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**ENGLISH GRAMMAR RULES
AND EXERCISES**

Morphology

(Ali məktəb tələbələri üçün dərs vəsaiti)

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Məmmədova G.T. İngilis dilindən qrammatik qaydalar və tapşırıqlar.
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ÖN SÖZ

Respublikamız müstəqillik əldə etdikdən sonra xarici dövlətlərlə birbaşa əlaqə bir zərurət kimi meydana çıxmışdır. Belə bir şəraitdə bu və ya digər xarici dilin, xüsusən ingilis dilinin, öyrənilməsi mühüm əhəmiyyət kəsb edir. Məlum olduğu kimi, hər hansı bir xarici dilin öyrədilməsi və öyrənilməsi üçün müasir tələblərə cavab verən dərslik və dərs vəsaitlərinə böyük ehtiyac var.

Onu da qeyd etmək lazımdır ki, bu sahədə ilk olaraq işıq üzü görmüş və respublikamızın ali məktəblərində tələbə və müəllimlərin ehtiyacını ödəyən irihəcmli dərslik prof. O. Musayevin hələ 1979-cü ildə çap etdirdiyi «İngilis dilinin qrammatikası» kitabıdır. Bu dərslik dəfələrlə təkrarən nəşr edilmiş və respublikamızda ingilis dili öyrənənlərin bu sahədəki ehtiyaclarını ödəmiş, hazırda da ödəməkdədir. Onu da qeyd etmək lazımdır ki, prof. O. Musayevin adı yuxarıda çəkilən kitabı Azərbaycan dilində yazılmışdır. Azərbaycan Dillər Universitetində və Azərbaycan Kooperasiya Universitetinin pedaqoji fakültəsində ingilis dilinin qrammatikası fənni əsasən ingilis dilində tədris edilir. Bunu nəzərə alaraq biz ingilis dilinin morfoloqiyası üzrə həmin dərs vəsaitini tərtib etdik və həmin universitetlərin tələbələrində kömək etmək qərarına gəldik.

Dərs vəsaitində müasir ingilis dilinin praktik qrammatikası haqqında qısa məlumat verilir. Vəsait iki hissədən ibarətdir: 1) morfoloqiya; 2) tapşırıqlar.

Birinci hissədə praktik baxımdan müasir ingilis dili morfoloqiyasına xas olan qaydalar verilir. Hər bir qaydanın işlənməsi konkret faktlar əsasında izah edilir. Nitq hissələrinin sıralanmasında ənənəvi prinsiplər əsas götürülmüşdür: isim, sifət, say, əvəzlik, fel, zərf, köməkçi nitq hissələri. Artıqlın köməkçi nitq hissəsi olmasına baxmayaraq, onun haqqında məlumat isimdən sonra verilir. Bu o məqsədlə edilir ki, artıqlın işləməsi bilavasitə isimlə bağlıdır. Bunu

nəzərə alaraq digər köməkçi nitq hissələrindən fərqli olaraq artiklin isimlə bir yerdə verilməsini daha məqsədəuyğun hesab etmişik.

İkinci hissədə tapşırıqlar verilir. Tapşırıqlar birinci hissədə verilən qrammatik qaydalar əsasında tərtib edilmişdir. Tapşırıqların tərtibatında asandan çətinə prinsipinə riayət etməyə çalışmışıq.

Vəsaitin sonunda ingilis dilini öyrənənlər üçün çətinlik törədə biləcək sözlərin lüğəti və qaydasız fellərin siyahısı verilir.

Dərs vəsaiti həm Azərbaycan, həm də rus bölməsinin tələbə və müəllimləri üçün nəzərdə tutulmuşdur.

Vəsaiti tərtib edərkən ingilis dilinə dair mövcud dərslik və dərs vasitələrindən, xüsusən prof. O.Musayevin «İngilis dilinin qrammatikası» kitabından, habelə ADU-nun İngilis dilinin qrammatikası kafedrasında olan metodik işləmələrdən istifadə edilmişdir.

Həmin vəsait əsasən Azərbaycan Dillər Universiteti və Azərbaycan Kooperasiya Universitetinin müəllim və tələbələri üçün hazırlanmışdır. Bununla belə həmin vəsaitdən ingilis dili ilə maraqlanan hər bir şəxs istifadə edə bilər.

Vəsaitdə nəzərə çarpan qüsurlara görə əvvəlcədən üzrxahlıq edirik.

Vəsaitin tərtib olunmasında bizə yaxından kömək edən f.e.d., prof.O.İ.Musayevə, redaktor f.e.n., dos.E.İ.Hacıyevə, rəyçilər f.e.n., dos. A.R.Hüseynova, f.e.n. Y.Ə.Mustafayevaya və f.e.n. N.Nəbiyevaya, ADU-nun İngilis dilinin qrammatikası kafedrasının baş müəllimləri C.Quliyevə, R.İsmayılovaya, E.İsmayılovaya, Z.Məmmədovaya, S.Nuriyevaya, M.Mirzəyevaya, Y.Sadiqovaya təşəkkürümüzü bildiririk.

PARTS OF SPEECH

All the words in English are grouped into different types of classes which are called parts of speech. This classification of words is based on 3 main principles:

1. Their grammatical meaning (*thingness, an action or state, a quality of a substance, etc.*);

2 Their morphological characteristics (*number, person, case, tense, voice, etc.*);

3. Their syntactical functions (*subject, object, predicate or predicative, attribute and adverbial modifier*).

Parts of speech are divided into *notional, structural* and *free* parts of speech.

The notional parts of speech have their own lexical meanings, morphological characteristics and perform certain functions in the sentence. They are: 1) the noun; 2) the adjective; 3) the pronoun; 4) the numeral; 5) the verb; 6) the adverb; 7) the stative.

The structural parts of speech either express relations or connections between words or sentences or emphasize the meaning of words or sentences. They do not perform any independent function in the sentence. Here belong: 1) the preposition; 2) the conjunction; 3) the particle; 4) the article.

The free parts of speech do not enter into the structure of the sentence. They are used as parenthetical elements or sentence-words. They are usually separated by punctuation marks. They are: 1) modal words; 2) the interjection.

THE NOUN

The noun is a word expressing thingness or substance in the widest sense of the word. Nouns name lifeless things (*table, chair, book*), living beings (*boy, girl, bird*), places (*London, Baku*,

Lankaran), materials (*gold, oil, silk*), abstract notions (*love, hate, sleep*). The noun has the following grammatical categories:

- 1) the category of number;
- 2) the category of case.

Nouns that can be counted have two numbers: *singular and plural* (*a girl – girls*).

Nouns denoting living beings (and some nouns denoting lifeless things) have two cases: *the common case* and *the genitive case*.

Gender in English is not a grammatical category, because it is hardly ever expressed by means of grammatical forms. There is only one gender-forming suffix in Modern English, the suffix *-ess*, expressing feminine gender:

poet – poetess, actor – actress, host – hostess, lion – lioness, tiger – tigress.

Gender is rather lexical than grammatical, because the distinction of nouns into *masculine, feminine* and *neuter* may be expressed lexically by means of different words or word-compounds.

| | |
|----------------------------|----------------|
| father – mother | husband – wife |
| gentleman – lady | boy – girl |
| boy-friend – girl-friend | |
| cock-sparrow - hen-sparrow | |

According to their morphological composition (structure) nouns can be divided into simple, derivative and compound nouns.

Simple nouns consist of only one root morpheme. They have neither prefixes nor suffixes. They are indecomposable: *chair, table, room, dog, bird, fish*, etc.

Derivative nouns consist of one root morpheme and one or more derivational elements (prefixes or suffixes or both): *reader, sailor, childhood*, etc.

Productive noun-forming suffixes are:

-er: teacher, worker
-ist: dramatist

- ess**: actress
- ness**: madness, blackness
- ism**: nationalism

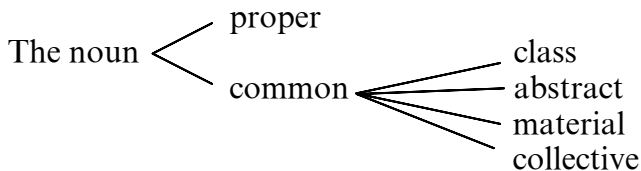
Unproductive suffixes are:

- hood**: childhood
- dom**: freedom
- ship**: friendship
- ment**: development
- ance**: importance
- ence**: dependence
- ty**: cruelty
- ant**: assistant
- ent**: student
- age**: leafage
- tion**: examination
- ing**: building
- th**: truth
- ion (sion)**: tension

Compound nouns consist of at least two stems. Compound nouns often have one stress. The main types of compound nouns are as follows:

- a) noun stem + noun stem: *seaman, apple tree*
- b) adjective stem + noun stem: *bluebell, blackboard*
- c) verb stem + noun stem: *pickpocket*
- d) gerund stem + noun stem: *looking-glass*
- e) noun stem + preposition + noun stem: *mother-in-law*
- f) lexicalized phrases: *forget-me-not, merry-go-round*

According to their meaning English nouns are classified in the following way.



Proper nouns are individual names given to separate persons or things. Here belong personal names (*Samir, Sabina, Orkhan*), geographical names (*Shaki, Britain*), the names of months and days of the week (*February, Saturday, Sunday*), names of streets (*Fizuli, Nizami*), newspapers (*Morning Star*), etc.

Common nouns are names that can be applied to any individual of a class of persons or things, collections of similar individuals, materials or abstract notions.

Class concrete nouns denote persons or things belonging to a class. They are countables and have two numbers. They are generally used with an article.

Abstract nouns denote some quality, state, action or idea. They are usually uncountables, though some of them may be countables.

an idea – ideas; an hour – hours

Nouns of material denote material: *iron, gold, paper, tea*, etc. They are uncountables and are generally used without any article.

Collective nouns denote a number or collection of similar individuals or things as a single unit.

Collective nouns fall under the following groups.

a) nouns used only in the singular: *foliage, machinery, leafage*, etc.

The machinery **was delivered** in time.

b) nouns which are singular in form though plural in meaning: *police, poultry, cattle, gentry, people, clergy*, etc. They are usually called nouns of *multitude*. When the subject of the sentence is a noun of multitude the predicate is in the plural.

The cattle **were grazing** in the meadow.

c) nouns that may be both singular and plural: *family, crowd, fleet, nation, party, team*, etc.

His family **is** large. His family **are** early risers.

SYNTACTICAL FUNCTIONS OF THE NOUN

The chief syntactical functions of the noun in the sentence are those of *the subject* and *the object*. But it may also be used as *an attribute*, *a predicative* and *an adverbial modifier* (*with the preposition*).

The noun in the common case may be used in the function of:

1) subject:

The sun was rising in all his splendid beauty.

Ali is my brother.

2) predicative:

He was *an engineer*. My sister is *a student*.

3) a direct object:

I take *the book* and put it on the table. I cleared *the ashes* from the fireplace.

4) an indirect object:

The librarian handed *Tom* the book he wanted.

He did not answer, his throat felt too dry. He had heard *of the police*.

5) an attribute:

At five o'clock *the night* guard came on duty.

He opened *the study* door.

6) an adverbial modifier:

She went into *the drawing-room*. I looked at her *in surprise*.

The noun in the genitive case is used in the function of an attribute.

After *a moment's* silence he spread his hands.

He stayed at *Brown's* flat.

THE CATEGORY OF NUMBER

The Category of Number is one of the grammatical categories of the noun.

English countable nouns have two numbers: singular and plural. When we want to speak about one thing we use the noun in the singular (*a book, a boy, a toy*), but when we want to speak about two or more things we use the noun in the plural (*boys, books, men, oxen*).

The nouns in the singular have no inflexion (*a day, a hero*).

1. The general rule for forming the plural of English nouns is adding the ending - *s* (*-es*) to the singular.

book - books

note-book - note-books

class - classes

The ending -*s* is pronounced in different ways:

[ɪz] after sibilants: *noses, horses*.

[z] after voiced consonants and vowels: *flowers, beds, doves*.

[s] after voiceless consonants: *books, hats, cliffs*.

2. Nouns ending in -*s*, -*ss*, -*x*, -*sh*, -*ch*, -*tch* take -*es* in the plural.

bus - buses

brush - brushes

bench - benches

glass - glasses

box - boxes

match - matches

3. A final *f* or *fe* becomes -*ves* in some nouns:

wife - wives

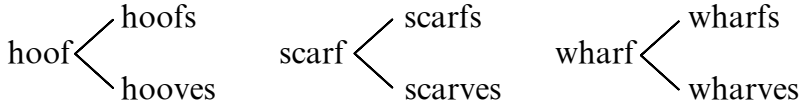
calf - calves

wolf - wolves

knife - knives

shelf - shelves

There are some nouns ending in *-f* which have two forms in the plural.



In some nouns *f* remains unchanged and only *-s* is added.

roof – roofs
chief – chiefs
belief – beliefs

Nouns ending in *ff* take only *-s* in the plural.

cliff – cliffs
cuff – cuffs
muff – muffs

4. Nouns ending in *-o* preceded by a consonant form the plural by means of *-es*:

cargo – cargoes
hero – heroes
potato – potatoes
volcano – volcanoes

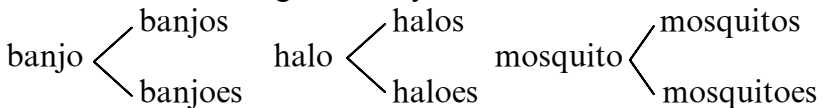
But only a few nouns ending in *-o* preceded by a consonant form the plural in *-s*:

piano – pianos
photo – photos
solo – solos
zero – zeros
kilo – kilos

All nouns ending in *-o* preceded by a vowel form the plural in *-s*:

cuckoo – cuckoos
radio – radios
portfolio – portfolios

Some nouns ending in *-o* may take both *-s* or *-es*:



5. If the noun ends in *-y* preceded by a consonant, *y* is changed into *i* before *-es*:

fly – flies
party – parties
lady – ladies

If the final *-y* is preceded by a vowel the plural is formed by simply adding *-s* to the singular.

boy – boys
day – days
toy – toys

In personal names the plural is formed by adding the ending *-s* to the singular:

Mary – Marys

6. Nouns ending in *-th* take *-s* in the plural, but [θ] in the singular is changed into [ɪ] in the plural after long vowels and diphthongs.

path [pa:θ] – paths [pa:ðz]
oath [ouθ] – oaths [ouðz]
bath [ba:θ] – baths [ba:ðz]

But [θ] remains unchanged after consonants and short vowels.

month [mʌnθ] – months - [mʌnθs]
smith [smɪθ] – smiths - [smɪθs]

7. One noun ending in [s] changes it into [z] (in pronunciation):

house [haus] – houses [hauzɪz]

8. There are seven nouns which form the plural by changing the root vowel.

man – men
woman – women
foot – feet
tooth – teeth
louse – lice
goose – geese
mouse – mice

Two nouns take -en (-ren):

ox – oxen

child – children

The noun *brother* has 2 plural forms:

brother $\left\{ \begin{array}{l} \text{brothers (sons of the same mother)} \\ \text{brethren (people of the same creed)} \end{array} \right.$

9. In English there are some nouns which have only one form both in the singular and plural: *deer, sheep, swine, fish, trout, salmon*.

We distinguish them in the sentence with the help of articles, pronouns, numerals and also predicates.

a sheep – **five** sheep – **some** sheep

a fish – **ten** fish – **a lot of** fish

A boy drove many *sheep* in the direction of the village.

10. In English there are some nouns borrowed from Latin and Greek. These nouns may be divided into two groups:

1) The words of the first group retain their Latin or Greek plural forms, they don't take the English plural ending -s (-es):

G. basis [ˈbeɪsɪs] – bases [ˈbeɪsiːz]

G. crisis [ˈkraɪsɪs] – crises [ˈkraɪsiːz]

L. datum [ˈdeɪtəm] – data [ˈdeɪtə]

G. phenomenon [fɪˈnɒmɪnən] – phenomena [fɪˈnɒmɪnə]

L. stimulus [ˈstɪmjʊləs] – stimuli [ˈstɪmjʊlə]

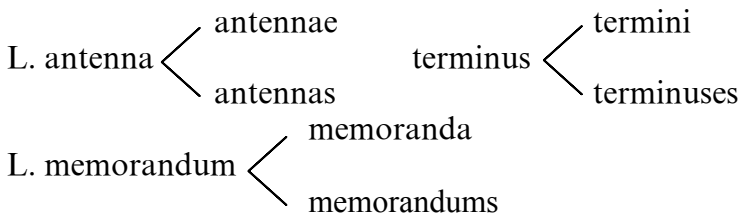
G. criterion [kraɪˈtɪərɪən] – criteria [kraɪˈtɪərɪə]

G. miasma [mɪˈzɪmə] – miasmata [mɪˈzɪmətə]

2) The nouns of the second group may retain their original plural forms and at the same time take the English plural ending -s (-es):

L. formula $\left\{ \begin{array}{l} \text{formulae} \\ \text{formulas} \end{array} \right.$

index $\left\{ \begin{array}{l} \text{indices} \\ \text{indexes} \end{array} \right.$



11. Some nouns in English are used only in the singular, such as: *news, information, advice, progress, work, business, money, milk, water, bread, air, leafage, foliage, furniture, machinery, luggage, chaos, damage, luck, permission, scenery, traffic, weather, etc.*

They are uncountable nouns and when these nouns are used as the subject of the sentence they take the predicate always in the singular.

No news *is* good news.

It is also possible to make some of these nouns countable with the help of these words: *a glass, a piece, a bowl, a can, a bottle, a cup, a game, a bar, etc.:*

a glass of water, a piece of advice (furniture), a bowl of rice, a can of oil, a bottle of milk, a cup of coffee, a bar of chocolate, a game of tennis, a piece of music.

