must give you a few tests here in hospital.
B. Do you think it's serious, doctor?
A. Probably not.
2. "Are you a born New Yorker?"
"Oh, no. I've only been here for two years."
"Oh, well, you've had time to see a great deal of it."
"I don't seem to have. It's about as strange to me as when I first came here."
"You're not from the West, are you?"
"Yes, I'm from Wisconsin."
"Well, it does seem as if most people in this town haven't been here so very long. I hear of lots of Indian people in my line who are here."
"What is your line?"
"I'm connected with an electrical company."
3. "Elsie won't be here this afternoon."
"I thought she always worked on Sunday afternoons."
"Well, she isn't coming today, I don't think."
"Any idea where she is?"
"No idea. She may come in later, of course."
"I'll wait," he said. "I'm on duty today from six, but I'll wait till five."
"You're very keen," said Alice.

"I've got to see Elsie on some business. Can you guess what it is?"

"No," Alice said, "and I shouldn't care to try."

"She is a very nice girl, of course. A beautiful girl."

"Oh, is she beautiful? She has a beautiful nature. I'm sorry she isn't here for you. But I'll give her your message," said Alice anxiously.

4. "Is there anything more you want to ask me, Doris?" he said at last.

"No, I've got rather a headache. I think I shall go to bed. I don't quite know what to say. Of course, it's been all very unexpected. You must give me a little time to think."

"Are you angry with me?"

"No, not at all. Only — only I must be left to myself for a while."

5. "You got another parcel. You get a lot of parcels," said the nurse.

"Yes, would you open it for me? Could you close the window? It's raining on my pillow."

"Oh, we can't have you getting wet! Will it ever stop raining! Drink your soup. You've got to eat and drink now. You're going home next week."

Exercise 5.

A. Comment on the means of text cohesion and the text expressive means.

B. Find examples of texts to illustrate different text connective means and text expressive means.

Translate the following into Russian.

1. And during this short time, what scraps of his early life he revealed! By degrees I picked up bits of his early deprivations and difficulties, if such they might be called. He had been a newspaper reporter or had tried to be, in Kansas City, had worked in the college restaurant and laundry of the Middle-West State university from which he had graduated, to help pay his way. Afterwards he had assisted the janitor of some great skyscraper and, what was most pleasing to me, he in nowise emphasized these as youthful difficulties or made any comment as to their being "hard". Neither did he try to

boastingly minimize them as nothing at all — another wretched pose. From him I learned that throughout his youth he had been carried here and there by the iron woman who was his mother. (*after Th. Dreiser*)

2. An old man with steel rimmed spectacles and very dusty clothes sat by the side of the road. There was a pontoon bridge across the river and carts, trucks, and men, women and children were crossing it. The mule drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The trucks ground up and away heading out of it all and the peasants plodded along in the ankle deep dust. But the old man sat there without moving. He was too tired to go any farther. (*after E. Hemingway*)

3. “I’m disappointed,” said Hercule Poirot, as we emerged into the street. “You hoped to discover more? They are such stodgy old men.”

“It is not their stodginess which disappointed me. I do not expect to find in a Bank manager a “keen financier with an eagle glance” as your favourite works of fiction put it. No, I’m disappointed in the case — it is too easy.”

“Easy?”

“Yes, do you not find it almost childishly simple?”

“You know who stole the bonds?”

“I do.” (*after A. Christie*)

Exercise 6.

Put punctuation marks as you believe appropriate and comment on your preferences.

They walked out into the wasteland the two girls and Flegg and the other two boys and stood presently before the old gasmeter itself. Among the ruined sheds this was the only erection still whole it still predominated over the yards towering high above other buildings for hundreds of feet around. So they threw bricks against its rusted sides. Flegg who wished to excel in the eyes of the dark-haired girl began throwing his bricks higher than the others at the same time lobbing them to suggest that he knows something of grenade throwing claiming for himself vicariously the glamour of a uniform. He felt the girl’s eyes follow his shoulders and his shoulders broadened. She had black eyes unshadowed beneath short wide-awake lids as bright as a boy’s eyes. She always frowned

and Flegg liked her earnest purposeful expression. Now she frowned and shouted Bet you can't climb as high as you can throw. Then there began one of those uneasy jokes innocent at first that taken seriously can accumulate a hysterical accumulation of spite. Everyone recognizes this underlying unpleasantness it is plainly felt but just because of this the joke must at all costs be pressed forward one becomes frightened one laughs all the louder pressing to drown the embarrassments of danger and guilt. The third boy had instantly shouted Course he can't he can't climb no higher than himself.
(after W. Sansom)

APPENDIX

(1) FORMATION OF PLURAL FORMS (SPECIFIC CASES)

1. Simple (one-stem) nouns:

a) ending in sibilants -es

box—boxes, voice—voices, glass—glasses, bridge—bridges, watch—watches, bush—bushes, fish—fishes

b) ending in -y -ys

day—days, journey—journeys, key—keys, boy—boys

 -ies

city—cities, country—countries, penny—pennies, fly—flies, army—armies, lady—ladies

c) ending in -o -os

cuckoo—cuckoos, piano—pianos, photo—photos, solo—solos, zero—zeros, portfolio—portfolios, soprano—sopranos, ratio—ratios, dynamo—dynamos