12. Some nouns have only plural forms. They are nouns denoting objects which consist of two equal parts. They are used only in the plural form and take the plural verb: *pyjamas, trousers, shorts, breeches, spectacles, scissors, tongs, fetters, eye-glasses, scales, etc.*

These trousers *are* short. – Bu şalvar qısaadır. –

Эти брюки – короткие.

Be careful! These scissors *are* very sharp.-

Diqqətli ol! Qayçı (qayçılar) çox itidir.- Будь

внимателен! Ножницы очень острые.

These nouns can be made singular and countable by means of the word *a pair*. The nouns used with *a pair* must have a verb in the singular.

This *is* a pair of trousers for you.

It is also possible to say two (3,4) *pair of*:

Two pair of your trousers are still at the cleaner's.

Ann has **3 pair of** gloves, but she likes none of them.

Some of these nouns can have singular form when used in compounds (*attributively*) as: *pyjama top, trouser leg, trouser pocket*.

Where did I put my **pyjama** top?

The money is in my **trouser** pocket.

13. Names of sciences and some other nouns like *phonetics, physics, politics, optics, lexics, ethics, mathematics, athletics, gymnastics*, etc. are generally treated as singulars, except in some special cases.

Phonetics **is** a branch of linguistics.

His phonetics **are** excellent.

14. Nouns denoting number such as: *pair (2), couple (2), dozen (12), score (20), gross (144)* don't take *-s* when they are modified by numerals.

a pair – two pair

a dozen – five dozen

but: a dozen – some dozens

a score – many scores

15. Nouns denoting nationality ending in *-ese, -ss* have identical singular and plural forms.

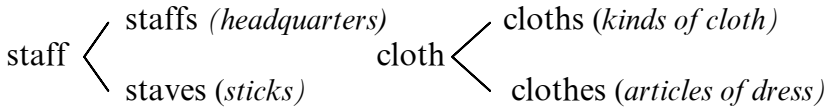
a Japanese – two Japanese – many Japanese

a Swiss – ten Swiss – some Swiss

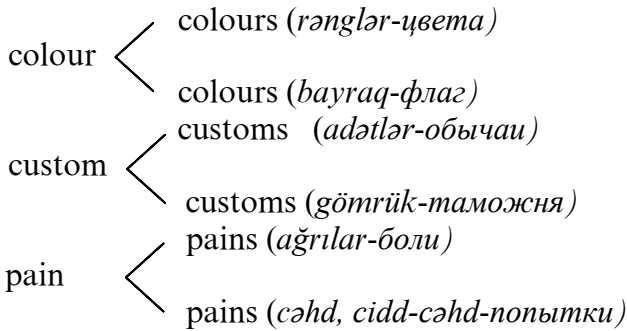
16. Some nouns have double plural forms with some difference in meaning.

genius $\left\{ \begin{array}{l} \text{geniuses (people who have great mental or creative ability)} \\ \text{genii (spirits)} \end{array} \right.$

penny $\left\{ \begin{array}{l} \text{pennies (number of coins)} \\ \text{pence (amount of pennies)} \end{array} \right.$



17. There are some nouns used in the plural in a special sense.



18. The plural of abbreviations is formed in the following way:

MP (*member of parliament*) – MPs,

MD (*Doctor of Medicine*) – MDs,

Co (*company*) – Cos,

P (*page*) – pp,

VIP (*very important person*) – VIPs,

OAP (*old age pensioner*) – OAPs,

UFO (*unidentified flying object*) - UFOs

19. The nouns ending in *-ful* form their plural forms by adding *-s* to the stem: *a handful – handfuls, a spoonful – spoonfuls, a bucketful – bucketfuls, a mouthful – mouthfuls.*

20. The French word *corps* has one spelling in both singular and plural, but different pronunciation: *sing. corps* [ko:] – *plur. corps* [ko:z]

21. Names of countries and cities ending in *-s* usually take the predicate in the singular: *Athens, Brussels, Wales, the United States, etc.*

Athens **is** the capital of Greece.

22. The nouns *barracks* (*казарма-казарма*), *species* (*нөв, цинс - вид, порода*), *series* (*seriya – серия(у)*), *means* (*vasitə - средство(ва)*), *works* (*zavod – завод(ы)*) are the same in the singular and plural: *a means – two means, a works – many works, a series – a lot of series, a barracks – many barracks.*

It is **a species** of birds. There are a lot of **species** of birds in the world.

23. The plural of compound nouns is formed in the following ways.

a) *-s* is added to the head word: *editor-in-chief – editors-in-chief, mother-in-law – mothers-in-law, passer-by – passers-by, looker-on – lookers-on.*

b) *-s* is added to the last element: *ladybird – ladybirds, tooth-brush – tooth-brushes, housewife – housewives, washing-machine – washing-machines.*

c) in lexicalized phrases – *s* is added to the last element: *forget-me-not – forget-me-nots, merry-go-round – merry-go-rounds, touch-me-not – touch-me-nots.*

d) both elements become plural: *man-doctor – men-doctors, man-servant – men-servants, woman-servant – women-servants.*

but: *maid-servant – maid-servants*

e) some compound nouns form their plural by changing *man (woman)* into *men (women)*: *a postman – postmen, a saleswoman – saleswomen, an Englishman – Englishmen, a Frenchwoman – Frenchwomen.*

but: *German – Germans, Roman – Romans, Norman – Normans.*

THE CATEGORY OF CASE

Case is a grammatical category which shows the relation of the noun to other words in the sentence. English nouns have two cases: the common case and the genitive case.

The common case has no inflexion and its meaning is very general. The main meaning of *the genitive case* is that of possession. The genitive case of English nouns denoting living beings and some nouns denoting lifeless things is formed by adding 's (*the apostrophe s*) to the noun in the singular and only (') (*the apostrophe*) to plural forms ending in -s: *a girl's book – girls' books*.

Nouns forming their plural by changing the root vowel take the *apostrophe s* in the plural: *a man's hat – men's hats*.

Nouns ending in -s form the genitive case in two ways:

***Dickens'* novels – *Dickens's* novels**

The ending is pronounced as [ɪz] whether the letter is written or not.

The pronunciation of the genitive case ending is the same as that of the plural ending.

[ɹz] after sibilants: *prince's, witch's*.

[z] after voiced consonants and vowels: *boy's, man's*.

[s] after voiceless consonants: *Smith's, bishop's*.

In compound nouns, in word combinations 's is joined to the final element: *the editor-in-chief's remarks, my mother-in-law's house, an hour or two's time*.

Sometimes the apostrophe s may refer to a whole group of words. When two persons possess or are related to something in common 's is added to the second noun.

Tom and Mary's sister; Ali and Sona's father

When two persons possess something separately 's is added both nouns and the modified noun is in the plural.

Tom's and Sona's fathers

The genitive case may be: 1) the dependent genitive, 2) the absolute genitive.

The dependent genitive is used with the noun it modifies and comes before it. It has the function of an attribute: *Tom's step, child's toys*.

The absolute genitive may be used without any noun or be separated from the noun it modifies. It is used:

a) in the local meaning: *the baker's, the butcher's, at my uncle's, at my aunt's*, etc.

b) it may be introduced by the preposition *of*:

He is a friend **of** my son's.

c) in order not to repeat the noun mentioned before:

His article is more interesting than Ann's.

The genitive case is used:

1) with the nouns expressing *time* and *distance*: *an hour's drive, a week's time, today's newspaper*.

2) with the names of *countries* and *towns*: *Britain's national museums, London's population*.

3) with the nouns *sun, moon, earth, river, world, wind, city, town, ship, vessel*, etc.: *the sun's rays, the moon's surface, the river's bank, the world's population, the city's view, the vessel's deck*.

4) in some set-expressions: *to be at one's wit's end, to have at one's finger's ends, to move at a snail's pace, out of harm's way, for heaven's (god's) sake, for old acquaintance's sake, at death's door, at a stone's throw, a hair's breadth*.

As a rule the genitive case of English nouns denoting lifeless things is formed with the help of the preposition *of*:

the door **of** the room, the rooms **of** the flat.

THE USE OF THE WORDS **A LOT OF, MANY, MUCH,**

(A) **FEW, (A) LITTLE WITH THE NOUNS**

Much means *çoxlu, çox - много*. It takes a singular verb and it modifies only uncountable nouns.

Much of his life was lived inside himself.

You haven't **much** time if you want to catch the train.

Many means *çox, çoxlu - многие, много*. It takes a plural verb, it modifies only countable nouns in the plural.

There were lots of people on the beach. **Many** of them were holiday - makers. I haven't **many**

friends now. Have you got **many** English books?

In present day English *much* and *many* are used in interrogative and negative sentences and in object clauses introduced by *if* or *whether*. Instead of *many* in affirmative sentences *a lot of*, *lots of*, *plenty of*, *a great many* and instead of *much* – *a lot of*, *lots of*, *a good deal of* are used.

A lot of is used both with countable and uncountable nouns.

There is **a lot of milk** in the cup.

There are **a lot of books** on the table.

Little means a small amount, it takes a singular verb and is used with uncountable nouns.

There is **little ink** in my pen. Have you got any ink?

Few means a small number. It takes a plural verb and is used with countable nouns in the plural.

Very **few** decisions were ever taken in that department.

Both *little* and *few* have a negative meaning – they mean *not enough*.

A little and *a few* have a positive meaning. They mean *bir az*, *bir neçə* - *некоторое количество, несколько*.

We have **a little time**. Let us take a walk in the garden.

We can't go skiing today. There is **little snow**.

Few birds can be seen in that place (= *almost none*)

A few birds can be seen in that place (= *some birds*)

THE ARTICLE

The article is a structural part of speech used with nouns. The article is a noun determiner. The article expresses the idea

of definiteness and indefiniteness. There are two articles in Modern English: the indefinite article and the definite article.

The indefinite article has the forms *a* and *an*. The form *a* is used before words beginning with a consonant sound (*a boy, a table, a bag*). The form *an* is used before words beginning with vowel sound (*an apple, an idea, an actor*). The indefinite article is pronounced [ə], [ən], when stressed it is pronounced [eɪ], [æɪ].

The definite article has one form *the*, which is pronounced in two ways: [ði:] before a vowel sound (*the apple*) and [ðə] before a consonant sound (*the pen*).

The indefinite article has developed from old English numeral *one*, and as a result of its origin it is used only with nouns in the singular. The numerical meaning is evident in such phrases as:

in a moment – bir an sonra – через минуту
Wait a minute – Bir dəqiqə gözlə.- Жди (одну)
минуту.
A week passed – Bir həftə keçdi.- Неделя прошла.

THE USE OF THE INDEFINITE ARTICLE

The Indefinite article expresses the idea of indefiniteness. It introduces a new item of information. By using the indefinite article the speaker characterizes the object in a more general way. It has 3 functions: 1) classifying, 2) numerical, 3) generic.

1) In its classifying function the indefinite article refers an object to the class or group of objects of the same kind.

He is **a** student. We have got **a** large room.
He is **a** man who travelled a lot. She picked **a**
rose from the bush.

In the plural in this meaning no article is used.

They are students. We are not students. She
picked roses from the bush.

2) In its numerical function the indefinite article retains its original meaning of the cardinal numeral *one*. This meaning is generally found with:

a) nouns denoting *time, measure* and *weight*:

A week or two passed. *An* hour later he returned.

A kilo of sugar is enough. I'll come in *a* minute.

b) the numerals *hundred, thousand, million* and the nouns *dozen, score, pair, couple*:

a hundred = one hundred, *a* million = one million

My mother bought *a* pair of gloves for my sister yesterday.

c) the negative particle *not*: *not a word, not a thought, not a sound*, etc.

Not a word was spoken in the parlour.

3) In its generic function the indefinite article has the meaning of *every*. In this meaning the indefinite article implies that what is said of one representative of a class can be applied to all the representatives of the class.

A drowning man catches at a straw. *A* fox has a long tail. *A* tree is known by its fruit. *A* complex sentence has 2 or more clauses.

In its generic function no article is used in the plural.

Horses have 4 legs. Houses have roofs.

Rabbits are afraid of wolves.

There are a number of set - expressions with the indefinite article:

at a glance, in a hurry, as a result of, in a low (loud) voice, in a whisper, at a distance, to be at a loss, to have a mind to do something, to fly into a passion, a great many, a great deal, a lot of, it is a pity (shame), to have a lesson (a cold, a rest, a smoke), to have a headache (a sore throat), to have a good time, etc.

The indefinite article is not used before uncountable nouns in a general sense: *ice, salt, advice, work, permission, progress, money,*

information, weather, furniture, wood, wool, glass, stone, friendship, happiness, milk, music, chalk, bread, butter, water, life, etc.

While there is **life** there is **hope**. **Time** will show who is right. **Snow** is white.

Some of these nouns may be countable:

| | |
|-------------------------|--------------------------------------|
| ice – buz – лед | an ice – <i>dondurma</i> - мороженое |
| glass – şüşə - стекло | a glass – <i>stəkan</i> - стакан |
| iron – dəmir - железо | an iron – <i>ütü</i> - утюг |
| tea – çay - чай | a tea (<i>a glass of tea</i>) |
| wood – odun – древесина | a wood – <i>məşə</i> -лес |
| coffee – kofe - кофе | a coffee (<i>a cup of coffee</i>) |

The indefinite article is also used with the nouns *period, population, distance, salary, group, etc.:*

a period of ten days, **a** group of soldiers, **a** distance of 5 miles.

THE USE OF THE DEFINITE ARTICLE

The definite article expresses the idea of definiteness. It usually presents something familiar from the general knowledge or from the situation. The definite article has 2 functions: 1) specifying, 2) generic.

I. In its specifying function the definite article serves to single out an object or a group of objects from all the other objects (things, persons, material nouns, abstract notions) of the same kind.

The specification is carried out by means of a) a limiting attribute and b) the context or the situation.

A limiting attribute may be expressed by a) an of-phrase, b) by Participle I and II or c) by an attributive clause.

a) The walls **of my room** are white.

b) The girl **dancing** in the middle of the room is my sister.

The cup **broken** into pieces was still on the floor.

c) He is not the man **we saw yesterday**.

1) In its specifying function the definite article retains its demonstrative meaning and the English use definite article is much oftener than the demonstrative pronouns *this* or *that*.

I didn't like **the** idea. I bought **the** book yesterday.

2) The definite article is used when the noun denotes a thing unique: *the Sun, the Moon, the world, the South, the North, the East, the West, the Universe, the horizon, the equator, the sky*, etc.

The sun rises in **the East**. **The sky** was cloudless.

The moon hung low in **the sky** like a yellow skull.

Nouns denoting unique objects take the indefinite article when we mean a certain aspect or state of *the sun, the moon* and *the sky*. In this case an attribute is used.

A pearl-white moon smiles through the green trees.

Some minutes later **a brilliant moon** rose behind the clouds.

The sun shone in **an unclouded sky**.

3) The definite article is used with nouns modified by adjectives in the superlative degree.

This is **the most interesting book** I have ever read.

What is **the best thing** in the world?

4) The definite article is used before nouns modified by the adjectives *right, wrong, left, only, very* (*həmin – тот самый*), *opposite, former, latter* and by the demonstrative pronoun *same*.

He is **the only child** in the family.

My chief is **the right man in the right place**.

The questions you ask are **the very questions** I am putting myself.

5) The definite article is used before substantivized adjectives and participles: *the young, the old, the poor, the red, the wounded, the invited, the unemployed, the rich, the happy*, etc.

The rich were my enemies.

I was the happiest of *the happy*.

6) The definite article is used with nouns modified by the ordinal numerals.

The second lesson was history.

She was *the first student* who answered the teacher's questions.

7) With names of *oceans, seas, rivers* the definite article is used: *the Pacific ocean (the Pacific), the Black Sea, the Thames, the Neva*, etc.

8) With names of *mountain chains* the definite article is used: *the Urals, the Alps, the Caucasus*.

but: With names of *mountain peaks* no article is used: *Elbrus, Everest*.

9) With names of *groups of islands* the definite article is used: *the British Isles, the Hebrides*.

but: With names of *single islands* no article is used: *Madagascar, Cuba*.

10). Names of peninsulas are used with the definite article if the noun peninsula is mentioned: *the Balkan Peninsula, the Kola Peninsula*, etc.

but: No article is used with the names of peninsulas if the proper name is used alone: *Hindustan, Taimir, Kamchatka*, etc.

11) Names of falls and mountain passes are generally used with the definite article: *the Niagara Falls, the Swallow Falls, the Aghsu Pass, the Yasamal Pass*, etc.

12) The names of the following towns, countries, deserts, lakes, names of theatres, museums, hotels, restaurants, names of vessels, names of most newspapers (in English speaking countries) are used with the definite article: *the United Kingdom, the USA, the Netherlands, the Hague, the Ukraine, the Crimea, the National Gallery, the British Museum, the White House, the Queen Elizabeth (the name of a vessel), the Washington Post*, etc.

13. We find the definite article with names of some grammatical categories, such as names of tenses, moods, voices,

cases and others: *the Past Indefinite, the Passive Voice, the Conditional Mood, the Genitive Case, etc.*

II. In its generic function the definite article refers the noun to the whole class of objects of the same kind. The generic definite article is more forceful than the generic indefinite article.

The lion is the king of animals. *The telephone* was invented by Bell.

In the plural in this meaning no article is used.

Cuckoos are lazy birds. *Tigers* live in the jungle.

Note: When the noun *man* is used in a generic sense no article is used.

Surely he had suffered everything that *man* can endure.

The noun *woman* in a generic sense may be used with the definite article or without any article.

He had always been interested in that mysterious being – *the woman*. *Woman* is man's helpmate.

There are some set-expressions with the definite article: *to play the piano (guitar, tar), to tell the truth, to keep the house, on the whole, on the other day, in the singular (plural, past, future, present), to take somebody by the arm (hand, shoulder), in the original, it is out of the question, to keep the bed, to be on the safe side, at the corner, in the corner, the following (next) day, the previous day, etc.*

THE OMISSION OF THE ARTICLE

Sometimes the article is not used where we naturally expect to find it. No change of meaning is observed in these cases.

The article is omitted for the sake of economy.

The article is often omitted in newspaper headings, telegrams, in stage directions, in making entries or notes.

Gas Blast Kills Woman. Girl Gymnast Keeps
Title. Girl Saw Flame.

No article is used:

1) with names of persons (Ann, Tom, Leyla, etc).

His name is **Tom Brown**.

Ann is my sister.

Note: a) The definite article is used before surnames in the plural to denote a whole family: *the Clintons, the Browns, the Jacksons*.

The Browns had gone to the theatre and wouldn't return late.

b) The definite article is used with a name modified by a limiting attribute.

Is he **the Jones** who is a writer?

Now she was more like **the Julia** of their first years of marriage.

c) When names of persons are used to denote a representative of a family, the indefinite article is used.

I have often wondered if Arthur was really **a Burton**.

I don't think he is **an Aghayev**.

d) Names of persons used as common nouns take the article according to the general rule (a result of metaphor).

She felt like **an Alice** in Wonderland.

Mozart was called **the Raphael** of music.

2) with names of persons modified by the adjectives *old, young, poor, dear, little, lazy, honest*.

Young Jolyon could not help smiling.

Little Orkhan began laughing.

Note: a) The definite article is used with names of persons modified by the adjectives and participles showing a temporary state: *the astonished Tom, the happy Mary, the crying Jane*.

"Aunt Emily is coming," cried **the happy Tom**.

b) The indefinite article is used with the names of persons modified by the adjective *certain*.

I heard it from **a certain Brown** – Мэн буну Браун адл бирисиндэн ешитмиşәм. – Я услышал это от некого Брауна.

3) nouns denoting military ranks and titles, such as: *academician, professor, doctor, court, lord, Mr., Mrs., captain*, etc. followed by names of persons do not take the article: *Colonel Brown, Doctor Tom, Mr. Smith, Captain Johnson*.

Common nouns denoting professions followed by names of persons are generally used with the definite article.

The painter Tom has left many fine pictures.

4) nouns expressing relationship followed by names of persons do not take the article: *Aunt Polly, Uncle James*.

Nouns expressing relationship not followed by a proper noun and the nouns *father, mother, aunt, uncle, grandfather, grandmother, nurse, cook, baby* do not take the article when used by members of the family.

“I’d like to see **Mother**,” said Emily.

“How nice that you’ve come!” she said. “**Father** is still resting, but he will be down soon.”

She went into the hall: “Is **Nurse** back?”

If other people’s relations are meant the definite article is used.

The son is as clever as **the father**.

5) No article is used before material and abstract nouns in a general sense.

Art is long, **life** is short. **Water** is necessary for **life**. **Crime** is a problem in most big cities.

Note: The indefinite article is used before material and abstract nouns, in this case the abstract noun denotes a certain kind of a quality, feeling, state, etc. The nouns nearly always have a descriptive attribute.

It was **a good wine**. We had **a good time**.

6) Names of streets, gardens and squares are used without any article: *Oxford Street, Trafalgar Square, Azadlig Square, Covent Garden*.

There are a few exceptions: *the High Street, the Strand, the Botanical Gardens*.

7) Names of lakes do not take the article if the word *lake* is used, if it is not mentioned we find the definite article: *Lake Baikal (the Baikal), Lake Ontario (the Ontario)*.

8) Names of languages when they are not followed by the noun *language* are used without articles.

He can speak ***English***.

The definite article is used if the noun is modified by a particularizing attribute.

The English of America differs from ***the English*** of England.

When the noun *language* is mentioned the definite article is used: *the English language, the French language, the Azerbaijani language*.

Note: the peculiar use of the definite article in:

a) It is a translation from ***the English (the Azerbaijani, etc.)***

What is ***the English*** for “*kitab*” – (“*книга*”)?

9) No article is used with the names of months, the days of the week, seasons and meals.

I was born in ***July***.

I go in for sports on ***Sunday***.

It is ***spring*** now.

We were talking about it before ***dinner***.

Note: a) Names of the months, the days of the week, seasons, meals are used with the indefinite article if they have a descriptive attribute.

It was ***a hot Sunday***. It was ***a cold spring***.

We had ***a good dinner*** yesterday.

It was ***a cold January***.

b) Names of the days of the week are used with the indefinite article if we mean one of many Wednesdays, Sundays, etc.

I think it happened on ***a Sunday***.

c) The definite article is used with names of months, meals, seasons and names of days when these nouns are modified by a particularizing attribute or when the situation makes them definite.

The supper was very different from the one of the evening before.

He looks like somebody who spent *the summer* at the sea.

It happened in *the January* of 1930.

The Sunday of that week was very hot.

d) The names of meals are used with the indefinite article when they denote a portion.

I have not enough money to buy *a dinner* at such an expensive restaurant.

e) When names of seasons are modified by the adjectives *early* or *late*, no article is used.

It was *early winter*.

10) No article is used with geographical names.

My friend lives in *London*.

a) The definite article is used with geographical names when there is a limiting attribute.

In Ivanhoe Walter Scott described *the England* of the Middle Ages.

b) The indefinite article is used when a geographical name is modified by a descriptive attribute which brings out a special aspect.

He said: "There will be *a different Germany* after the war."

It was *a new Russia* that he found on his return.

c) The definite article is used in geographical names with *Republic, Kingdom, State*, etc.: *the United States of America, the United Kingdom, the Dominican Republic*, etc.

We visited Canada and *the United States*.

11) Names of continents are used without any article: *Europe, Asia, Africa, Australia, South America, North America*.

12) No article is used in the following set-expressions: *to go to bed, to go to school, to be in bed (prison), in town (out of town), at dinner, for dinner, to be at table, to make fun of, from head to foot, face to face, arm in arm, to take notice of, at present, at work, in debt, by chance, by mistake, on deck, to keep house, to go to sea, by air, by sea, by bus, at peace, for hours, for ages, to take part (place, interest, care), on foot, to have dinner (lunch, breakfast, supper), last month (Sunday, year), every year (month), next month (Sunday, week, time), at first sight, etc.*

THE PLACE OF THE ARTICLE

The usual place of the article is before the noun. If the noun is modified by an attribute the article is placed before the latter. However, there are cases when the article follows the attribute.

1. The definite article follows the attribute expressed by the pronouns *both, all*.

Both the stories were interesting.

All the stories were interesting.

2. The indefinite article follows the attribute expressed by an adjective after *so, too, as*.

It was too cold ***a*** day for the child.

It was as black ***a*** house inside as outside.

3. The indefinite article follows *quite, such, what* (*what* in exclamatory sentences).

She is ***quite a*** child. I've never heard of ***such a*** thing. ***What a*** wonderful piece of luck!

4. The indefinite article either precedes or follows *rather*.

It is ***a rather*** interesting book. *or:* It is ***rather an*** interesting book.

5. The indefinite article is placed after *many*.

He told me this ***many a*** time.

I have heard ***many a*** young girl say that.

THE USE OF ARTICLES IN SOME SYNTACTIC RELATIONS

The use of articles with predicative nouns.

1. The predicative noun is used with the indefinite article if the speaker states that the object denoted by the noun belongs to a certain class.

He is **a student**. This is **a house**.

2. If a predicative noun is modified by a particularizing attribute the definite article is used.

He is **the student** you wanted to speak to.

3. If a predicative noun denotes a post which can be occupied one person at a time, either no article or the definite article is used.

Montanelly was **director** of the seminary.

Mr. Brown was **the dean** of their faculty.

4. No article is used with predicative nouns after the link verbs *to turn, to commence, to appoint, to elect, to become*.

They appointed him **head teacher**. Shakespeare commenced **actor**.

Kennedy was elected **president** in 1960.

5. A predicative noun sometimes has an adjectival character, especially when it is followed by the adverb *enough*. In this case no article is used.

He was **fool** enough to get into such a state.

He was **man** enough to tell me the truth.

He is **more artist** than scientist.

6. No article is used before a predicative noun in an adverbial clause of concession if it is placed at the head of the clause.

Child as he was, he understood me at once.

7. The nouns *son* and *daughter* used predicatively take the definite article when modified by an of-phrase.

He was **the son** of a doctor.

She was **the daughter** of an artist.

but: He was *a son* of the doctor. – O, həkimin oğlanlarından biri idi. – Он был одним из сыновей врача.

II. Nouns in apposition

1. Before nouns in apposition the indefinite article is used in its classifying function.

I want to introduce you to Sabina, *a great friend* of mine.

In the plural no article is used.

I want to introduce you to Sona and Leyla, great *friends* of mine.

2. Before nouns in apposition the definite article is used in its specifying function.

I want to speak to Mr. James, *the engineer*.
Aynur, *the student* you have mentioned, has come.

3. If a noun in apposition denotes a well-known person or work of art, the definite article is used.

Nizami, *the great Azerbaijani poet*, was born in 1141.

But if the person or the work of art is not widely known the indefinite article is used.

Pericles, *a comedy* by Shakespeare, is hardly ever staged.

4. The definite article is used with an apposition, when it precedes a proper noun and denotes state, speciality, profession, etc.: *the composer Hajibayov, the girl Lena, the boy Tom, the singer Jackson, the student Leyla*.

Note: The definite article is used with an apposition not only with names of persons but also with lifeless things and abstract notions, as in: *the planet Mars, the preposition "on", the verb "to be", the figure "2"*.

III. Class nouns used in address take no article.

Come here, *child!*

SPECIAL DIFFICULTIES IN THE USE OF THE ARTICLE

The nouns *day*, *night*, *morning*, *evening* are used without articles.

a) If *day* and *morning* mean **light** and *night* and *evening* mean **darkness**; or if they denote a certain part of the day.

The sun had gone and **night** had come. **Day** is meant for work, **night** for sleep. It was **evening**, the river was before them.

b) in the expressions *by day*, *at night*, *from morning till night*.

It is easier to work **by day** than **at night**.

The definite article is used when these nouns are modified by a particularizing attribute or when the situation makes them definite.

He will never forget **the day** when he met her.

The night was warm and beautifully still.

The definite article is used in the expressions: *in the morning*, *in the afternoon*, *in the evening*.

The indefinite article is used when the noun is modified by a descriptive attribute.

I spent **a sleepless night**.

When the nouns *evening* and *morning* are modified by the adjectives *early* and *late* no article is used because these adjectives do not describe *morning* or *night*, but only show the time.

It was **early morning** when we arrived at the station.

The nouns *school*, *college*, *university*, *bed*, *prison*, *jail*, *hospital*, *church* are used without an article when they lose their concrete meaning and express the purpose for which the objects denoted by these nouns serve.

When these nouns denote concrete objects the articles are used according to the general principle.

a) school, college
to be at school }
to go to school } to be a pupil
to be at college – to be a student of a college
to leave school – to finish school
to go to the school – not as a pupil (*the building is meant*)

b) bed
to go to bed }
to be in bed } to sleep

to be in the bed }
to sit on the bed } an article of furniture is meant

Her portrait was on the wall beside ***the bed***.

c) prison, jail
to be in prison (*in jail*) }
to be sent to prison } to be a prisoner
to be put to prison }
to be in the prison }
to go to the prison } not as a prisoner (*building is meant*)

Mr. Dorriot's family lived ***in the prison***.

d) hospital
Jack had an accident last week. He was taken
to ***hospital***.
Jane has gone to ***the hospital*** to visit Jack. She
is at ***the hospital*** now.

e) university
When I leave school, I want to go to ***university***.
Excuse me, where is ***the university***.

f) church

Mrs. Kelly goes to **church** every Sunday. (*to a religious service*)

The workmen went to **the church** to repair the roof.

We don't use the article before *noun + numeral*: *Room 26, Page 15, Section 10, Gate 7, Question 8, Size 43, etc.*

Our train leaves from **Platform 5**.

Churches are often named after *saints* and used without an article: *St. John's church, St. Paul's Cathedral*.

We usually say *the radio*, but *television*.

I often listen to **the radio**.

I often watch **television**.

but: Can you turn off **the television**, please.

I'm going to buy **a new radio** (*a television*).

THE ADJECTIVE

The adjective is a word expressing a quality of a substance. The adjectives have no case, gender and number categories in English. So, the adjective doesn't agree with the noun it modifies in *number, case* or *gender*.

an **interesting** book – five **interesting** books

a **tall** man – **tall** women

a **little** boy – the **little** boy's name

The adjectives may be modified by adverbs in English.

This exercise is **too** difficult.

It is a **very** interesting book.

The only grammatical category they have is *the degrees of comparison*.

In the sentence the adjective may be used as a) an attribute or b) predicative.

a) A **little** boy opened the door.

b) The book was **interesting**.

According to their morphological composition (structure) adjectives are divided into *simple, derivative* and *compound*.

Simple adjectives consist of only one root morpheme. They have neither prefixes nor suffixes. They are indecomposable: *new, red, good, black*, etc.

Derivative adjectives have derivative elements, suffixes or prefixes or both: *beautiful, foolish, hopeless*, etc.

Adjective forming suffixes are:

- less: *hopeless, careless*
- like: *childlike, manlike*
- ish: *foolish, bookish*
- ed: *beaded, barbed*
- ful: *careful, sinful*
- able: *understandable, reliable*
- ible: *responsible*
- ant: *important, dominant*
- ent: *dependent, silent*
- en: *wooden, woollen*
- ous: *glorious, dangerous*
- some: *troublesome, lonesome*
- al: *musical*
- fold: *twofold*
- ly: *kindly, friendly*
- y: *greedy, windy*

The adjective forming prefixes are:

- un-: *unhappy*
- pre-: *prewar*
- in-: *incorrect*
- im-: *impossible*
- ir-: *irregular*
- il-: *illegal*

Compound adjectives are adjectives built from two or more stems.

The main types of compound adjectives are as follows:

- a) noun stem + adjective stem: *snow – white*
- b) noun stem + participle stem: *life – giving, smoke – dried*
- c) adjective stem + adjective stem: *deaf – mute*

d) adverb stem + participle stem: *well-known, newly-repaired*

e) adjective stem + noun stem + ed: *cold-hearted, blue-eyed*

f) noun stem + noun stem + ed: *lynx-eyed*

g) numeral stem + noun stem + ed: *four-wheeled*

h) adverb stem + noun stem + ed: *over-peopled*

DEGREES OF COMPARISON OF ADJECTIVES

Most adjectives have degrees of comparison: *positive, comparative* and *superlative* degree.

The positive degree denotes a high (normal) degree of a quality. The positive degree has no inflexion.

She is a ***pretty*** woman. He is a ***tall*** man.

The adjectives are used in the positive degree with the conjunctions *as ... as, not as ... as* and *not so ... as*. In the affirmative sentences *as ... as*, but in negative sentences *not as ... as* or *not so ... as* is used.

My brother is ***as strong as*** yours. My room is ***not so large as*** his. Their way is ***not as long as*** mine.

The comparative degree is used when there are two objects or phenomena compared or contrasted.

The superlative degree is used when an object or a phenomenon is compared or contrasted with more than two objects or phenomena.

There are two methods of forming the comparative and superlative degrees:

1) by adding the suffixes *-er; -est* and,

2) by using *more* and *most* before the adjectives

The first method is used for:

a) monosyllabic adjectives

new – newer – (the) newest

bright – brighter – (the) brightest

b) disyllabic adjectives ending in *-er*, *-ow*, *-y*, *-le* and *-some*

clever – cleverer – (the) cleverest
narrow – narrower – (the) narrowest
happy – happier – (the) happiest
simple – simpler – (the) simplest
handsome – handsomer – (the) handsomest

c) disyllabic adjectives with the stress on the second syllable

polite – politer – (the) politest
complete – completer – (the) completest

The following spelling rules should be observed in forming the comparative and the superlative degrees.

1. If the adjective ends in a consonant preceded by a stressed short vowel the consonant is doubled before *-er*, *-est*.

sad – sadder – (the) saddest
big – bigger – (the) biggest

2. If the adjective ends in *-y* preceded by a consonant, *y* is changed into *i* before *-er* and *-est*.

busy – busier – (the) busiest
happy – happier – (the) happiest

3. If the adjective ends in *-e*, the *e* is dropped before *-er* and *-est*.

brave – braver – (the) bravest
fine – finer – (the) finest

Polysyllabic adjectives form their degrees of comparison analytically, by means of *more* and *most*.

beautiful – **more** beautiful – (the) **most** beautiful
interesting – **more** interesting – (the) **most** interesting

Compound adjectives can form their degrees of comparison in two ways:

1) well-known – **better**-known – (the) **best**-known

2) well-known – **more** well-known – (the) **most** well-known

The noun modified by an adjective in the superlative degree has the definite article because the superlative degree of the adjective always implies limitation.

In the sentence the conjunction *than* is used after the adjective in the comparative degree when we compare persons or things.

Sometimes the indefinite pronoun *one* is used as a word - substitute.

My room is larger **than** yours.

This question is more important **than** that **one**.

Some adjectives have irregular forms of degrees of comparison.