 -oes

hero—heroes, echo—echoes, embargo—embargoes, Negro—Negroes, potato—potatoes, tomato—tomatoes, veto—vetoes

d) ending in -f, -fe -fs, -fes

cliff—cliffs, belief—beliefs, chief—chiefs, proof—
proofs, roof—roofs, safe—safes

-ves

calf—calves, half—halves, knife—knives, leaf—leaves,
life—lives, loaf—loaves, self—selves, sheaf—sheaves,
shelf—shelves, thief—thieves, wife—wives, wolf—
wolves

e) -en

child—children, ox—oxen

f) vowel interchange

man—men, foot—feet, tooth—teeth, goose—geese,
louse—lice, mouse—mice, woman—women

g) homonymous forms

sheep—sheep, deer—deer, grouse—grouse, plaice—
plaice, salmon—salmon, pike—pike, trout—trout,
carp—carp, moose—moose, fish—fish, cod—cod,
series—series, species—species, means—means,
(gas)works—(gas)works, barracks—barracks,
headquarters—headquarters

h) ending in -us -i

stimulus—stimuli, nucleus—nuclei*, syllabus—syllabi*,
focus—foci*, bacillus—bacilli, terminus—termini

i) ending in -a -ae

formula—formulae*, antenna—antennae*, vertebra—
vertebrae*

* also regular plural

j) ending in -um -a

curriculum—**curricula**, **memorandum**—**memoranda***,
stratum—**strata**, **addendum**—**addenda**, **bacterium**—
bacteria, **medium**—**media***, **aquarium**—**aquaria***,
symposium—**symposia***, **datum**—**data**

**crisis—crises, analysis—analyses, axis—axes,
diagnosis—diagnoses, ellipsis—ellipses, hypothesis—
hypotheses, oasis—oases, parenthesis—parentheses,
synopsis—synopses, thesis—theses, basis—bases**

codex—codices, **index**—indices*, **appendix**—appendices, **matrix**—matrices

2. Compound nouns

a) plural in the last element

**boy-friend—boy-friends, fountain pen—fountain pens,
grown-up—grown-ups, assistant director—assistant
directors, attorney general—attorney generals,
mouthful—mouthfuls, spoonful—spoonfuls, room-
mate—room-mates, woman-hater—woman-haters,
breakdown—breakdowns, overall—overalls, sit-in—sit-
ins, stand-by—stand-bys, take-off—take-offs, forget-
me-not—forget-me-nots, merry-go-round—merry-go-
rounds, postman—postmen, Englishman—
Englishmen, writing table—writing tables**

b) plural in the first element

**notary public—notaries public, passer-by—passers-by,
mother-in-law—mothers-in-law, man-of-war—men-of-war, coat-of-mail—coats-of-mail, court-martial—courts-martial, commander-in-chief—commanders-in-chief**

* also regular plural

(2) UNCOUNTABLE NOUNS

1. Singularia Tantum:

a) common concrete “mass” nouns

bread, butter, sugar, tea, copper, honey, water, milk, wine, snow, air, etc.

b) common abstract nouns

friendship, kindness, weather, news, advice, information, announcement, success, work, progress, excitement, fun, generosity, curiosity, anger, poetry, sculpture, gallows, summons, classics, linguistics, phonetics, measles, billiards, dominoes

2. Pluralia Tantum :

a) common concrete collective nouns

clothes, greens, savings, scissors, glasses, shorts, suspenders, tights, trousers, archives, arms (“weapons”), earnings, fireworks, funds (“money”), goods, holidays, lodgings, looks, outskirts, premises, remains, stairs, valuables, wages, customs (“taxes”), colours (“flag”)

b) common abstract collective nouns

tactics, politics, manners, brains (“intellect”), contents, pains (“to take pains”), spirits (“mood”), thanks, wits, gymnastics, athletics

(3) COMMON COLLECTIVE NOUNS AGREE WITH THE PREDICATE VERB:

a) in the singular or in the plural

family, crew, group, committee, delegation, government, team, board, staff

b) in the plural

public, police, clergy, gentry, people, jury, cattle, youth, folk

c) in the singular

the proletariat, the bourgeoisie, the aristocracy, the peasantry

(4) FORMATION OF THE GENITIVE CASE

1. Simple (one-stem) nouns ending in “s” in the singular

actress’s, Dickens’s/Dickens’, Burns’s/Burns’, Soames’

2. Simple (one-stem) nouns forming their plural without the ending “-s”

men’s, children’s, women’s, sheep’s, mice’s

3. Compound (two or more stem) nouns or phrases

boy-friend’s, room-mate’s, commander-in-chief’s, father-in-law’s, passer-by’s, Mary and John’s, The King of England’s, Charles the Second’s, an hour or two’s

(5) FORMATION OF THE DEGREES OF COMPARISON OF ADJECTIVES

a) one-syllable adjectives

Positive degree	Comparative degree	Superlative degree	Spelling and pronunciation rules
cheap great	cheaper greater	cheapest greatest	
large	larger	largest	The final “e” is left out.
big fat	bigger fatter	biggest fattest	A single consonant after a single short vowel is doubled.
easy dry	easier drier	easiest driest	“y” after a consonant is changed into “i”
gay	gayer	gayest	“y” after a vowel is not changed.