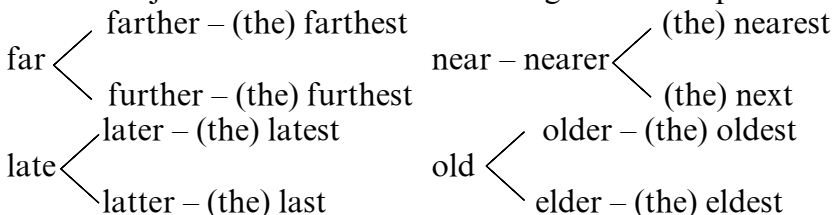
good – better – (the) best

bad – worse – (the) worst

many, much – more – (the) most

little – less – (the) least

Some adjectives have two forms of degrees of comparison.



These forms have different meanings.

1) *farther, farthest; further, furthest* denote distance.

The shop is at the **farthest** (**furthest**) end of the street. - Мағаза күçənin lap sonundadır. – Магазин на самом дальнем конце улицы.

She refused to go any **further** - О артиқ (uzağa) getməkdən imtina etdi. – Она отказал идти дальше.

But *further* may be used in the meaning of *sonra, daha – далее, затем, дальше*.

What happened **further**?- Sonra nə baş verdi? – Что случилось дальше?

Further discussion is not necessary.- Daha (artıq) müzakirə lazım deyil. – Нет необходимости в дальнейшем обсуждении.

2) (the) **nearest** - ən yaxın - ближайший; (the) **next** – o biri - следующий

It is the **nearest** way to our village. – Bu bizim kəndə gedən ən yaxın yoldur.- Это- самый близкий путь к деревне.

The **next** year he could enter the university. – O biri il o, universitetə daxil ola bildi.- В следующем году он смог поступить в Университет.

Next year I shall go to the village - Gələn il kəndə gedəcəyəm.- В следующем году я поеду в деревню.

3) **older, oldest**

I am **older** than my friend.

This man is the **oldest** inhabitant of our village.

elder, eldest

My **elder** brother lives in the village.

She was the **eldest** child of the family.

Note: the conjunction *than* is never used after the adjective *elder*.

4) **later (than)** denotes time

It was **later** than I expected - Mən gözlədiyimdən gec idi.- Это было позже, чем я ожидал.

latter – ikinci, ikisindən axırıncı – второй, последний из двух

Tom and Brown are students. The **latter** studies at the university.

last – keçən, axırıncı, sonuncu – прошлый, последний

We went to the theatre **last** week. - Biz keçən həftə teatra getdik. – На прошлой неделе мы пошли в театр.

Before the adjectives in the comparative degree we can use the following words in order to make the sentence more emphatic: *much, a lot, far (a lot), a bit, a little, slightly.*

Let's go by car. It is ***much cheaper.***

Don't go by train. It is ***a lot more expensive.***

Her illness was ***far more serious*** than we thought at first.

We can use *any* and *no* + the adjective in the comparative degree.

Yesterday you said you felt ill. Do you feel ***any better*** today?

This hotel is better than the other one and it's ***no more expensive.***

We repeat comparatives to say that something is changing continuously.

It is becoming ***harder and harder*** to find a job.

These days ***more and more*** people are learning English.

We use *the ... the ... (with two comparatives)* to say that one thing depends on another one.

The warmer the weather, ***the better*** I feel.

The younger you are, ***the easier*** is to learn.

We also use *the ... the better*

"What time shall we leave?" – "***The sooner the better.***" (= *as soon as possible*)

When you're travelling, ***the less luggage*** you have to carry ***the better.*** (= *it is best to have as little luggage as possible*)

CLASSIFICATION OF ADJECTIVES

According to their meaning and grammatical characteristics adjectives fall under two classes: 1) qualitative adjectives, 2) relative adjectives.

Qualitative adjectives denote qualities of a substance

directly, not through its relation to another substance, as size, shape, colour, physical and mental qualities (*little, high, wonderful, hard, black, strong, mad, foolish, cold*, etc).

Relative adjectives denote qualities of a substance through their relation to materials (*silken, woollen, wooden*), to place (*Italian, Asian*), to time (*monthly, weekly*) or to some action (*defensive, rotatory*), etc.

Note: Sometimes it is difficult to define the meaning of the adjective. In such cases the meaning of the noun is decisive.

Compare: wooden table (*relative*) - wooden face (*qualitative*)

silken thread (*relative*) - silken hair (*qualitative*)

Grammatical characteristics of qualitative and relative adjectives

1. Most qualitative adjectives have degrees of comparison
big – bigger – (the) biggest
famous – more famous – (the) most famous

2. From most of qualitative adjectives adverbs can be formed by the suffix *-ly*
sad – sadly, silent – silently

3. They have their typical suffixes: *-ful, -less, -ous, -ent, -able, -ible*
hopeful, hairless, famous, silent

4. Most qualitative adjectives can be used as attributes and predicatives.
A young man was sitting at the table.
The man was young.

1. Relative adjectives have no degrees of comparison

2. Relative adjectives don't form adverbs with the suffix *-ly*.

3. They have also their typical suffixes: *-en, -an, -ist, -ic, -ical*
silken, American, synthetic, analytical

4. Relative adjectives are also used as attributes.
I have read this article in a monthly magazine.

SUBSTANTIVIZED ADJECTIVES

Sometimes adjectives become substantivized. Substantivized adjectives are divided into two groups: 1) wholly substantivized adjectives 2) partially substantivized adjectives.

Wholly substantivized adjectives have all the characteristics of nouns. They can be used in the plural form, in genitive case, they are associated with articles: *a native, the natives, a native's hut; a liberal, a noble, etc.*

Some wholly substantivized adjectives have only the plural forms: *eatables, sweets, valuables, greens, finals, etc.*

Partially substantivized adjectives acquire only some of the characteristics of the noun, i.e. they take only the definite article. They may indicate a class of persons in a general sense. Such adjectives are plural in meaning and take a plural verb: *the old, the poor, the rich, the unemployed, the young, the sick, etc.*

The young are always romantic, aren't they?

The blind are taught trades in special schools.

But: the + adjective can occasionally have a singular meaning: *the accused (person); the unexpected (thing), etc.*

They may also denote abstract notions: *the good, the evil, the beautiful, the singular, the plural, etc.*

Substantivized adjectives denoting nationalities also fall under wholly and partially substantivized adjectives. Wholly substantivized adjectives are:

a Russian – Russians

a German – Germans

Partially substantivized adjectives denoting nationalities do not take the plural ending *-s*, the definite article is used before the adjective.

a Chinese – the Chinese

a Japanese – the Japanese

the English – İngilizlər - Англичане

the French – Fransızlar - Французы

THE NUMERAL

The numeral is a part of speech which indicates the number or the order of persons and things in a series.

The chief classes of numerals are cardinals (*cardinal numerals*) and ordinals (*ordinal numerals*).

Cardinal numerals indicate exact number and used in counting. They answer the question *how many*.

As to their structure cardinal numerals are divided into:

1) Simple numerals such as: *one, two, three (up to twelve), and hundred, thousand, million*.

2) Derivative numerals are formed with the help of suffixes *-teen (from thirteen to nineteen), -ty (from twenty to ninety)*.

3) Compound numerals: **from** *twenty-one to ninety-nine*

4) Composite numerals, such as: *four hundred and sixteen, seven thousand, two hundred and eleven, etc.*

When writing in words or reading a composite numeral, the conjunction *and* is placed before the last word.

3.715 – *three thousand seven hundred and fifteen*

5.102 – *five thousand one hundred and two*

867 – *eight hundred and sixty seven.*

The numerals denoting date are read in pairs.

1989 – *nineteen and eighty nine*

1750 – *seventeen and fifty*

but: 1800 – *eighteen hundred*

1900 – *nineteen hundred*

1802 – 1) *eighteen two*; 2) *eighteen [ou] two*

The cardinal numerals *hundred, thousand* and *million* used after other numerals don't take the plural ending *-s*.

three hundred men – üç yüz kişi – триста мужчин

two thousand and ten books – iki min on kitab – две

тысячи десять книг

If these words are used merely to convey the idea of a large number, they must be made plural. The preposition *of* is placed after the numerals *hundred, thousand, million* in this case. A definite number is never followed by *of*.

hundreds of people – *yüzlərlə adam* – сотни людей

thousands of birds – *minlərlə quş* – тысяча птиц

When the numerals *hundred, thousand, million* stand alone the indefinite article is used before them.

100 – a hundred

1000 – a thousand

1000 000 – a million

But when other numerals are added *one* is more usual.

104 – one hundred and four *or* a hundred and four

The words *dozen (12), score (20)* when used with a numeral do not take *-s*.

When they are used simply to convey the idea of an indefinite number they are used with the plural suffix *-s* and followed by the preposition *of*.

a dozen eggs, six dozen, two score

but: *dozens of eggs, scores of people*

The word *gross (144)* has no plural form and is always followed by *of*:

a gross of pins, three gross of paper clips.

The *teen* numerals have two stresses if they are not followed by a noun.

thir `teen, `fif `teen

When they are used with a noun, the suffix *teen* is not stressed:

fifteen `books

Cardinal numerals are also used to indicate the number of *houses, flats, buses, etc.*

My friend lives in Nizami Street, **House 35, Flat 10.**

The lecture will take place in **Room 18.** I usually go home by **bus 128.**

In this case the noun is used without an article and is often written with a capital letter.

THE FUNCTIONS OF CARDINAL NUMERALS IN THE SENTENCE

Cardinal numerals are used in the function of a) subject, b) predicative, c) object, d) an adverbial modifier and e) attribute.

In such cases numerals are substantivized acquiring noun features, i.e they take the plural ending *-s* and are associated with articles and prepositions.

- a) *Twenty* cannot be divided by seven.
- b) I can learn quicker than I could when I was *eighteen*.
- c) I'll pay the *thirty-five* a month.
- d) They arrived only *at eight*.
- e) *Nineteen* persons were gathered here.

ORDINAL NUMERALS

Ordinal numerals show the order of persons or things in a series, they answer the question *which*.

With the exception of the first three (*first, second, third*) ordinal numerals are formed from cardinals by means of the suffix *-th*.

fourth, seventh, twenty-sixth

When ordinal numerals are expressed in figures, the last two letters of the written word must be added.

first – *1st*, second – *2nd*, third – *3rd*, fourth – *4th*, seventieth – *70th*.

In composite ordinal numerals the rule about the conjunction *and* is the same as for composite cardinal numerals.
a hundred and first

The definite article usually precedes ordinal numerals.
the fifth lesson, the second room

Titles of *kings, queens*, etc. are written in Roman figures.

Charles V, Richard III, Elizabeth II

But in spoken English we use the ordinal numerals preceded by the definite article.

Charles the Fifth, Richard the Third, Elizabeth the Second

THE FUNCTIONS OF ORDINAL NUMERALS IN THE SENTENCE

As a rule ordinal numerals are used as a) attributes. But they may also be used as b) subject, c) predicative and d) object.

a) The **first** boy is my brother.

b) **The fourth** was a tall lady with dark hair.

c) I was **the third** of six children, four girls and two boys.

d) I have got **the second**, but the first is on the table.

FRACTIONAL NUMBERS

In simple fractional numerals *the numerator* is a cardinal and *the denominator* is a substantivized ordinal. The *numerator* is read first. If the numerator is a numeral higher than one, the ordinal in the denominator takes the plural ending *s*.

$1/3$ – one third ; $2/6$ – two sixths ; $1/2$ - one second (a half); $1/4$ – one fourth (a quarter); $3/5$ – three fifths.

In mixed numbers the numerals denoting fractions are joined to the numerals denoting whole numbers by means of the conjunction *and*.

$2 \frac{1}{3}$ – two and one third ; $5 \frac{3}{4}$ - five and three fourths; $6 \frac{6}{7}$ – six and six sevenths.

DECIMAL FRACTIONS

In decimal fractions *the whole* is separated from the fraction by *a dot* (a full stop), but not by a comma as in Azerbaijani and Russian. The dot which separates the whole from the fraction is read as *point*. Each figure is read separately and 0 is read as *nought* or *zero*.

0.35 – *nought (zero) point three five*

2.04 – *two point nought four*

32.305 – *three two point three nought five*

or thirty-two point three nought five

Each figure of the telephone number is read separately.

437-83-35 – *four three seven eight three three*

(double three) five

786-05-85 – *seven eight six [ou] five eight five*

Here 0 is read as [ou].

THE PRONOUN

The pronoun is a part of speech which points out objects and their qualities without naming them. Pronouns fall under the following groups:

1. Personal pronouns: *I, he, she, it, we, you, they*
2. Possessive pronouns: *my, his, her, its, our, your, their*
mine, his, hers, ours, yours, theirs
3. Reflexive pronouns: *myself, himself, herself, itself, ourselves, yourself (selves), themselves.*
4. Reciprocal pronouns: *each other, one another*
5. Demonstrative pronouns: *this (these), that (those), such, (the) same.*
6. Interrogative pronouns: *who, whose, what, which*
7. Relative pronouns : *who, whose, which, that, as*
8. Conjunctive pronouns: *who, whose, which, what*
9. Defining pronouns: *each, every, everybody (everyone), everything, all, either, both, other, another.*

10. Indefinite pronouns: *some, any, somebody, anybody, something, anything, someone, anyone, one.*

11. Negative pronouns: *no, none, neither, nobody, no one, nothing.*

PERSONAL PRONOUNS

The personal pronouns have the grammatical categories of *person, case, number* and *gender*.

The personal pronouns have two cases: the nominative case and the objective case. The nominative case: *I, he, she, it, we, you, they*

The objective case: *me, him, her, it, us, you, them*

In colloquial speech *me*, not *I* is used as a predicative.

Who is there? – It is ***me***.

The personal pronouns have two numbers: singular (*I, he, she, it*) and plural (*we, they*).

The second person pronoun *you* is both singular and plural.

The personal pronouns have gender category in the third person singular.

Male beings (*man, uncle, boy*) are referred to as *he*, female beings (*woman, mother, girl*) are referred to as *she*, inanimate things (*house, tree, cap*) are referred to as *it*. Personal pronouns can be used as a) subject b) object or c) predicative in the sentence.

a) ***She*** is my sister.

b) She told ***me*** what had happened.

c) “Who is there?” – It’s ***me***.

POSSESSIVE PRONOUNS

Possessive pronouns have the categories of *person, number* and *gender*.

Possessive pronouns have two forms: the dependent (or conjoint) form and the independent (or absolute) form.

The conjoint form is used with the noun it modifies. They are: *my, his, her, its, our, your, their*.

The conjoint form is used as an attribute:

He looked at **his** son.

The absolute form does not modify any noun, it is used absolutely, without a noun:

This book is **mine**.

The absolute form of the possessive pronoun may be used as a) subject, b) predicative or c) object.

a) **His** was a student's mind.

b) Whose book is it? – It's **mine**.

c) Her hand touched **mine**.

The group *preposition + absolute form* may be used as an attribute.

Farid is an uncle **of ours**.

Possessive pronouns are often used before the names of body, clothing, things belonging to a person, but they are not translated into Azerbaijani and Russian.

He put **his** hand into **his** pocket. - O əlini cibinə qoydu. – Он положил руку в карман.

REFLEXIVE PRONOUNS

Reflexive pronouns have the categories of *person, number* and *gender* in the third person singular.

Reflexive pronouns are: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

Reflexive pronouns refer to the subject of the sentence. In the sentence they are usually used as a) direct object and b) predicative.

a) I shall kill **myself**.

You'll both enjoy **yourselves**.

b) There is only one explanation and that is he is not **himself**.

Reflexive pronouns preceded by a preposition may be used

as a) an attribute and b) adverbial modifier.

a) The other evening I found a photo *of myself*.

b) Little Hans lived in the village *by himself*.

Sometimes reflexive pronouns are used *emphatically*. They can be placed either immediately after their head-word or at the end of the sentence. The emphatic pronouns are strongly stressed, but they can be omitted without destroying the sense of the sentence.

My mother *herself* opened the door. *or:* My mother opened the door *herself*.

RECIPROCAL PRONOUNS

Reciprocal pronouns are the group pronouns *each other* and *one another*. They express mutual action or relation. The subject to which they refer must always be in the plural. *Each other* generally implies only two, *one another* two or more than two persons.

I knew that my two aunts bitterly disliked *each other*.

We said good-bye to *one another* and arranged to meet in the autumn.

Reciprocal pronouns have two cases: the common case (*each other, one another*) and the genitive case (*each other's; one another's*).

The common case of reciprocal pronouns is used as an object.

I think we called *each other* friends.

They seemed devoted to *one another*.

The genitive case of reciprocal pronouns may be used as an attribute.

They had not met so long that they had forgotten *each other's* names.

In their letters they made it a rule to inquire after *one another's* relatives.

DEMONSTRATIVE PRONOUNS

Demonstrative pronouns are: *this, that, such, (the) same*. The demonstrative pronouns *this* and *that* have two numbers: *this – these, that – those*.

This (*bu – əmot, əmo, əma*) is used to point at what is nearer in time or space: *that* (*o - mom, ma*) points at what is farther away in time or space. *This* or *that* may be applied both to persons and things.

Take **this** pear. It looks very ripe.

Do you know **these** people?

Is **that** your son? Do you see **those** houses in the distance?

The pronoun *such* is translated into Azerbaijani as *belə, elə*, and into Russian as *такой, такая, такие*.

I have never seen **such** a picture.- Mən heç vaxt belə şəkil görməmişəm.- Я никогда не видел такой картины.

Jack was **such** a clever boy.- Сөк elə ağıllı oğlan idi ki.- Джек был таким умным мальчиком.

The definite article is used before nouns modified by the demonstrative pronoun *same* (*həmin, eyni – тот самый, тоже самое, одинаковый*).

It was **the same** man. Some days later we got **the same** answer.

The demonstrative pronouns may be used in the function of a) subject, b) predicative, c) object and d) attribute.

a) **This** troubled me more for a long time.

Such was the picture.

b) From the day she left I was **the same**.

c) Can you explain **that** to me?

d) We don't have to go all in the **same** car.

Will **this** dog ever stop barking?

The demonstrative pronoun *that* (*those*) may be used as a word-substitute.

He hung his daughter's portrait beside **that** of his wife's.

These poems are not so good as **those** written by you last year.

DEFINING PRONOUNS

The defining pronouns are: *all, each, every, everybody, everyone, everything, either, both, other, another.*

1. *All* (*hami, hər, bütün – весь, вся, всё, все*) is a generalizing pronoun, it takes a group of things or persons as a whole.

All may be used as a) subject, b) object, c) predicative and d) attribute. In the function of subject *all* takes the predicate in the plural if it denotes living beings, but the predicate in the singular if it denotes lifeless things or abstract notions.

a) **All** were invited to the meeting.

All is well that ends well.

b) I have forgotten **all** about it.

c) He loved me, that is **all**.

d) **All** day the wind had been going down.

2. *Both* (*hər iki, hər ikisi -oba*) points out two persons, things or notions mentioned before. The pronoun *both* may be used as a) subject, b) object and c) attribute.

a) **Both** were again silent.

b) I have seen **both**.

c) **Both** restaurants are very good.

3. *Each* and *every* refer to all the members of the group of persons, things or notions mentioned before and taken one by one.

Each may be used as a) subject, b) object and c) attribute. When used as subject *each* requires a verb in the singular.

a) There were five soldiers and **each** was strong and brave.

b) He paid a dollar **each**.

c) There is a telephone in **each** room.

Every (*hər, hər bir – каждый, всякий*) is used only as an attribute.

Every man must be honest. - *Hər bir adam doğrucul olmalıdır.* - КАЖДЫЙ ЧЕЛОВЕК ДОЛЖЕН БЫТЬ ЧЕСТНЫМ.

Each and *every* are similar in meaning. Often it is possible to use *each* or *every*:

Each (or every) time I see you, you look different.

But there are some differences between *each* and *every*.

1. We use *each* when we think of things separately, one by one.

Study each sentence carefully (=study the sentences one by one)

2. *Each* is more usual for a small number:

There were 4 books on the table.

Each book was a different colour.

3. We can use *each* with a noun;

each book, each student

4. We can use *each* alone (without a noun).

There were two children in the yard. Each was given an apple.

5. We can say *each of*....

Each of the books is a different colour.

Each of us is a student.

1. We use *every* when we think of things as a group. The meaning is similar to **all**.

Every sentence must have a verb. (= **all** sentences in general).

2. *Every* is more usual for a large number:

I would like to visit every country in the world.

3. We can use *every* with a noun

every book, every student

4. But we can't use *every* alone.

5. But we can't say *every of*....

We can say every one of....

I have read every one of them.

4. *Everybody, everyone* (*hər kəs* - *каждый, всякий* (*человек*)) refer to all the members of the group of persons mentioned before or taken one by one.

The pronouns *everybody, everyone* have two cases: the common case (*everybody, everyone*) and the genitive case (*everybody's, everyone's*).

The common case may be used as a) subject and b) object.

a) ***Everybody*** enjoyed the party.

Everyone has arrived.

b) You knew almost ***everybody*** (***everyone***).

The genitive case of the pronouns *everybody, everyone* is used as an attribute.

Everybody's (***everyone's***) proposal must be discussed at the meeting.

Everything (*hər şey* - *всё*) may be applied to things, animals and abstract notions and it is used as a) subject, b) predicative and c) object.

a) ***Everything*** is ready.

b) It would be ***everything*** to go there in time.

c) I have done ***everything***.

Everybody, everyone, everything are singular words, so if they are used as subject of the sentence the predicate must be in the singular.

Everybody has arrived.

But we often use *they* (*them, their*) after *everybody* (*everyone*).

Everybody said ***they*** enjoyed themselves (= ***he*** or ***she*** enjoyed himself or herself).

5. *Either* has two meanings a) each of the two b) one or the other.

a) Take ***either*** book, I don't mind- Hansi kitabi istəyirsən götür. Mən etiraz etmirəm.- Возьми любую книгу. Я не возражаю.

b) There are new high houses on ***either*** side of the street. - Küçənin hər iki tərəfində hündür

evlär var. - На обеих сторонах улицы, есть высокие дома.

In the sentence *either* is used as a) subject b) object and c)attribute.

- a) Give me a newspaper or a magazine. ***Either*** will do.
- b) I have seen ***either*** of them today.
- c) We can go to ***either*** restaurant. I don't mind.

We use *either* for two things.

6. *Other* (*o biri, başqa - дpyzoй*) denotes some object different from the one mentioned before. *Other* has two numbers: singular – *other*; plural – *others*.

It has two cases: the common case (*other*) and the genitive case (*other's; others'*). In the sentence it is used as a) subject b)object and c) attribute.

- a) After tea the ***others*** went to the park.
- b) They (women) think a man leaves them only because he wants ***others***.
- c) There was a large forest on the ***other*** bank of the river.

In the genitive case it is used in the function of an attribute.

I don't like ***other's*** book.

7. *Another* has two meanings: 1) a different one 2) an additional one.

- 1) Give me ***another*** pen. This one does not write.
- 2) Bring me ***another*** cup of tea. I am very thirsty.

Another may be used as a) subject b) object and c) attribute.

- a) The lantern hanging at her wagon had gone out but ***another*** was shining.
- b) If that cigar is too strong, try ***another***.
- c) I must find myself ***another*** job.

The pronoun *another* has been formed by means of the pronoun *other* and the indefinite article *an*, that's why it is used with countable nouns in the singular. *Other* is used instead of *another* if the noun is in the plural.

another pen – *other* pens

INDEFINITE PRONOUNS

Indefinite pronouns point out some person or thing indefinitely. The indefinite pronouns are: *some, any, somebody, anybody, someone, anyone, something, anything, one*.

1. *Some* is chiefly used in affirmative sentences. *Any* is used in negative and interrogative sentences and conditional clauses.

I have got ***some*** English books. Have you got ***any*** English books?

I have not got ***any*** English books.

If you have got ***any*** English books, show them to me, please.

When used with nouns of material *some* and *any* have the meaning of indefinite quantity.

Go to the shop and buy ***some*** bread and ***some*** cheese. Have you got ***any*** bread?

Some, not *any* is used in special and general questions expressing some request or proposal.

Do you want ***some*** water? – No, I don't want any.

Where can I get ***some*** butter?

Some may have the meaning of *certain* (*bəzi* – *некоторые*) before the noun in the plural:

Some people like to gossip.- *Bəzi* adamlar qeybət etməyi sevirlər.- *Некоторые* люди любят сплетничать.

Any may be used in affirmative sentences with the meaning of *every*.

You may come at **any** time you like.- Sən hər bir (istənilən) vaxt gələ bilərsən.- Ты можешь прийти в любое время.

Some and *any* may be used as a) subject, b) object and c) attribute.

- a) **Some** consider that he is a kind man.
- b) Give me a book, please. I haven't got **any**.
- c) I hadn't really **any** plans.

Somebody, *someone*, *something* are chiefly used in affirmative sentences.

Anybody, *anyone*, *anything* are used in negative and interrogative sentences and in conditional clauses.

There is **something** wrong with him. There is **somebody** at the door.

I don't want to eat **anything**. Is there **anybody** at the door?

If **anybody** has any questions, I'll be pleased to answer them.

Somebody, *someone*, *something* are used in special and general questions if they express some request or proposal.

Will **someone** help me?

Anyone, *anybody*, *anything* may be used in affirmative sentences.

Anybody, *anyone* are used in the meaning of *everyone*, *anything* is used with the meaning of *everything*.

We left the door unlocked. **Anybody** could have come in.

I'll do **anything** for you.

The pronouns *somebody*, *someone*, *anybody*, *anyone* have two cases: the common case and the genitive case. These pronouns in the common case may be used as a) subject, b) object and c) predicative

- a) **Somebody** (**someone**) knocked at the door.
- b) I didn't know **anybody** in this city.
- c) What he likes is **anything** except art.

In the genitive case these pronouns are used as an attribute.

He isn't going to be in **anybody's** way at this hour of the night.

Somebody, someone, anybody, anyone are singular words.

Someone is here to see you.

But we often use *they* (*them, their*) after these words.

Someone has forgotten **their** umbrella (**his** or **her** umbrella).

If **anybody** wants to leave early, **they** (**he** or **she**) can. **Someone** took this book, didn't **they**?

The pronoun *one* in all its uses refers exclusively to persons or things that are countable. It is often used in the sense of *any person* or *every person*. The indefinite pronoun *one* is often used in a general sense.

One must keep one's promise.

The pronoun *one* may be used in the genitive case.

One must do **one's** duty.

One may be used as a word-substitute.

This book is more interesting than that **one**.

As a word-substitute *one* may be in the plural.

These books are more interesting than those **ones**.

INTERROGATIVE PRONOUNS

Interrogative pronouns are: *who* (*whom*), *whose*, *what*, *which*. They are used to form special questions and they have certain syntactical functions in the sentence. They can be used as subject, object, predicative and attribute.

Who refers to human beings and is mainly used as the subject of the sentence.

Who has opened the door? **Who** is coming with me?

The objective case of *who* is *whom* which is used as an object in the sentence. It may be a) a direct object and b) a prepositional object.

a) **Whom** did you see there?

Whom does he suspect?

b) **Of whom** did you give the message?

Of whom are you thinking? or **Whom** are you thinking **of**?

By whom was it done? or **Whom** was it done **by**?

In spoken English the objective *whom* is often replaced by *who*.

Who do you usually get letters from?

The pronoun *whose* is a possessive interrogative pronoun. It is used mostly in the function of an attribute.

Whose coat is it? **Whose** car do you prefer to go in?

What has no case forms. It usually refers to things.

What do you want? **What** is the main idea of that story?

But *what* may be applied to persons. It asks about occupation, profession and character.

What is she? – She is a teacher. **What** is he?

– He is a doctor.

It may be used as a) subject, b) predicative or c) object in the sentence.

a) **What** is there on the table?

b) **What** is this?

c) **What** do you mean?

Which may refer to persons or things. It may be followed by an of-phrase (*which of you*). *Which* implies choice among a certain number of persons or things.

Which book do you prefer?

Which is better, to go shopping earlier in the morning or later?

Which can be mostly used as a) object and b) attribute.

a) **Which** will you have, tea or coffee?

b) **Which** author are you interested in?

The interrogative pronouns *who*, *what* and *which* may be emphatic by adding *ever*. The emphatic forms express different emotions.

Whoever had such a silly idea? **Whatever** are you doing? **Whichever** can it be?

CONJUNCTIVE PRONOUNS

These pronouns serve to connect subordinate clauses with the principal clause. Conjunctive pronouns have an auxiliary function as they connect clauses, but at the same time they have an independent function in the clause which they introduce.

Conjunctive pronouns are: *who*, *whose*, *what*, *which*.

Conjunctive pronouns introduce a) subject, b) predicative and c) object clauses. At the same time they perform certain syntactical functions in the sentence.

a) **Who** will discuss this problem is very important for me. (*subject*)

What I want to do is to help you. (*object*)

Which of you will go with us is still unknown. (*subject*)

b) That is **what** you must do. (*object*)

The problem is **who** will water the flowers. (*subject*)

c) Nobody knows **what** they want. (*object*)

The boy asked **who** had killed his father. (*subject*)

RELATIVE PRONOUNS

Relative pronouns are: *who*, *whose*, *which*, *that*, *as*.

Relative pronouns introduce attributive clauses and have certain syntactical functions in the sentence. The word the

attributive clause refers to is called its *antecedent*. It may be a noun or a pronoun.

1. *Who* and *whom* are used in reference to human beings or animals.

A postman is a person **who** delivers letters and parcels. (*subject*)

The woman **whom** I wanted to see was away on holiday. (*object*)

2. *Whose* is mainly used in reference to human beings or animals.

I have a dog **whose** name is Toby. (*attribute*)

What's the name of the man **whose** car you borrowed. (*attribute*)

3. *Which* is used in reference to things and animals.

The book **which** I bought yesterday is very interesting. (*object*)

4. *That* may refer to persons and things.

All is well **that** ends well. (*subject*)

He was an only man **that** could help us that moment. (*subject*)

5. *As* usually introduces attributive clauses when the demonstrative pronoun *such* or (*the*) *same* is used in the principal clause.

The **same** hat **as** she wore can be found in many shops.

I never told you **such** things **as** you did.

NEGATIVE PRONOUNS

The negative pronouns are: *no, none, nothing, nobody, no one, neither*.

1. The negative pronoun *no* is used only before a noun as its attribute and in this case the noun is used without an article. It may mean *not any* or *not a*.

He had **no** desire to take decisions. I have **no** money left.

We use *none* alone (without a noun). It can be used as subject or object.

All the tickets have been sold. There are ***none*** left. (*subject*)

Sometimes we use *none of...*

After *none of + plural word* (none of the shops; none of them) a singular or plural verb is used. A plural verb is more usual.

None of the shops ***were (was)*** open.

2. The negative pronouns *nobody*, *no one* refer to human beings. The negative pronoun *nobody* may be used in the genitive case: *nobody's*

The negative pronouns *nobody* and *no one* mostly used as a) subjects and b) objects.

a) ***Nobody*** seemed to know him well.

b) I have ***no one*** in this world but you.

The pronoun *nobody* in the genitive case is used as an attribute.

I took ***nobody's*** book.

The negative pronoun *nothing* refers to things. *Nothing* may be used as a) subject, b) predicative or c) object.

a) There is ***nothing*** to worry about.

b) "This is ***nothing*** but nonsense," he said.

c) I had ***nothing*** to say against it.

On that train he thought ***of nothing*** but Lilly.

The negative pronoun *neither* is opposite to the defining pronouns *either* and *both*.

I like ***neither*** of them.

After *neither of...* a singular or a plural verb is possible.

Neither of the children ***wants (or want)*** to go to bed.

The negative pronouns *nobody*, *no one*, *nothing* are singular in meaning and when they are used as the subject of the sentence they require a verb in the singular.

THE WORDS OF THE CATEGORY OF STATE (THE STATIVE)

The words of the category of state denote the temporary state or condition of persons or things:

Tom and John were *asleep*. Human joy and sorrow are *akin*.

The words of the category of state have the productive prefix *a-*: *asleep*, *afraid*, *awake*, *alive*, *ashamed*, *ablush*, *abloom*, *ablaze*, etc.

They are mainly used in the function of a predicative.

They kill me because they are *afraid* of me.
“He is *awake*,” she cried.

The words of the category of state may be used as objective predicative. Besides the predicative referring to the subject, another type of predicative referring to the object can be found in English. It is generally called the objective predicative. It expresses the state or quality of the person or thing denoted by the object. The objective predicative doesn't form the part of the predicative, in this case the predicate is simple.

They left him *alone*. I found him *alive*.

The words of the category of state may sometimes be used as attributes. But unlike adjectives they cannot be placed before the words they modify. As attributes they may be used only in post-position.

I would trust you before any man *alive*.

The words of the category of state can be modified by adverbs of degree.

The child was *fast* asleep. After work he seemed *half* asleep.

The words of the category of state may take prepositional indirect objects.

I was afraid *of the war*. He is ashamed *of you*.

THE VERB

The verb is a notional part of speech which denotes an action, process or state (*to write, to play, to understand, etc.*).

The verb has the following grammatical categories: *person, number, tense, aspect, voice* and *mood*. These categories can be expressed by means of affixes, inner inflexion and by form words.

Verbs have *finite* and *non- finite* forms. The finite forms can be used as the predicate of the sentence, but the non-finite forms can't be used as the predicate of a sentence. The finite forms of the verb have the grammatical categories of *person, number, tense, voice, aspect* and *mood*.

He *writes* a letter. They *read* a book.

What *are* you *doing*? The letter *has* already *been written*.

If he *were* here, he *would help* us.

The non-finite forms (verbals) are 3 in number. They are:

- 1) The Infinitive (He likes *to play chess*.)
- 2) The Gerund (She began *crying*.)
- 3) The Participle

The Participle has two forms: Participle I (The *dancing* girl is my sister.), Participle II (Do you see the *broken* cup?).

The verbals have no *person, number* or *mood* categories. They have *tense* and *voice* distinctions, but their tense distinctions are not absolute but relative. They denote an action *simultaneous* with the action expressed by the finite verb or *prior to* it.

I am glad *to meet* you. (*Indefinite infinitive expresses simultaneous action*)

I am glad *to have met* you. (*Perfect infinitive expresses prior action*)

According to their morphological structure verbs are divided into:

a) Simple verbs (*read, live, speak, come, see, go, put, etc.*). Simple verbs have neither prefixes nor suffixes. They consist of only one root morpheme.

b) Derivative verbs (*magnify, decompose, recognize, rewrite, disappear, etc.*)

Derivative verbs have prefixes or suffixes or both.

suffixes:

- **en**: blacken, strengthen, widen
- **fy**: electrify, signify
- **ize**: organize, recognize, dramatize
- **ate**: separate, demonstrate

prefixes:

- re**- reprint, renew, reform
- dis**- disappear, disapprove
- un**- unbuild, uncover

c) Compound verbs. They consist of two stems (*broadcast, whitewash, daydream, etc.*).

d) Composite or phrasal verbs, consisting of a verb and a postposition of adverbial origin. The postposition may often change the meaning of the verb with which it is associated (*give up, sit down, take off, go away, put on, put off, get up, get on, bring up, etc.*).