b) two-syllable adjectives ending in -y, -er, -le, -ow

	Positive degree	Comparative degree	Superlative degree
-y	lucky happy tidy lovely silly	luckier happier tidier lovelier sillier	luckiest happiest tidiest loveliest silliest
-er	clever	cleverer	cleverest
-le	able feeble gentle simple	abler feebler gentler simpler	ablest feeblest gentlest simplest
-ow	narrow shallow	narrower shallower	narrowest shallowest

c) two-syllable and many-syllable adjectives

Positive degree	Comparative degree	Superlative degree
certain interesting	more certain more interesting	most certain most interesting

(6) IRREGULAR FORMS OF THE DEGREES OF COMPARISON OF ADJECTIVES

Positive degree	Comparative degree	Superlative degree	Difference in meaning
1	2	3	4
good	better	best	
well (relating to health)			
bad (ill)	worse	worst	
old	older	oldest	
	elder	eldest	Used with reference to membership of a human family or social group

1	2	3	4
late	later	latest	Used with reference to time
	latter	last	Used with reference to the order of events
near	nearer	nearest	Used with reference to distance
		next	Used with reference to order
far	farther	farthest	Both used with reference to distance, though in this sense "farther", "farthest" are preferred. "Further" is preferred in the sense of "another", it shows that something will follow
	further	furthest	

(7) SUBSTANTIVIZED ADJECTIVES

1. Wholly substantivized adjectives (are used in the plural and the genitive case forms, co-occur with articles)

a) denote persons

a relative, a conservative, a native, a savage, a criminal, a European, a liberal, a progressive, etc.

b) denote nationalities

a Russian, a German, an Italian, an American, etc.

c) denote objects with a collective meaning (used only in the plural)

goods, valuables, sweets, eatables, etc.

2. Partially substantivized adjectives (co-occur with the definite article)

- a) denote a class of persons possessing the same qualities
the old, the rich, the aged, the unemployed, the wounded, the poor, the sick, etc. (but: a poor man)
- b) denote nationalities
the English, the French, the Dutch (but: a Frenchman)
- c) denote abstract notions
the beautiful, the plural, the impossible, the inevitable, etc.

(8) FORMATION OF THE DEGREES OF COMPARISON OF ADVERBS

1. One-syllable adverbs

fast—faster—fastest
 tight—tighter—tightest
 low—lower—lowest
 long—longer—longest

2. Two-syllable and many-syllable adverbs

neatly—more neatly—most neatly
 frequently—more frequently—most frequently
 recently—more recently—most recently

3. Irregular forms of the degrees of comparison of adverbs

well	—	better	—	best
badly	—	worse	—	worst
much	—	more	—	most
little	—	less	—	least
far	—	farther	—	farthest
		further	—	furthest

(9) SEMANTIC GROUPS OF PRONOUNS

Personal pronouns	I, you, he, she, it, we, you, they
Possessive pronouns	my, your, her, his, its, our, your, their
Demonstrative pronouns	this, that, these, those
Indefinite pronouns	each, either, both, some, any, every, one, everyone, everybody, everything, anyone, anybody, anything, all, many, much, few, little, other, another
Negative pronouns	neither, nobody, nothing, none, no one,
Reflexive pronouns	myself, yourself, himself, herself, itself ourselves, yourselves, themselves
Interrogative pronouns	who, what, whose, which, whom, whoever, whichever, whatever
Reciprocal pronouns	each other, one another
Connective pronouns	who, whom, which, whose, that

(10) NUMBER AND CASE FORMS OF PRONOUNS



	Demonstrative pronouns	Reflexive pronouns	Personal pronouns		Indefinite pronouns	
case number	this that	myself yourself himself herself itself	nominative	objective	common	genitive
Singular			I you he she it	me you him her it	somebody anybody everybody someone anyone everyone one other another someone else	somebody's anybody's everybody's someone's anyone's everyone's one's other's another's someone else's
Plural	these those	ourselves yourselves themselves	we you they	us you them	others	others'

(11) POSSESSIVE PRONOUNS

Number	Person	Gender	Conjoint Forms	Absolute Forms
Singular	1st 2nd 3rd	masculine feminine neuter	my your his her its	mine yours his hers
Plural	1st 2nd 3rd		our your their	ours yours theirs

(12) TRADITIONAL USE OF ARTICLES WITH PLACE NAMES

1. Countries:

the Argentine (but: Argentina), the Caucasus, the Crimea, (the) Lebanon, the Netherlands, the Riviera, the Ruhr, the Saar, the Sudan, the Tyrol, the Ukraine



Negative pronouns		Interrogative pronouns		Reciprocal pronouns		Connective pronouns	
common	genitive	nominative	objective	common	genitive	nominative	objective
nobody	nobody's	who	whom	each other	each other's	who	whom
no one	no one's			one another	one another's		

2. Cities (towns) or their parts:

the Bronx, the City, the Hague, the East End (of London), the West End (of London)

3. Street names in London:

the Haymarket, the High Street, the Mall, the Strand

COUNTABLE NOUNS IN THE SINGULAR USED WITH THE “ZERO” ARTICLE:

1. Nouns with prepositions

(to be) in bed, church, hospital, prison, town
 (to go) to bed, hospital, school, college, market, town
 (to go) by land, sea, air, water, bus, car, train, plane, boat, tube
 (to inform) by mail, letter, telegram, telephone, telex

2. Parallel phrases

arm in arm, hand in hand, face to face, shoulder to shoulder, day by day, night by night, day in day out

(13) CARDINAL AND ORDINAL NUMERALS

Cardinal numerals

0	nought, zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve

Ordinal Numerals

1st	first
2nd	second
3rd	third
4th	fourth
5th	fifth
6th	sixth
7th	seventh
8th	eighth
9th	ninth
10th	tenth
11th	eleventh
12th	twelfth

13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	twentieth
21	twenty-one, etc.	21st	twenty-first, etc.
30	thirty	30th	thirtieth
40	forty	40th	fortieth
50	fifty	50th	fiftieth
60	sixty	60th	sixtieth
70	seventy	70th	seventieth
80	eighty	80th	eightieth
90	ninety	90th	ninetieth
100	one hundred	100th	(one) hundredth
101	one hundred and one, etc.	101st	(one) hundred and first, etc.
1,000	one thousand	1,000th	(one) thousandth
100,000	one hundred thousand	100,000th	(one) hundred thousandth
1,000,000	one million	1,000,000th	(one) millionth

(14) LIST OF PREPOSITIONS

1. Simple

after*/**, below*/** across**, along**, at, behind**,
 below**, between, by**, down**, for*, in**, of, off**,
 on, over**, since*/**, till, to, under**, up**, with

2. Compound

inside**, outside**, within**, without**, because of,
 in accordance with, in front of, in spite of

(15) LIST OF CONJUNCTIONS

1. Simple

after*/**, and, although, as, because, before*/**, but,

* prepositions having conjunctions as homonyms and conjunctions having prepositions as homonyms

** prepositions and conjunctions having adverbs as homonyms

for*, how, if, lest, or, provided, since*/**, so, still**, than, that, though, till*, unless, until, when, where, why, yet**

2. Compound

however, nevertheless, whenever, whereas, wherever, therefore**, as if, as long as, as soon as, as though, as well as, for fear (that), in case, in order (that), on the ground (that), so (that)

as...as, both...and, either...or, neither...nor, not only...but (also), not so...as, whether...or

(16) VERBS USED AS SEMI-NOTIONAL OR AUXILIARY

I. Semi-notional verbs

1) Modal verbs

be, can, have, may, must, need, ought, shall, should, will

2) Aspective verbs

begin, cease, come, commence, continue, finish, give up, go on, keep, proceed, set about, start, stop

3) Link verbs

appear, be, become, come, feel, get, go, grow, hold, keep, look, prove, remain, run, seem, smell, taste, turn (out)

II. Auxiliary verbs

be, do, have, shall, should, will, would

(17) DYNAMIC AND STATIVE VERBS

1. Dynamic verbs

abandon, ache, arrive, beg, call, change, deteriorate,

die, drink, eat, fall, feel, grow, help, hit, hurt, itch, jump, kick, knock, land, learn, live, listen, look, lose, nod, play, read, say, throw, work, write

2. Stative verbs

adore, astonish, be, believe, belong, concern, consist, contain, cost, depend, deserve, desire, detest, dislike, doubt, equal, feel, fit, forgive, guess, hate, have, hear, imagine, impress, include, intend, involve, know, lack, like, love, matter, mean, mind, need, owe, own, perceive, please, possess, prefer, realize, recall, recognize, regard, remain, remember, require, resemble, satisfy, see, suppose, tend, think, understand, want, wish

(18) TRANSITIVE AND INTRANSITIVE VERBS

1. Transitive verbs

act, add, begin, believe, bring, build, burn, change, depend (on), do, dream (about), drink, find, give, have, hear, look (at), love, make, move, open, read, rely (on), see, sell, send, show, take, talk (about, of), touch, turn, wait (for)

bring over, bring up, call off, find out, give in, make out, move out, set up, turn on, write down

cut down (on), get away (with), look down (on), look up (to), look forward (to), put up (with), stand up (for), stay away (from)

2. Intransitive verbs

arrive, awake, be, burn, call, change, come, die, exist, fly, go, laugh, lie, live, run, sit, sleep, smile, smoke, stand, starve, swim, think, travel, turn, walk, work

blow up, break down, get up, go down, sit down, take off, turn up

(19) TERMINATIVE AND NON-TERMINATIVE VERBS

1. Terminative verbs

arrive, become, break, bring, build, burst, catch, close, come, die, drop, fall, find, give, hit, impress, jump, kick, kill, knock, land, leave, lose, nod, open, receive, recognize, say, seize, settle, take, throw

come to, lie down, look out, sit down, stand up, take off

2. Non-terminative verbs

ache, adore, apply, ask*, astonish*, be, beg, believe, belong, call*, change*, concern, consist, contain, cost, depend, deserve, desire, detest, dislike, doubt, draw*, esteem, equal, exist, forgive*, grow, guess*, hate, have, hear*, help*, hope, hurt*, imagine*, include, intend, involve, itch*, know, lack, learn*, lie, like, listen*, live, love, matter, mean, mind, move, need, realize*, recall*, regard, remain, require, respect, owe, own, play*, please*, possess, read*, remember*, satisfy*, see*, sing*, sit*, sleep, smoke, speak, stand*, tend, think*, translate*, understand*, want, watch, wish, work, write