The basic forms of the verb are: the Infinitive, the Past Indefinite and Participle II:

- to play – played – played
- to speak – spoke – spoken
- to meet – met – met

According to the formation of the Past Simple and Participle II verbs are divided into 3 groups:

- 1) Regular verbs (*to work – worked – worked*)
- 2) Irregular verbs (*to write – wrote – written*)
- 3) Mixed verbs (*to sow – sowed – sown*)

According to the *syntactic function* verbs are divided into:

1) *Notional verbs* which always have a lexical meaning of their own and can be used as a simple predicate.

“Tell me what *happened*,” said my mother as we *sat* by the fire.

2) *Auxiliary verbs* are used only as form words, they have no lexical meanings of their own. They have only a grammatical meaning.

Do you know why he said that? **Are** you waiting for me?

I **shall** read ten chapters tomorrow.

3) *Link verbs* are verbs which to a smaller or greater extent have lost their meaning and are used as part of the compound nominal predicate.

The house **was** too big. The girl **remained** silent for a moment.

It **became** very hot by noon.

There is a special group of verbs which can't be used without infinitive, though they have a meaning of their own. They don't express an action, they express the speaker's attitude towards the action. They are *modal verbs*: *can, may, must, should, would, ought (to), need, dare, etc.*

I **can** play chess. **May** I come in? Students **must** come in time.

Verbs can be transitive and intransitive. *Transitive verbs* require an object. The object completes the meaning of the verb and in most cases a transitive verb can't be used without it. Here belong such verbs as: *to take, to give, to send, to see, to bring, to love, etc.*

He **took** the letter and went to send it. His mother never **gave** him advice. **Bring** a cup of tea, please.

Intransitive verbs do not require any object. Here belong such verbs as: *to stand, to sleep, to laugh, to think, to swim, to live, to work, etc.*

He **worked** from morning till late at night. Nobody knew where the old man **lived**.

There are many verbs that may be used as both transitive and intransitive.

Who **has broken** my cup? (*transitive*)

Glass **breaks** easily. (*intransitive*)
She **stood** the vase on the piano. (*transitive*)
She **stood** at the door. (*intransitive*)
They **laughed** loudly. (*intransitive*)
They **laughed** at him. (*transitive*)

According to the aspective nature of their lexical meaning verbs are divided into terminative and non-terminative.

Terminative verbs denote an action implying limit (*to come, to stop, to open, to close, to die, to find, etc.*).

I **have lost** my favourite book today. He **opened** the window.

Non-terminative verbs express an action which does not imply any limit (*to walk, to run, to live, to love, to hate, to hope, to suppose, etc.*).

My parents **live** in the village.

Dan **worked** in a factory twelve hours a day for nine shillings a week.

THE VERBS *TO BE, TO DO AND TO HAVE*

The verb *to be* has the category of *number* and *person* in the Present Simple tense (*am, is, are*) and in the Past Simple tense (*was, were*).

The verb *to be* can be used as a notional, auxiliary, link and modal verb.

As a notional verb *to be* has a full meaning (*olmaq, var olmaq, mövcud olmaq və s. – быть, существовать*) and can be used as a simple predicate.

The dog **is** in the garden. No one **was** there to meet him.

He **will be** here all the year round.

To be is used as a notional verb in the sentences used with the expressions *there is, there are*.

When we talk about something for the first time, to say that it exists we use the expressions *there is, there are*. The Past Simple tense forms are: *there was, there were*.

If the subject of the sentence is in the singular (or uncountable noun) we use *there is (was)*, but in the plural we use *there are (were)*.

There ***is a lot of traffic*** in the street.

There ***were a lot of children*** in the classroom.

We use the word order in these sentences like this: *there is (are) + subject + adverbial modifier of place*.

There is a cat under the table.

There were a lot of people at the party yesterday.

Sometimes the subject of the sentence is more than one. In this case the predicate agrees with the subject that stands first.

There are 5 sheep and only a horse in the yard.

There is a book, two pens and some pencils in the bag.

In the interrogative form the verb *to be* is placed before *there*.

Were there any letters for me yesterday? ***Is there*** any hotel nearby?

Will there be many people at the party on Sunday?

In the negative form we use the negative particle *not* after the verb *to be*.

There were not any letters for me yesterday.

There is not a hotel nearby.

It is also possible to use the negative pronoun *no* in these sentences. In this case no article is used.

There is ***no*** hotel nearby.

There are ***no*** books on the shelf.

As an auxiliary verb *to be* has lost its meaning and is used only as form word, thus having only grammatical function. As an auxiliary verb *to be* is used in the formation of all continuous tense forms and the Passive Voice.

I **am working**. The child **was sleeping**.

These books **were written** in the XIX century.

As a link verb *to be* has lost its concrete meaning altogether and is used as part of the compound nominal predicate.

He **is** a doctor. The box **is** heavy.

The sun **was** full of promise.

To be may be used as a modal expression and has two tenses: the Present Simple (*am, is, are*) *to* and the Past Simple (*was, were*) *to*. After the modal expression *to be* the infinitive is used with the particle *to* and expresses a) order, b) arrangement, c) possibility.

a) You **are to go** straight to your room. You **are to say** nothing of this to anyone.

b) We **were to meet** at the entrance of the theatre at a quarter to eight.

c) This book **is to be found** at any shop.

The verb *to do* can be used as a notional and auxiliary verb. As a notional verb *to do* has a full lexical meaning (*etmək, işləmək, yerinə yetirmək* və s. – *делать, выполнять*).

Its basic forms are: *to do – did – done*

In the Present Simple *to do* has two forms: *do – does*. *Does* is used for the third person singular.

He **does** his morning exercises every day.

I usually **do** shopping in the morning.

As an auxiliary verb it is used in a) the interrogative and negative forms of the Present and Past Simple Tense Forms, b) the negative form of the imperative sentence.

a) **Does** he go to school? **Did** he go to the cinema yesterday?

They **did** not come to the meeting.

b) **Do** not speak! **Do** not be afraid!

The verb *to have* may be used as a notional verb, an auxiliary verb and a modal verb. As a notional verb *to have* is

used in the meaning of *malik olmaq, almaq, yemək, içmək* və s.-
иметь, обладать, покупать, есть, пить.

It has two forms in the Present Simple (*have – has*) and only one form in the Past Simple (*had*). Its basic forms are: *to have – had – had*.

He **has** a family. I **have** no money.

They **had** no news of him. Do you **have** tea or coffee for breakfast?

Let me **have** some more meat.

As an auxiliary verb *to have* is used in the formation of all perfect tense forms.

He **has read** this book. After she **had cried out**, she felt easier.

I **shall have been** a teacher for 20 years by next May.

To have may be used as a modal expression, the infinitive is used with the particle *to* after it. As a *modal expression* it is used in three tense forms: the Present Simple (*have (has) to*), the Past Simple (*had to*) and the Future Indefinite (*shall (will) have to*). *To have to* expresses an obligation or necessity arising out of circumstances.

The negative and interrogative forms of this modal expression are formed with the help of the auxiliary *do*.

I **have to** get up at six every day. **Do I have to** get up at six every day?

Did you **have to** walk all the way home? I **did not have to** walk, I took a tram.

but: I **shall have to** do shopping tomorrow.

Shall I have to do shopping tomorrow?

I **shall not have to** do shopping tomorrow.

THE CATEGORY OF TENSE

The Category of tense expresses the relationship between the time of the action and the time of speaking. There are 3

tenses in English: the present, the past and the future. The category of tense and the category of aspect are intermingled. The category of aspect shows whether the action is in progress or completed. Some of the English tenses express time relations, others express both time and aspect relations.

I **worked** in the garden yesterday. (*common aspect*)

We **were working** in the garden at 2 o'clock yesterday. (*continuous aspect*)

There are 4 tense groups in English: 1) Indefinite, 2) Continuous, 3) Perfect, 4) Perfect Continuous.

Each of these groups includes four tense forms: Present, Past, Future and Future in-the-Past. Thus, there are 4 present tense forms: 1) The Present Indefinite (The Present Simple), 2) The Present Continuous (Progressive), 3) The Present Perfect, 4) The Present Perfect Continuous.

Past tense forms: 1) The Past Indefinite (The Past Simple), 2) The Past Continuous (Progressive), 3) The Past Perfect, 4) The Past Perfect Continuous.

Future tense forms: 1) The Future Indefinite, 2) The Future Continuous, 3) The Future Perfect, 4) The Future Perfect Continuous.

Future tenses in-the-Past: 1) The Future Indefinite in-the-Past, 2) The Future Continuous in-the-Past, 3) The Future Perfect in-the-Past, 4) The Future Perfect Continuous in-the-Past.

Thus, there are 16 tense forms in English.

TENSES IN THE ACTIVE VOICE

THE PRESENT SIMPLE TENSE FORM

The Present Simple is formed from infinitive without the particle *to*. In the third person singular the ending *-s* is added. After *s, ss, ch, sh, tch, x, z* and after the vowel *o* *-es* is added. The ending *-s (-es)* is pronounced as:

- a) [z] after vowels and voiced consonants:
 to see – sees [si:z] to read – reads [ri:dz]
- b) [s] after voiceless consonants
 to work – works [wə:ks] to want – wants [wɒnts]
- c) [ɪz] after the sibilants [s], [z], [ʒ], [tʃ], [d=]
 to pass – passes [ˈpɑ:sɪz] to teach – teaches
 [ˈti:tʃɪz]

The interrogative and negative forms of the Present Simple are analytical. They are formed by means of the Present Simple of the auxiliary verb *to do* and the infinitive of the notional verb without particle *to*.

| <i>Affirmative</i> | <i>Interrogative</i> | <i>Negative</i> |
|--------------------|----------------------|-------------------------------|
| I speak | Do I speak? | I do not (don't) speak. |
| You speak | Do you speak? | You do not (don't) speak. |
| He speaks | Does he speak? | He does not (doesn't) speak. |
| She speaks | Does she speak? | She does not (doesn't) speak. |
| We speak | Do we speak? | We do not (don't) speak. |
| They speak | Do they speak? | They do not (don't) speak. |

There are some verbs that form their Present Simple in a different way. They are:

- 1) The verb *to be*. It has synthetic forms for affirmative, interrogative and negative structures.

He **is** a child. They **are** students.

Is he a child? *Are* they students?

He *is* not a child. They *are* not students.

2) The verb *to have* (to possess) has also synthetic forms for affirmative, interrogative and negative forms.

He *has* a friend. They *have* two sisters.

Has he a friend? *Have* they two sisters?

He *has* not a friend. They *have* not two sisters.

THE USE OF THE PRESENT SIMPLE

It is used to denote:

1) simple facts in the present

There *are* a lot of trees in the park.

My friend *knows* two foreign languages.

2) customary, repeated actions with the following adverbials: *every day* (*week, month, year, Sunday*), *often, seldom, always, usually, as a rule, sometimes*, etc.

He *goes* to school every day. They usually *have dinner* at five.

We *rest* in the village every summer. How often *do you meet*?

3) universal (general) truths and various other rules.

Two plus two *makes (is)* four. The sun *rises* in the East.

Light *travels* more quickly than sound.

4) actions and states characterizing a given person.

He *sleeps* soundly. They *play* tennis well.

5) continuous actions going on at the moment of speaking (with verbs not used in the continuous aspect).

I don't *see* what you are writing now.

I *hear* you much better now.

6) completed actions with the meaning of the Present Perfect (with the verbs *to hear, to forget, to be told*).

I **forget** your telephone number. I **hear** they are in Baku now.

I **am told** that he has got a large family.

7) future actions:

a) with verbs of motion (a planned action)

The train **leaves** at 10 tomorrow. They **start** on Sunday.

b) in adverbial clauses of time and condition after the conjunctions *when, before, till, after, as soon as, if, unless, on condition that, in case*, etc.

Do it as soon as you **are through** with your work.

I'll call you when she **comes**. If it **rains** again, I'll go nowhere.

Note: The Present Simple is a tense form characteristic of scientific and political writing.

THE PAST SIMPLE

The Past Simple is formed by adding *-ed* or *-d* to the stem (regular verbs) or by changing the root vowel or in some other ways (irregular verbs). It refers the action to the past. The ending *-ed* or *-d* is pronounced as:

[d] after vowels and voiced consonants

opened [ˈouɪnd]

played [ˈpleɪd]

[t] after voiceless consonants

helped [ˈhelpɪt]

worked [wɜːkt]

[ɪd] after the sounds [t], [d]

wanted [wɒntɪd]

ended [endɪd]

The interrogative and negative constructions are formed by means of the Past Indefinite of the auxiliary verb *to do* (*did*) and the infinitive of the notional verb without the particle *to*.

Affirmative

I worked (wrote)

Interrogative

Did I work (write)?

NegativeI didn't work
(write)

You worked (wrote) Did you work(write)?

You didn't
work (write)

He worked (wrote) Did he work (write)?

He didn't work
(write)

She worked (wrote) Did she work (write)?

She didn't
work (write)

We worked (wrote) Did we work (write)?

We didn't work
(write)

They worked (wrote) Did they work (write)?

They didn't
work (write)

Note: The verbs *to be* and *to have* have synthetic forms not only in the affirmative but also in the interrogative and negative forms in the Past Simple Tense form.

He ***was*** at home. ***Was*** he at home? He ***was*** not at home.

He ***had*** a car of his own. ***Had*** he a car of his own? He ***had*** no car of his own.

THE USE OF THE PAST SIMPLE

The Past Simple denotes an action performed within a period of time which is over. The action is cut off from the present. It is used with the following adverbials of time: *yesterday, a week (a month, a year) ago, a few years ago, long ago, the other day, last year (Sunday, week), in 1940, in 1996, an hour later, a week later, once upon a time, etc.*

The sun ***came out*** a moment ago. I ***saw*** them the other day. It ***happened*** long ago.

The Past Simple is used to express simple facts in the Past. I ***didn't find*** them at home. She ***was*** young and beautiful.

It is used to express habitual (customary) actions in the Past.

When I lived in the village, I *washed* in the river every morning.

Note: There are two other ways of expressing habitual (repeated) actions in the Past.

- 1) by *used to + infinitive* (it is more colloquial)
She *used to knit* in the evenings. *Did* she *use to knit* in the evenings?
or *Used* she *to knit* in the evenings.
She *didn't use (usedn't) to knit* in the evenings.
- 2) by *would + infinitive* (it is more literary)
In the afternoon he *would go out* alone and *walk* for hours.

The Past Simple is used to express a succession of past actions.

She *got up, put on* her hat and *left*.
He *lighted* his cigarette, *said* good night and *went out*.

The Past Simple is used in questions beginning with *when*, because *when* implies a certain moment in the Past.

When *did it happen?* Tell me when you *were* there.
When *did* you *translate* this article?

THE FUTURE INDEFINITE

The Future Indefinite Tense form refers the action to the future and is formed by means of the auxiliary verbs *shall, will* and the infinitive without *to* of the notional verb.

Shall is used for the first person singular and plural and *will* is used for the second and third persons singular and plural. However, in Modern English we can observe the tendency to use *will* for all persons in all the Future tenses.

In the interrogative form the auxiliary verb is placed before the subject. In the negative form the negative particle *not* is placed after the auxiliary verb.

Affirmative

I shall (I'll) speak.
You will (you'll) speak.
He will (he'll) speak.
She will (she'll) speak.
We shall (we'll) speak.
They will (they'll) speak.

Interrogative

Shall I speak?
Will you speak?
Will he speak?
Will she speak?
Shall we speak?
Will they speak?

Negative

I shall not (shan't) speak.
You will not (won't) speak.
He will not (won't) speak.
She will not (won't) speak.
We shall not (shan't) speak.
They will not (won't) speak.

THE USE OF THE FUTURE INDEFINITE

1) The Future Indefinite is used to express a future action with the following adverbials: *tomorrow, next Sunday (year, month), in a week, in a few days, in a day or two, one of these days*, etc.

We ***shall graduate*** from the university in three years.
He ***will be back*** tomorrow.

Note: To denote a future action the word combinations *to be going + infinitive, to be about + infinitive* and *to be on the point of + gerund* are often used.

To be going to, to be about to, to be on the point of denote an action which is expected to take place in the nearest future. *To be going to* is colloquial, *to be on the point of* is literary.

What *are* you *going to* do after classes? We *are about to* leave.

When *is* she *going to* read this book?

2) The Future Indefinite is used to express simple facts in the future, habitual actions and a succession of actions in the future.

I *shall read* ten chapters tomorrow. He *will call* you and *tell* everything.

THE FUTURE INDEFINITE IN-THE-PAST

It refers the actions to the future from the point of view of the past. The forms of the Future Indefinite in- the- Past are analytical.

The Future in-the-Past is formed by means of the auxiliary verbs *should* and *would* and the infinitive without *to* of the notional verb. *Should* is used for the first person singular and plural. *Would* is used for the second and third persons singular and plural. However, the tendency is to use *would* for all persons in all the Future tenses in- the -Past.

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle *not* is placed after the auxiliary verb.

Affirmative

I should speak.

You would speak.

He would speak.

She would speak.

We should speak.

They would speak.

Interrogative

Should I speak?

Would you speak?

Would he speak?

Would she speak?

Should we speak?

Would they speak?

Negative

I should not speak.

You would not speak.

He would not speak.

She would not speak.

We should not speak.

They would not speak.

THE USE OF THE FUTURE INDEFINITE IN-THE-PAST

The Future Indefinite in-the-Past denotes an action which was future from the point of view in the past. It is mainly used in object clauses in reported (indirect) speech:

I was sure he **would agree** with me.