(20) PARADIGM OF THE FINITE FORMS OF THE VERB

A. Indicative Mood

I. Active Voice

1. Non-Perfect

1) Present Tense

a. Common Aspect

Sing.	1st	invite
	2nd	invite
	3rd	invites

* also terminative

Pl.	1st	invite
	2nd	invite
	3rd	invite

b. Continuous Aspect

Sing.	1st	am inviting
	2nd	are inviting
	3rd	is inviting
Pl.	1st	are inviting
	2nd	are inviting
	3rd	are inviting

2) Past Tense**a. Common Aspect**

Sing.	1st	invited
	2nd	invited
	3rd	invited
Pl.	1st	invited
	2nd	invited
	3rd	invited

b. Continuous Aspect

Sing.	1st	was inviting
	2nd	was inviting
	3rd	was inviting
Pl.	1st	were inviting
	2nd	were inviting
	3rd	were inviting

3) Future Tense (Future-in-the-Past)**a. Common Aspect**

Sing.	1st	shall (should) invite
	2nd	will (would) invite
	3rd	will (would) invite
Pl.	1st	shall (should) invite
	2nd	will (would) invite
	3rd	will (would) invite

b. Continuous Aspect

Sing.	1st	shall (should) be inviting
	2nd	will (would) be inviting
	3rd	will (would) be inviting
Pl.	1st	shall (should) be inviting
	2nd	will (would) be inviting
	3rd	will (would) be inviting

2. Perfect

1) Present Tense

a. Common Aspect

Sing.	1st	have invited
	2nd	have invited
	3rd	have invited
Pl.	1st	have invited
	2nd	have invited
	3rd	have invited

b. Continuous Aspect

Sing.	1st	have been inviting
	2nd	have been inviting
	3rd	has been inviting
Pl.	1st	have been inviting
	2nd	have been inviting
	3rd	have been inviting

2) Past Tense

a. Common Aspect

Sing.	1st	had invited
	2nd	had invited
	3rd	had invited
Pl.	1st	had invited
	2nd	had invited
	3rd	had invited

b. Continuous Aspect

Sing.	1st	had been inviting
	2nd	had been inviting
	3rd	had been inviting
Pl.	1st	had been inviting
	2nd	had been inviting
	3rd	had been inviting

3) Future Tense (Future-in-the-Past)

a. Common Aspect

Sing.	1st	shall (should) have invited
	2nd	will (would) have invited
	3rd	will (would) have invited
Pl.	1st	shall (should) have invited
	2nd	will (would) have invited
	3rd	will (would) have invited

b. Continuous Aspect

Sing.	1st	shall (should) have been inviting
	2nd	will (would) have been inviting

	3rd	will (would) have been inviting
Pl.	1st	shall (should) have been inviting
	2nd	will (would) have been inviting
	3rd	will (would) have been inviting

II. Passive Voice

1. Non-Perfect

1) Present Tense

a. Common Aspect

Sing.	1st	am invited
	2nd	are invited
	3rd	is invited
Pl.	1st	are invited
	2nd	are invited
	3rd	are invited

b. Continuous Aspect

Sing.	1st	am being invited
	2nd	are being invited
	3rd	is being invited
Pl.	1st	are being invited
	2nd	are being invited
	3rd	are being invited

2) Past Tense

a. Common Aspect

Sing.	1st	was invited
	2nd	were invited
	3rd	was invited
Pl.	1st	were invited
	2nd	were invited
	3rd	were invited

b. Continuous Aspect

Sing.	1st	was being invited
	2nd	were being invited
	3rd	was being invited
Pl.	1st	were being invited
	2nd	were being invited
	3rd	were being invited

3) Future Tense (Future-in-the-Past)

a. Common Aspect

Sing.	1st	shall (should) be invited
	2nd	will (would) be invited

	3rd	will (would) be invited
Pl.	1st	shall (should) be invited
	2nd	will (would) be invited
	3rd	will (would) be invited

2. Perfect**1) Present Tense****a. Common Aspect**

	Sing.	1st	have been invited
		2nd	have been invited
		3rd	has been invited
Pl.		1st	have been invited
		2nd	have been invited
		3rd	have been invited

2) Past Tense**a. Common Aspect**

	Sing.	1st	had been invited
		2nd	had been invited
		3rd	had been invited
Pl.		1st	had been invited
		2nd	had been invited
		3rd	had been invited

3) Future Tense (Future-in-the-Past)**a. Common Aspect**

	Sing.	1st	shall (should) have been invited
		2nd	will (would) have been invited
		3rd	will (would) have been invited
Pl.		1st	shall (should) have been invited
		2nd	will (would) have been invited
		3rd	will (would) have been invited

B. Subjunctive Mood**I. Active Voice****1. Non-Perfect****a. Common Aspect**

			<i>form I</i>	<i>form II</i>
	Sing.	1st	should invite	invite
		2d	should invite	invite
		3rd	should invite	invite
Pl.		1st	should invite	invite

	2nd	should invite	invite
	3rd	should invite	invite
		<i>form III</i>	<i>form IV</i>
Sing.	1st	would/should invite	invited
	2nd	would invite	invited
	3rd	would invite	invited
Pl.	1st	would/should invite	invited
	2nd	would invite	invited
	3rd	would invite	invited

b. Continuous Aspect

		<i>form I</i>	<i>form II</i>
Sing.	1st	should be inviting	be inviting
	2nd	should be inviting	be inviting
	3rd	should be inviting	be inviting
Pl.	1st	should be inviting	be inviting
	2nd	should be inviting	be inviting
	3rd	should be inviting	be inviting
		<i>form III</i>	
Sing.	1st	would/should be inviting	
	2nd	would be inviting	
	3rd	would be inviting	
Pl.	1st	would/should be inviting	
	2nd	would be inviting	
	3rd	would be inviting	
		<i>form IV</i>	
Sing.	1st	were (was) inviting	
	2nd	were inviting	
	3rd	were (was) inviting	
Pl.	1st	were inviting	
	2nd	were inviting	
	3rd	were inviting	

2. Perfect

a. Common Aspect

		<i>form I</i>
Sing.	1st	should have invited
	2nd	should have invited
	3rd	should have invited
Pl.	1st	should have invited
	2nd	should have invited
	3rd	should have invited

form III

Sing.	1st	would/should have invited
	2nd	would have invited
	3rd	would have invited
Pl.	1st	would/should have invited
	2nd	would have invited
	3rd	would have invited

form IV

Sing.	1st	had invited
	2nd	had invited
	3rd	had invited
Pl.	1st	had invited
	2nd	had invited
	3rd	had invited

b. Continuous Aspect

form I

Sing.	1st	should have been inviting
	2nd	should have been inviting
	3rd	should have been inviting
Pl.	1st	should have been inviting
	2nd	should have been inviting
	3rd	should have been inviting

form III

Sing.	1st	would/should have been inviting
	2nd	would have been inviting
	3rd	would have been inviting
Pl.	1st	would/should have been inviting
	2nd	would have been inviting
	3rd	would have been inviting

form IV

Sing.	1st	had been inviting
	2nd	had been inviting
	3rd	had been inviting
Pl.	1st	had been inviting
	2nd	had been inviting
	3rd	had been inviting

II. Passive Voice

1. Non-Perfect

a. Common Aspect

		<i>form I</i>	<i>form II</i>
Sing.	1st	should be invited	be invited

	2nd	should be invited	be invited
	3rd	should be invited	be invited
Pl.	1st	should be invited	be invited
	2nd	should be invited	be invited
	3rd	should be invited	be invited
		<i>form III</i>	
Sing.	1st	would/should be invited	
	2nd	would be invited	
	3rd	would be invited	
Pl.	1st	would/should be invited	
	2nd	would be invited	
	3rd	would be invited	
		<i>form IV</i>	
Sing.	1st	were (was) invited	
	2nd	were invited	
	3rd	were (was) invited	
Pl.	1st	were invited	
	2nd	were invited	
	3rd	were invited	

2. Perfect

a. Common Aspect

		<i>form I</i>	
Sing.	1st	should have been invited	
	2nd	should have been invited	
	3rd	should have been invited	
Pl.	1st	should have been invited	
	2nd	should have been invited	
	3rd	should have been invited	
		<i>form II</i>	
Sing.	1st	would/should have been invited	
	2nd	would have been invited	
	3rd	would have been invited	
Pl.	1st	should/would have been invited	
	2nd	would have been invited	
	3rd	would have been invited	
		<i>form IV</i>	
Sing.	1st	had been invited	
	2nd	had been invited	
	3rd	had been invited	
Pl.	1st	had been invited	
	2nd	had been invited	
	3rd	had been invited	

C. Imperative Mood

I. Active Voice

invite

II. Passive Voice

be invited

(21) FORMATION OF VERB FORMS ENDING IN “-S”, “-ING”, “-ED”

I. Verb forms ending in “-s”

Verbs ending in sibilants:

pass—passes, catch—catches, wash—washes

II. Verb forms ending in “-ing”, “-ed”

1. verbs ending in a consonant preceded by a short vowel

bar—barring—barred
travel—travelling—travelled
stop—stopping—stopped

2. verbs ending in “e”

a. “e” preceded by a consonant

share—sharing—shared
live—living—lived

b. verbs ending in “ee”, “ye”, “oe”, “ge”

agree—agreeing—agreed
dye—dyeing—dyed
hoe—hoeing—hoed
singe—singeing—singed

c. verbs endind in “ie”

die—dying
lie—lying

3. verbs ending in "y" preceded by a consonant

carry—carried
reply—replied

(22) LIST OF VERBS FOLLOWED BY INDIRECT PASSIVE CONSTRUCTIONS

allow, award, give, grant, offer, pay, promise, refuse, show

(23) LISTS OF VERBS FOLLOWED BY PREPOSITIONAL PASSIVE CONSTRUCTIONS

account (for smth.), agree (upon smth.), allude (to smth.), arrive (at smth.), call (for smth.), call (upon smb.), comment (upon smth.), do away (with smth.), depend (on smth.), dispose (of smth.), interfere (with smth.), laugh (at smb./smth.), listen (to smb./smth.), look (after smb.), look (into smth.), provide (for smb./smth.), refer (to smth.), rely (on smb./smth.), run (over smb.), send (for smb.), speak (about smb./smth.), stare (at smb.), talk (about smb./smth.), tamper (with smth.)