THE CONTINUOUS TENSE FORMS

The Continuous Tense form denotes an action in progress at the present moment or at a given moment in the past or future. It is formed by means of the auxiliary verb *to be* in the required tense form and *Participle I* of the notional verb. There are 4 continuous tense forms:

1) The Present Continuous tense form: *am, is, are + participle I*;

2) The Past Continuous: *was, were + participle I*;

3) The Future Continuous: *shall be, will be + participle I*;

4) The Future Continuous in-the-Past: *should be, would be + participle I*.

In the interrogative form the auxiliary verb is placed before the subject, in the negative form the negative particle *not* is used after the auxiliary verb.

I **am not reading** now, I **am listening** to the teacher.

They **were doing** their lessons at 5 yesterday.

What **were they doing** at 5 yesterday? **Are you waiting** for us?

I think, I'll **still be working** when you return.

What **will you be doing** at 5 tomorrow?

The boys said that they **would be crossing** the ocean at 5 the next morning.

THE USE OF THE PRESENT CONTINUOUS

1) It is used to express an action going on at the present moment.

I ***am going*** home. You ***are talking*** nonsense.
Wait a little. It ***is raining***.

2) It is used to denote future actions with the verbs of motion if the actions denote a plan or intention with such verbs as: *to go, to come, to leave*, etc.

I ***am leaving*** tonight. She ***is leaving*** for Baku tomorrow.

3) It is used to express an action thought of as a continual process with the adverbs *always, ever, constantly*. The action is represented as going on without any interval.

I have no patience with her. She ***is always grumbling***.

Oh, you ***are always losing*** your things.

He ***is constantly sneezing and coughing***.

Such sentences express impatience, irritation, disapproval, etc.

4) When there are two actions one of which is in progress and the other is habitual action, the first is expressed by the Present Continuous and the second by the Present Indefinite.

You never ***open*** your lips while you ***are painting***.

I never ***talk*** while I ***am eating***.

THE USE OF THE PAST CONTINUOUS

1) The Past Continuous is used to denote an action which was going on at a definite moment in the past.

It was ten o'clock and Leyla ***was still working***.

The definite moment is expressed either by another past action expressed by a verb in the Past Simple or by an adverbial phrase.

When I reached home, she **was waiting** for me.
At 2 o'clock yesterday he **was still walking** in the street.

2) The Past Continuous or the Past Indefinite is used after such phrases as *the whole day, all day long*.

I **was working** on this problem the whole day.
I **worked** on this problem the whole day.

3) It is used to denote an action thought of as a continual process with the adverbs *always, ever, constantly*.

She **was always complaining** of headaches.
He was very absent-minded, he **was constantly losing** his things.

3) It is used to denote future actions from the point of view of the past with the verbs of motion.

She said her brother **was coming** in a week.

THE USE OF THE FUTURE CONTINUOUS

1) The Future Continuous is used to denote an action which will be going on at a definite moment in the future.

He **will be working** in the garden at 3 tomorrow.

The definite moment is indicated either by another future action expressed by a verb in the Present Simple or by an adverbial phrase.

The child **will be sleeping** when you return.

The child **will be sleeping** at 2 tomorrow.

THE USE OF THE FUTURE CONTINUOUS IN-THE-PAST

It is used to denote an action going on at a definite moment which was future from the point of view of the past.

I felt sure they **would be discussing** the problem when I called.

VERBS NOT USED IN THE CONTINUOUS FORM

The verbs which do not express a process are not used in the continuous form.

The following groups of verbs do not express a process.

1) verbs denoting sense perception (*to see, to hear, to notice*)

Note: The verb *to feel* is an exception. Sometimes it is used in the continuous form.

I ***am feeling*** better today or I ***feel*** better today.

2) verbs denoting mental activity (*to know, to understand, etc.*)

3) verbs denoting wish (*to want, to desire, to wish, etc.*)

4) verbs denoting abstract relations (*to consist, to belong, to have, etc.*)

5) verbs denoting feeling (*to hate, to love, etc.*)

It is possible to use the continuous form of the verb *to have* in the expressions *to have dinner (lunch, supper, breakfast)*, because it doesn't denote possession.

They ***are having*** breakfast.

The verb *to think* can't be used in the continuous form if it denotes an opinion, it can if it denotes a process of thought.

I ***think*** I am right. He ***is*** constantly ***thinking*** about you.

THE PERFECT TENSE FORMS

The Perfect Tense form denotes an action completed before the present moment or before a definite moment in the past or future.

It is formed by means of the auxiliary verb *to have* in the corresponding tense form and *Participle II* of the notional verb.

There are 4 perfect tense forms:

1) The Present Perfect: *have (has) + participle II*;

2) The Past Perfect: *had + participle II*;

- 3) The Future Perfect: *shall (will) have + participle II*;
4) The Future Perfect in-the-Past: *should (would) have + participle II*.

I **have done** my homework. He said that he **had done** his homework.

I **shall have done** my homework by the time you come tomorrow.

He said that he **would have done** his homework by the time you came the next day.

In the interrogative form the (*first*) auxiliary comes before the subject, in the negative form the negative particle *not* is placed after the (*first*) auxiliary verb.

I **have written** the article. **Have you written** the article?

I **haven't written** the article. He **will have read** this book by dinner tomorrow. **Will he have read** this book by dinner tomorrow?

He **won't have read** this book by dinner tomorrow.

THE USE OF THE PRESENT PERFECT

1) The Present Perfect denotes completed action connected with the present. It is often used with the adverbs: *just, yet, already, lately (of late), recently, ever, never*.

I **have not finished** my story yet. The workers **have** already **built** the bridge. We **have met** several times lately. **Have you ever been to** London?

2) It is used to denote a completed action the time of which is not over with the adverbials: *today, this month, this year, this morning, etc.*

I **have seen** him today. (*the period of time is not over*)

but: I *saw* him at 9 o'clock today. (*the period of time is over*)

My brother **has returned** from Guba this week.

but: My brother **returned** from Guba on Monday this week.

3) The Present Perfect is used in adverbial clauses of time after the conjunctions *when, till, until, before, after, as soon as* to denote the action completed before a definite moment in the future.

I shall give you a definite answer as soon as I **have spoken** to my mother. I'll not go till you **have answered** me.

Note: Verbs of sense perception and motion such as: *to hear, to see, to come, to arrive, to return* in adverbial clauses of time are used in the Present Simple.

We shall wait till he **comes**.

4) It is used to denote an action in progress which began in the past, has been in progress up to the present moment and is still going on with *for* or *since*. The preposition *for* expresses the whole period of duration.

I **have known** you since my childhood.

She **has been** absent for two days.

Since expresses the starting point of the action. *Since* may be used as an adverb, a preposition or a conjunction. When it is used as a conjunction the Past Simple is used after *since*.

I haven't seen her **since**. (*adverb*)

I haven't seen her **since** 1958. (*preposition*)

I haven't seen her **since** I **moved** here.
(*conjunction*)

This use of the Present Perfect is called *the Present Perfect Inclusive*. It is found:

a) with verbs not admitting of the continuous form.

They **have been friends** for a long time.

b) in negative sentences

He **has not slept** since last night.

c) with non-terminative verbs such as: *to live, to work, to study, to teach, to travel*, etc.

I ***have worked*** on this problem for 5 days.

THE USE OF THE PAST PERFECT

1) The Past Perfect denotes an action completed before a definite moment in the past. The definite moment may be indicated a) by another past action expressed by a verb in the Past Simple or b) by an adverbial phrase.

a) When I woke, the sun ***had risen***.

The rain ***had stopped*** before we started.

b) The rain ***had stopped*** by nine yesterday.

The definite moment can be made clear by the context (the situation).

She ***had had lunch*** and was looking through the newspapers.

2) The Past Perfect is used with the conjunctions *hardly ... when, scarcely ... when, no sooner ... than*.

He had ***hardly*** closed the door ***when*** the wind opened it again.- O heç qapını bağlamamışdı ki, külək onu yenidən açdı. – Он едва закрыл дверь, когда ветер открыл её.

They had ***no sooner*** arrived home ***than*** a strong storm began.- Onlar evə təzəcə çatmışdılar ki, güclü tufan başladı. – Не успели они прийти домой, как начался сильный шторм.

For the sake of emphasis the word order may be inverted.

Hardly had he closed the door ***when*** the wind opened it.

No sooner had they arrived home ***than*** a strong storm began.

3) The Past Perfect is used to denote an action which began before a definite moment in the past, continued up to that

moment and was still in progress at that moment with *for* and *since*. This use is called the *Past Perfect Inclusive*. It is found:

a) with verbs not admitting of the continuous form

I knew that they ***had been friends***.

She asked how long I ***had known*** them.

b) in negative sentences

The two ladies ***had not spoken*** to each other for 3 days.

She felt nervous, she ***had not played*** the piano for a long time.

c) with non-terminative verbs

The ride ***had lasted*** about ten minutes.

THE USE OF THE FUTURE PERFECT

1) The Future Perfect denotes an action completed before a definite moment in the future. The definite moment is indicated either a) by another future action expressed by a verb in the Present Simple or b) by an adverbial phrase.

a) They ***will have finished*** their work before you return tomorrow.

b) They ***will have learned*** many English proverbs by the end of this term.

2) The Future Perfect can denote an action which will begin before a definite moment in the future, will continue up to that moment and will be going on at that moment with the preposition *for*. This use of Future Perfect is called *the Future Perfect Inclusive*. The Future Perfect Inclusive is used with verbs not admitting of the continuous form, in negative sentences and with non-terminative verbs.

I ***shall have been a teacher*** for 20 years by next May.

THE USE OF THE FUTURE PERFECT IN-THE-PAST

It is used to denote an action completed before a definite moment which was future from the point of view of the past.

I asked if he **would have reached** the place by noon.

I was sure they **would have had dinner** long before they arrived.

The Future Perfect in-the-Past is mainly used in object clauses in indirect (reported) speech.

THE PERFECT CONTINUOUS TENSE FORMS

The Perfect Continuous Tense forms are built up by means of the auxiliary verb *to be* in the corresponding perfect tenses and *Participle I* of the notional verb. There are 4 perfect continuous tense forms in English. They are:

1) The Present Perfect Continuous: *have (has) been + participle I*;

2) The Past Perfect Continuous: *had been + participle I*;

3) The Future Perfect Continuous: *shall (will) have been + participle I*;

4) The Future Perfect Continuous in-the-Past: *should (would) have been + participle I*.

He **has been teaching** for 5 years. He said he **had been teaching** for 5 years. He **will have been teaching** for about 5 years when you finish school. The girl said that she **would have been teaching** for 5 years before I finished school.

In the interrogative form the first auxiliary verb comes before the subject. In the negative form the negative particle *not* is placed after the first auxiliary verb.

She **has been reading** since morning. **Has** she **been reading** since morning?

She ***has not (hasn't) been reading*** since morning.
How long ***had*** they ***been waiting*** for you when you arrived?
He ***hadn't been waiting*** for us long when we saw him.

THE USE OF THE PRESENT PERFECT CONTINUOUS

It refers the action to the present. It has two uses: 1) The Present Perfect Continuous Inclusive, 2) The Present Perfect Continuous Exclusive.

The Present Perfect Continuous Inclusive is used to denote an action which began in the past, has been going on up to the present and is still going on. It is used with *since* (denoting starting point of the action), *for* (denoting the whole period of duration). If the conjunction *since* introduces a clause the verb in this clause is in the Past Simple.

I ***have been translating*** this article since May.
She ***has been reading*** the article for 3 hours.
He ***has been working*** in the garden since you saw him.

The Present Perfect Continuous Exclusive denotes an action which was recently in progress but is no longer going on at the present moment. *For* or *since* is not used.

Your eyes are red. You ***have been crying***.
Why are your lips red? – ***I've been eating*** blackberries.

The Present Perfect Continuous Exclusive is used to express repeated actions in the past.

- How ***have*** you ***been spending*** your money?
- I ***have been buying*** pictures.

THE USE OF THE PAST PERFECT CONTINUOUS

It refers the action to the past. It has two uses: 1) The Past Perfect Continuous Inclusive, 2) The Past Perfect Continuous Exclusive.

The Past Perfect Continuous Inclusive denotes an action which began before a definite moment in the past, continued up to that moment and was still going on at that moment. The preposition *for* is used to denote the whole period of duration. *Since* is used to indicate the starting point of the action.

We could not go out because it ***had been raining*** since early morning.

I ***had been sitting*** there for about an hour when she came.

The Past Perfect Continuous Exclusive denotes an action which began before a definite moment in the past, continued up to that past moment but which was no longer going on at that past moment. In this case *since* or *for* is not used.

Her eyes were red. She ***had been crying***.

I knew she ***had been playing*** the piano.

THE USE OF THE FUTURE PERFECT CONTINUOUS

It refers the action to the future. It is hardly ever used. It denotes an action which began before a definite moment in the future, will continue up to that moment and will still be in progress at that moment with the preposition *for*.

He ***will have been learning*** English for a year when you visit again.

We ***shall have been working*** at this problem for a month when you visit us a second time.

THE USE OF THE FUTURE PERFECT CONTINUOUS IN-THE -PAST

It refers the action to the future from the point of view of the past. It is used in object clauses in reported speech. The Future Perfect Continuous in-the-Past denotes an action lasting during a certain period before a definite moment which was future from the point of view of the past.

He said he *would have been living* in Paris for 10 years next year.

| Tense forms | Present | | Past | Future | Future in the Past | | |
|---------------------------|--------------------------|------------|---------------------------|---------------------------------------|--|-----------------------|----------------------------|
| Indefinite | I You We They | } speak | He She | } speaks | Play + ed Spoke | Shall (will) speak | Should (would) speak |
| Continuous | Am Is Are | } speaking | Was (were) speaking | Shall (will) be speaking | Should (would) be speaking | | |
| Perfect | Have (has) spoken | | Had spoken | Shall (will) have spoken | Should (would) have spoken | | |
| Perfect Continuous | Have (has) been speaking | | Had been speaking | Shall (will) have been speaking | Should (would) have been speaking | | |

THE PASSIVE VOICE

Voice is the form of the verb which shows whether the subject of the sentence acts or is acted upon. There are two voices in English – the Active Voice and the Passive Voice. The Active Voice shows that the person or thing denoted by the subject of the sentence is the doer of the action expressed by the predicate verb.

They *have come* today. Why *didn't* you *come* yesterday?

The Passive Voice shows that the person or thing denoted by the subject of the sentence is not the doer of the action. The subject is acted upon.

The letter *will be written*. I *was invited* to the birthday party.

The Passive Voice is formed by means of the auxiliary verb *to be* in the corresponding tense form and *Participle II* of the notional verb.

| Tense forms | Indefinite | Continious | Perfect |
|------------------------------------|-------------------------------|-------------------------------------|--|
| Present | am } is } invited are } | am } is } being invited are } | have (has) been invited |
| Past | was } were } invited | was } were } being invited | had been invited |
| Future | shall (will) be invited | _____ | shall (will) have been invited |
| Future in-the- Past | should (would) be invited | _____ | should (would) have been invited |

So, the Future Continuous, the Future Continuous in-the-Past and all Perfect Continuous tense forms are not used in the Passive Voice.

The interrogative form is built up by placing the (*first*) auxiliary verb before the subject of the sentence. The negative form is built up by placing the particle *not* after the (*first*) auxiliary verb.

The problem *was discussed* yesterday. *Was* the *problem* discussed yesterday? The problem *was not discussed* yesterday.

The Passive Voice can be used in the following cases:

1) without the doer of the action being mentioned. In this case the doer is unknown or unimportant.

A man *was killed* in the forest yesterday.

A lot of trees *will be planted* in this park next year.

2) with the doer of the action being mentioned. The noun or pronoun denoting the doer of the action is introduced by the preposition *by*.

This novel was written *by* a young writer.

All her youth had been poisoned *by* the thought of what she had done.

3) There are a lot of verbs in English which take two objects – a direct and an indirect object. The verbs of this kind are : *to advise, to allow, to ask, to deny, to envy, to give, to forgive, to order, to pay, to promise, to refuse, to show, to teach, to tell* and a few others. It is possible to form two passive constructions with these verbs.

They showed me an interesting book.

a) I *was shown* an interesting book.

b) An interesting book *was shown* to me by them.

4) There are a great number of verbs in English that require a prepositional object. These verbs may also be used in the Passive Voice and the preposition is placed after the verb.

These verbs are: *to speak about (of, to), to look at (after, for), to laugh at, to show at, to ask for, to depend on, to rely on* and some others.

The doctor **was sent for**.

He **was laughed at** because of his selfishness.

5) The following phraselogical units can be used in the Passive Voice : *to find fault with, to lose sight of, to make fun of, to pay attention to, to take notice of, to take care of*, etc.

The poor child **was always being found fault with**.

The discussion **was put an end to** by his sudden arrival.

6) The construction with a formal *It* as subject may also contain the passive verbs denoting mental and physical perceptions, suggestions, order, request, such as: *to say, to announce, to report, to explain, to suggest, to request, to decide, to agree, to arrange*, etc.

It **is said** that the delegation has left Baku today.

It **was announced** that the train arrived at the station.

7) Modal verbs can also be used in the Passive Voice.

All **must be done** what **can be done**. Any question **may be asked**.

THE SEQUENCE OF TENSES

The Sequence of Tenses is a certain dependence of the tense of the verb in a subordinate clause on that of the verb in the principal clause.

If the predicate in the principal clause is in one of the past tenses, a past tense (or future in-the-past) must be used in the subordinate clause. The rule is generally observed in object clauses.

He **knew** that she **was waiting** for him at home.
I **felt sure** he **would be happy**.

Note: If a present or future tense is used in the principal clause, any tense required by the sense can be used in the subordinate clause.

He **says** that he **lives** in the village.

He **says** that he **lived** in the village 2 years ago.

He **says** that he **will live** in the village next year.