(24) IRREGULAR VERBS (BASIC FORMS)

Infinitive	Past Common	Participle II	Participle I
to arise	arose	arisen	arising
to awake	awoke	awoken	awaking
to be	was, were	been	being
to bear	bore	born/borne	bearing
to beat	beat	beaten	beating
to begin	began	begun	beginning
to bend	bent	bent	bending
to bid	bade/bid	bidden/bid	bidding
to bind	bound	bound	binding
to bite	bit	bitten/bit	biting
to blow	blew	blown	blowing
to break	broke	broken	breaking

to bring	brought	brought	bringing
to broadcast	broadcast	broadcast	broadcasting
to build	built	built	building
to burst	burst	burst	bursting
to buy	bought	bought	buying
to cast	cast	cast	casting
to catch	caught	caught	catching
to choose	chose	chosen	choosing
to cling	clung	clung	clinging
to creep	crept	crept	creeping
to cut	cut	cut	cutting
to deal	dealt	dealt	dealing
to dive	dived/dove (AmE)	dived	diving
to do	did	done	doing
to draw	drew	drawn	drawing
to drink	drank	drunk	drinking
to drive	drove	driven	driving
to eat	ate	eaten	eating
to fall	fell	fallen	falling
to feed	fed	fed	feeding
to fight	fought	fought	fighting
to find	found	found	finding
to flee	fled	fled	fleeing
to fling	flung	flung	flinging
to fly	flew	flown	flying
to forbid	forbade	forbidden	forbidding
to forget	forgot	forgotten	forgetting
to forgive	forgave	forgiven	forgiving
to forsake	forsook	forsaken	forsaken
to freeze	froze	frozen	freezing
to get	got	got/gotten (AmE)	getting
to give	gave	given	giving
to go	went	gone	going
to grow	grew	grown	growing
to hang	hung	hung	hanging
to have	had	had	having
to hear	heard	heard	hearing
to hide	hid	hidden/hid	hiding
to hit	hit	hit	hitting
to hold	held	held	holding
to hurt	hurt	hurt	hurting
to keep	kept	kept	keeping
to kneel	knelt/kneeled (AmE)	knelt	kneeling
to know	knew	known	knowing
to lay	laid	laid	laying
to lead	led	led	leading
to leap	leapt/leaped (AmE)	leapt/leaped (AmE)	leaping
to leave	left	left	leaving

to lend	lent	lent	lending
to let	let	let	letting
to lie	lay	lain	lying
to light	lighted/lit	lighted/lit	lighting
to lose	lost	lost	losing
to make	made	made	making
to mean	meant	meant	meaning
to meet	met	met	meeting
to pay	paid	paid	paying
to put	put	put	putting
to read	read	read	reading
to rend	rent	rent	rending
to ride	rode	ridden	riding
to ring	rang	rung	ringing
to rise	rose	risen	rising
to run	ran	run	running
to say	said	said	saying
to see	saw	seen	seeing
to seek	sought	sought	seeking
to sell	sold	sold	selling
to send	sent	sent	sending
to set	set	set	setting
to shake	shook	shaken	shaking
to shine	shone	shone	shining
to shoot	shot	shot	shooting
to show	Showed	shown/showed	showing
to shrink	shrank/shrunk	shrunk/shrunken	shrinking
to sing	sang	sung	singing
to sink	sank	sunk	sinking
to sit	sat	sat	sitting
to slay	slew	slain	slaying
to sleep	slept	slept	sleeping
to slide	slid	slid	sliding
to speak	spoke	spoken	speaking
to spell	spelt (BrE)/spelled	spelt (BrE)/spelled	spelling
to spend	spent	spent	spending
to split	split	split	splitting
to spread	spread	spread	spreading
to spring	sprang	sprung	springing
to stand	stood	stood	standing
to steal	stole	stolen	stealing
to stick	stuck	stuck	sticking
to sting	stung	stung	stinging
to strike	struck	struck/stricken	striking
to swear	swore	sworn	swearing
to sweep	swept	swept	sweeping
to swim	swam	swum	swimming
to take	took	taken	taking

to teach	taught	taught	teaching
to tear	tore	torn	tearing
to tell	told	told	telling
to think	thought	thought	thinking
to throw	threw	thrown	throwing
to wake	woke/waked	woken/waked	waking
to wear	wore	worn	wearing
to weave	wove	woven	weaving
to wed	wedden/wed	wedden/wed	wedding
to weep	wept	wept	weeping
to win	won	won	winning
to wind	wound	wound	winding
to wring	wrung	wrung	wringing
to write	wrote	written	writing

(25) PARADIGM OF THE NON-FINITE FORMS OF THE VERB

I. Active Voice

1. Non-Perfect

a. Common Aspect

Infinitive	to invite
Participle I	inviting
Gerund	inviting

b. Continuous Aspect

Infinitive	to be inviting
------------	----------------

2. Perfect

a. Common Aspect

Infinitive	to have invited
Participle I	having invited
Gerund	having invited

b. Continuous Aspect

Infinitive	to have been inviting
------------	-----------------------

II. Passive Voice

1. Non-Perfect

a. Common Aspect

Infinitive	to be invited
Participle I	being invited
Gerund	being invited

2. Perfect

a. Common Aspect

Infinitive	to have been invited
Participle I	having been invited
Gerund	having been invited

(26) PHRASES WITH VERBALS IN DIFFERENT ADVERBIAL FUNCTIONS

Phrases	Adverbial functions
in on upon at before after	Gerund
while when	Participle I
when	Participle II
with for for fear of owing to	Gerund
without in by	
as	Participle II
with without	Gerund
for	Gerund
so as in order	Infinitive

time

cause

manner

attendant circumstances

purpose

Phrases		Adverbial functions
without	Gerund	
unless	Participle I, II	condition
if	Participle II	
in spite of	Gerund	concession
though	Participle I, II	
as if	Participle I, II	comparison
as though	Infinitive	
so...as such...as	Infinitive	result

(27) VERBS TAKING VERBALS AS OBJECTS

1. Verbs taking an infinitive

agree, aim, apply, arrange, ask, choose, claim, consent, decide, decline, demand, desire, determine, expect, fail, hesitate, hope, learn, long, manage, mean, need, offer, plan, pretend, promise, refuse, seek, swear, tend, threaten, undertake, want, wish

2. Verbs taking a gerund

admit, advise, anticipate, appreciate, avoid, consider, delay, deny, detest, dislike, enjoy, escape, fancy, favour, can't help, imagine, mind, miss, postpone, practise, recollect, recommend, resent, resist, risk, suggest

3. Verbs taking either an infinitive or a gerund

begin, cease, continue, hate, intend, like, love, omit, prefer, propose, start

(28) VERBS AFTER WHICH INFINITIVES AND GERUNDS HAVE DIFFERENT MEANINGS

to forget

He forgot to call me.

He forgot calling me.

(He neglected to call.)
(He had called, but he did not remember doing it.)

to need

I need to rest a while.

My skirt needs mending.

(I have a need for rest.)
(My skirt is in need of being mended.)

to regret

I regret to tell you...

I regret telling you...

(I regret, but will now tell you.)
(I told you and now regret it.)

to remember

I remembered to answer the letter.

I remembering answering the letter.

(I did not neglect to answer it.)
(I had already answered the letter and I recalled the fact.)

to stop

He stopped talking to us.

He stopped to talk to us.

(He discontinued talking to us.)
(He stopped with the purpose of talking to us.)

to try

Try opening the window.

Try to open the window.

(By way of experiment, open the window.)
(Make an effort to open it.)

(29) INFINITIVE AND PARTICIPLE CONSTRUCTIONS USED AS SUBJECT OR OBJECT

A. Infinitive or Participle Constructions Used as Subject

Verbs	Infinitive	Participle I
Predicate verbs and phrases		
1. Verbs expressing physical perception or observation: see, hear, feel, notice, observe, watch	Only active common non-perfect	When necessary to indicate that the process expressed by the verbal is under way
2. Verbs expressing mental perception: think, consider, know, expect, believe, suppose	Possible	
3. Verbs expressing cause, order, permission: cause, make, allow, permit, order, force	Only common non-perfect	
4. The verbs "to say", "to report" and their synonyms	Possible	Possible, but rare
5. The verbs "seem", "appear", "happen", "turn out", "chance"	Possible	
6. The phrases "to be likely", "to be sure", "to be certain"	Possible	

B. Infinitive or Participle Constructions Used as a Non-Prepositional Object

Verbs	Infinitive	Participle I	Participle II
Predicate verbs			
1. Verbs expressing physical	a) Only active common non-perfect	When necessary to indicate that	When necessary to indicate that the meaning of

<p>perception or observation: see, hear, feel, notice, observe, watch</p>	<p>b) Not used after the predicate verb "to hear", "to understand" or "to see" meaning "to learn" c) After the predicate verbs "to see", "to hear", "to feel" the infinitive is used without the particle "to"</p>	<p>the process expressed by the verbal is under way</p>	<p>the verbal is passive</p>
<p>2. Verbs expressing mental perception: know, expect, believe, understand, assume, etc.</p>	<p>a) Any form but perfect which is literary b) Mainly the infinitive of "to be"</p>		<p>Mainly after the predicate verbs "to consider", "to understand"</p>
<p>3. Verbs expressing liking/disliking: like, dislike, want, wish, hate, desire</p>	<p>Possible</p>		<p>Possible</p>
<p>4. Verbs expressing cause, order, permission: cause, make, get, allow, permit, let, order, force, have, suffer</p>	<p>a) Only common non-perfect b) After all the predicate verbs but "to have", "to suffer" the infinitive in the construction is passive in form if the nominal part denotes a living being c) After the verbs "to make", "to let", "to have" the infinitive is used without the particle "to"</p>		<p>Mainly after the predicate verb "to get" and "to have"</p>

(30) TENSE AND MOOD FORMS OF MODAL VERBS AND THE INFINITIVES FOLLOWING THEM

Modal Verb	Indicative Mood		Subjunctive Mood	
	Present	Past	Non-Perfect	Perfect
can	can (go) can (have gone)	could (go)	could (go)	could (have gone)
may	may (go) may (have gone)	might (go)	might (go)	might (have gone)
must	must (go) must (have gone)			
should	should (go) should (have gone)			
ought	ought (to go) ought (to have gone)			
be	am, is, are (to go)	was, were (to go) was, were (to have gone)	were (to go)	were (to have gone)
have	have, has (to go)	had (to go)	had (to go)	had (to have gone)
shall	shall (go)			
will	will (go) will (have gone)	would (go) would (have gone)	would (go)	

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