There are 3 main rules.

1) The Past Simple or the Past Continuous in the subordinate clause denotes an action *simultaneous* with that of the principal clause.

The teacher **felt** that the pupils **were not listening** to him.

I **was sure** that she **was happy**.

2) The Past Perfect or the Past Perfect Continuous in the subordinate clause denotes an action *prior to* that of the principal clause.

He **knew** that she **had not had time** to read the letter.

I **thought** that she **had been reading** the novel for 3 days.

3) The Future in-the-Past tenses in the subordinate clause denotes an action *posterior to* that of the principal clause.

I **asked** if he **would have finished** his work by the time I came.

I **knew** she **would play** the piano at the evening party.

These rules are not observed in the following cases:

a) if the object clause expresses a general truth or some other rules;

The teacher **said** that the earth **goes** round the sun.

The boy **didn't know** that there **are** six continents in the world.

b) if the object clause expresses habitual, customary actions;

I *asked* at what time the train usually *starts*.
We *knew* that it seldom *snows* in Baku.

c) in dialogues, in newspaper, radio or TV reports, in political language;

The speaker *said* that the peoples of the world *want* peace.

The reporter *told* us that there *are* still a lot of men alive in the mountains.

d) in attributive clauses;

I *read* the article some days ago which you *are reading* now.

e) in adverbial clauses of a) cause, b) result, c) comparison and d) concession.

a) He *didn't go* to the cinema last night because he *will have* an exam tomorrow.

b) She *worked* so much yesterday that she *is feeling* quite weak today.

c) I *am* as happy today as you *were* twenty years ago.

d) He *insisted* on going to the library yesterday, though he *will not want* the book today.

NON-FINITE FORMS OF THE VERB (VERBALS)

The verb has finite and non-finite forms (or verbals). The verbals, unlike the finite forms of the verb do not express person, number or mood. That's why they cannot be used the predicate of the sentence. There are three verbals in English: the participle, the gerund and the infinitive.

The characteristic features of the verbals and the finite forms of the verb are as follows:

1. The finite forms of the verb have always a subject with which they agree in number and person. But the verbals do not agree with the subject in number and person.

I **begin** to sing a song.

He **begins** to sing a song.

We **began** to sing a song.

They **will begin** to sing a song.

He **has begun** to sing a song.

2. The verbals cannot be used as the predicate of a sentence. They can only be used as a part of the predicate. In this function they must always be connection with the finite forms of the verb or the modal verbs and their equivalents.

He began **laughing**. (*gerund, a part of compound verbal aspect predicate*)

You may **take** my pen. (*infinitive, a part of compound modal predicate*)

He begins **to work** at 8 o'clock every day. (*infinitive, a part of compound aspect predicate*)

The effect of his words was **terrifying**. (*participle, a part of compound nominal predicate*)

But the finite forms of the verb can be used in the function of a predicate.

When I **returned** home, my little daughter **was sweeping** the floor.

He **has** just **come** home.

I **have been teaching** at his school for 20 years.

3. Like the finite forms of the verb the verbals have tense and voice distinctions, but their tense distinctions are not absolute, but relative. The form of the verbal does not show whether the action it denotes refers to the present, past or future, it shows only whether the action expressed by the verbal is simultaneous with the action expressed by the finite forms of the verb or prior to it.

I **am glad to see** you.

He *doesn't want to be invited*.

Having written the letter, he *went to post* it.

4. All the verbals can form predicative constructions. A construction consists of two elements; a nominal (noun or pronoun) and a verbal (participle, gerund or infinitive). The verbal element stands in predicate relation to the nominal element.

He wants *me to meet* the delegation at the station.

I watched *the children playing* in the yard.

I don't mind *his coming* home.

The verbals have double nature, nominal and verbal. The participle combines the characteristics of a verb with those of an adjective, the gerund and the infinitive combine the characteristics of a verb with those of a noun.

In the sentence a verbal may occur:

1. Singly, without accompanying words;

To decide is to act.

2. In phrases, with one or several accompanying words;

Crossing the river was a hard task.

A phrase should not be confused with a predicative construction. Between the elements of a phrase there is no predicate relation. But there is predicate relation between the elements (nominal and verbal) of the predicative construction.

3. In predicative constructions;

He waited *for her to speak*.

He rely on *Mary's coming* in June.

THE INFINITIVE

The infinitive has developed from the verbal noun. It has double nature, nominal and verbal. As a noun the infinitive can be used:

- a) *As a subject* of a sentence;

To play the piano requires much patience.

To go like this was dangerous.

b) As *an object* of a sentence;

She hopes **to finish** her work in three days.

I have learned **to dance** lately.

c) As *a predicative* of a sentence;

The aim of the soldiers was **to fight** against the enemies.

The verbal characteristics of the infinitive are the followings:

a) The infinitive of transitive verbs can take *a direct object*.

I hope to see **you** here.

She helped me to carry **the heavy box**.

b) The infinitive can be modified by *an adverb*;

I can't write **quickly**.

Her aim is to speak English **fluently**.

You must handle this box **carefully**.

c) The infinitive has tense and aspect distinctions: the infinitive of transitive verbs has also voice distinctions.

In modern English the infinitive has the following forms:

| | Active | Passive |
|--------------------|-----------------------------|--------------------------|
| Indefinite | <i>To send</i> | <i>To be sent</i> |
| Continuous | <i>To be sending</i> | ----- |
| Perfect | <i>To have sent</i> | <i>To have been sent</i> |
| Perfect Continuous | <i>To have been sending</i> | ----- |

The Indefinite Infinitive expresses an action simultaneous with the action expressed by the finite form of the verb.

The boy had many toys **to play with**.

He doesn't want **to be invited**.

I expect **to go** there tomorrow.

He intends **to learn** English.

The Continuous Infinitive also denotes an action simultaneous with that expressed by the finite form of the verb, but it is an action in progress.

I know her **to be studying** English.

They happened, at the moment **to be standing** near a small house.

The Perfect Infinitive denotes an action prior to an action expressed by the finite form of a verb.

I am glad **to have seen** you again.

I am very glad **to have taken** your advice.

Maggie was very sorry **to have forgotten** to feed the rabbits.

After past tense of verbs expressing *hope, expectation, intention* the perfect infinitive is used to indicate that the action was not carried out.

He *hoped* **to have come**.

I quite *expected* you **to have been here** before six o'clock.

The Perfect Continuous Infinitive denotes an action which lasted a certain time before the action of the finite verb.

I know her **to have been studying** English for 2 years.

For about 10 days we seemed **to have been living** on nothing but cold meat, cake and bread and jam.

The infinitive of transitive verbs has special forms for the active and passive voice.

It is so glorious **to love** and **to be loved**.

In sentences with the construction **there is** the infinitive of some verbs can be active or passive without any change in the meaning.

There is no time **to lose**.

There is no time **to be lost**.

THE USE OF THE INFINITIVE WITHOUT THE PARTICLE "TO" (THE BARE INFINITIVE)

In modern English the infinitive is chiefly used with the particle *to*. But there are cases when the bare infinitive (the infinitive without *to*) is used. They are as follows:

1. After *auxiliary verbs*;

I don't **understand** the meaning of this word.
We shall **go** there at once.

2. After *modal verbs* except the verb **ought**;

I can **explain** it to you.
If one cannot **have** what one loves, one must
love what one has.

but: You ought **to be quiet** at the classroom.

3. After verbs denoting sense perception, such as *to hear, to see, to feel*, etc.

I felt my heart **jump**.

He heard her **open** the door and **go out**.

Note: the verb *to be* after the verb *to feel* is used with the particle *to*.

I felt this **to be true**.

4. After the verb *to let*;

Let us **go** upstairs.

Let him **play chess**.

Let the children **go for a walk**.

5. After the verb *to make* and *to have* in the meaning of *мәcbур етмәк – заставлять*;

What makes you **think** so?

I had them **take** my luggage.

The verb *to have* in the meaning of *qoymaq, icazə vermək – допускать* is chiefly used after the modal verbs *will* and *would* in negative sentences.

I **will not have** you **call** Daniel any more.

I **would not have** you **think** that I am selfish.

6. After the verb *to know* when its meaning approaches that of *to see, to observe*;

I **have** never **known** her **weep** before.

In this case, however, the particle *to* is sometimes used:

I **have** never **known** her **to weep**.

Note: after the verbs *to hear, to see, to make, to know* in the Passive Voice the **to – infinitive** is used:

He was heard **to mention** your name several times.

The child was made **to obey**.

They were seen **to leave** the house early in the morning.

7. After the verb *to bid*;

I bowed and waited, thinking she would bid me **take a seat**.

8. After the expressions *had better, would rather, would sooner, cannot but, nothing but, cannot choose but*;

You had better **go to bed** and **leave** the patient to me.

I would rather not **speak** upon the subject.

I would sooner **die** here, at your feet than see you married to such a one as that.

There was nothing left for him to do but **watch** and **wait**.

I looked long at that picture, and could not choose but **look**.

9. In sentences of a special type beginning with *why*.

Why not **come** and **talk** to her yourself?

The particle *to* is often used without the infinitive if it is easily understood from the context.

They could not wait for him even they wanted **to**.

The particle *to* may be separated from the infinitive by an adverb; this is called ***split infinitive***. It is hardly ever used in colloquial English.

He was unable *to* long ***keep silence***.

It would take ages *to* really ***master*** this subject.

THE FUNCTIONS OF THE INFINITIVE IN THE SENTENCE

The infinitive can be used in different syntactic functions, a single infinitive occurs, but seldom. In most cases we find an infinitive phrase, i.e. infinitive with one or several accompanying words.

1. The infinitive as *a subject*;

To talk of the past days makes me cheerful.

To influence a person is to give him one's own thoughts.

To visit her was all that I desired.

The infinitive as a subject sometimes precedes the predicate, but there are cases when it follows the predicate. In this case the sentence opens with the introductory *it*, which serves as an introductory subject. The introductory *it* is not translated into Azerbaijani and Russian.

It is useless ***to discuss*** the question.

It was pleasant ***to be driving*** a car again.

It is important ***to work out*** all the details.

2. The infinitive as *a predicative*;

My aim is ***to help*** her.

His greatest wish was ***to tell*** her everything.

3. The infinitive as *a part of compound verbal predicate*;

- a) With modal verbs, modal expressions and verbs expressing modality the infinitive form a part of a compound verbal modal predicate.

We must not **leave** him by himself any longer.
The train was **to leave** at midnight.
I intend **to lead** a better life in the future.
A wife should **obey** her husband.
The child tried **to open** the door, but couldn't
open.

- b) With verbs denoting the beginning, duration or end of the action the infinitive forms *a part of a compound verbal aspect predicate*.

She continued **to interfere** with my work.
He used **to tell** us of his adventures.
Before daylight it started **to drizzle**.

4. The infinitive as *an object*;

In the kindergarten children are taught **to dance**.
I have forgotten **to prepare** my lessons.
He asked me **to walk in**.

The infinitive used as an object can be preceded by the introductory object **it**. The introductory **it** is not translated into Azerbaijani and Russian.

I found **it** impossible **to go there** at once.
He made **it** a point **to call** her by her first name.
He had made **it** a rule **to get up** at sunrise.

After the verbs *to allow, to order, to ask, to beg, to request, to teach, to instruct* we often find two objects, one of which is expressed by an infinitive.

After waiting some time, he ordered the cabman **to drive back** to her lodgings.
He asked me **to walk in**.
Does he teach you **to read** and **to write**?

5. The infinitive as *a part of a complex object*;

I never saw you **act** this way before.

6. The infinitive as *an attribute*;

In English as an attribute the infinitive modifies both *abstract* and *class nouns*, *indefinite and negative pronouns*, *ordinal numerals* and the adjective *last*.

I have not had time **to examine** this room yet.
Have you anything **to add** what you have already said?

He has nobody **to say** a kind word to him.

He was the first man **to learn** the happy news.

We had a number of problems **to solve**.

7. The infinitive as *an adverbial modifier*;

- a) An adverbial modifier *of purpose*. In this case the infinitive can be introduced by *in order* and *so as*.

They stopped **to buy** a newspaper.

We'll stay after the lecture **to repeat** the grammar rules.

I moved a little **to see** it better.

Soames put on his coat **so as not to be cold**.

I think you must work hard **in order to improve** your English.

- b) An adverbial modifier *of result*.

This chiefly occurs after adjectives modified by the adverbs *enough* and *too*.

He is man enough **to tell the truth**.

I was too tired **to continue** my work.

I was too busy **to see** anyone.

- c) An adverbial modifier *of comparison (manner)*. In this function it is introduced by the conjunctions *as if*, *as though* or *than*.

She nervously moved her hand towards his lips **as if to stop** him.

To promise is easier **than to keep** it.

- d) An adverbial modifier *of attendant circumstances*.

She was driven away, **never to visit his neighborhood**.

8. The infinitive as *parenthesis*.

To speak the truth, I have always been happy.

To cut a long story short, I don't want to go there.

PREDICATIVE CONSTRUCTIONS WITH THE INFINITIVE

In Modern English we find the following predicative constructions with the infinitive:

1. The Objective-with-the-Infinitive Construction;
2. The Subjective Infinitive Construction;
3. The for-to Infinitive Construction.

The Objective-with-the-Infinitive Construction

The Objective-with-the-Infinitive Construction is a construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the objective case. In the sentence this construction has the function of a complex object.

He's a wonderful teacher and I've never seen *him lose his temper*.

I saw *Ann enter* the room.

The Objective-with-the-Infinitive Construction is used:

1. After verbs denoting *sense perception*, such as *to hear, to see, to watch, to observe, to notice, to feel*, etc.

I heard *him speak* in the next room.

I felt the *blood rush* into my cheeks, and then *leave* them again.

After verbs denoting sense perception only the Indefinite Infinitive Active is used. If the meaning is passive we use Participle II.

I saw *the fire* slowly *conquered*.

If a process is expressed Participle I Indefinite Active is used.

He saw **him coming**.

2. After verbs denoting *mental activity*, such as *to know, to think, to consider, to believe, to suppose, to expect, to imagine, to find, to trust*, etc.

We knew **him to be a clever man**.

Do you imagine **him to be able to work** out this plan?

I don't expect **this fine weather to continue**.

I didn't mean **you to hear** what I said.

3. After the verbs of *declaring: to pronounce, to declare, to report*, etc.

The surgeon pronounced **the wound to be a slight one**.

She declared **him to be the most disobedient child** in class.

4. After the verbs denoting *wish and intention: to want, to wish, to desire, to mean, to intend, to choose* (in the meaning of *istamək - хотеть*)

I want **you to come** as soon as possible.

I don't choose **you to go** by yourself to the hotel.

She desired **me to follow** her upstairs.

5. After verbs and expressions denoting *feeling and emotion: to like, to dislike, to love, to hate, cannot bear*, etc.

You know I hate **you to talk** about that.

I cannot bear **you to speak** of that.

6. After the verbs denoting *order and permission: to order, to allow, to suffer, to have*, etc.

He ordered **the boy to be put** on the bed.

The teacher ordered **the room to be aired**.

I won't suffer **this barrow to be moved** another step.

7. After the verbs denoting *compulsion*: *to make, to cause, to get, to have* (in the meaning of *məcbur etmək - заставлять*).

The noise caused **her to awake**.

She caused **a telegram to be sent** to him.

I cannot get **her to finish** her lessons.

Couldn't you get **him to come** in the afternoon?

The Subjective Infinitive Construction

The Subjective Infinitive Construction is a construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the nominative case, in the sentence this construction has the function of a complex subject.

They were seen **to work** in the garden.

He is said **to be a good chap**.

Kate was always made **to wash** the brushes.

The peculiarity of this construction is that it is used with the following group of verbs in the Passive Voice.

1. With the verbs denoting *sense perception*: *to see, to hear, etc.*

The car was seen **to disappear** in the distance.

Somebody was heard **to cry** in the forest.

He was felt **to have a high temperature**.

2. With the verbs denoting *mental activity*: *to think, to consider, to know, to expect, to believe, etc.*

He was known **to be a young man** without fortune.

Tom was considered **to be an honest man**.

3. With the verbs: *to make, to order, to allow, to permit, to command, to force, to intend, etc.*

The child was forced **to eat**.

We were ordered **to be ready at 6 o'clock**.

They were allowed **to enter the garden**.

Kate was made **to put on her clothes**.

4. With the verbs: *to say* and *to report*.

He is said **to be one of the most popular doctors** in the city.

The driver is reported **to come early** in the morning.

5. With the word groups: *to be likely*, *to be sure*, *to be certain*.

He is sure **to marry her**.

I should think *he* is likely **to stay** a week or more.

6. The Subjective Infinitive Construction is used with the following pairs of synonyms and the predicate of the sentence is used in the Active Voice: *to seem* and *to appear*; *to happen* and *to chance*; *to prove* and *to turn out*.

He appears **to be very young**.

The exercise turned out **to be very difficult**.

The task proved **to be easier**.

The for-to Infinitive Construction

The for-to Infinitive Construction is a construction in which the infinitive is in predicate relation to a noun or a pronoun preceded by the preposition *for*.

It is necessary **for us to start** immediately.

This construction can have different syntactic functions in the sentence. It can be:

1. *Complex subject* (often with the introductory *it*)

For me to ask would be treason, and **for me to be told** would be treason.

I sometimes think it is a shame **for people to spend** so much money this way.

2. *Complex predicative*

This was **for him to find out**.
The main thing is **for us to get** all the details.
What we want is **for you to understand** the matter clearly.

3. *Complex object*

He waited **for her to speak**.
He asked **for the papers to be brought**.
I am sorry **for you to think** that.

4. *Complex attribute*

There was really nothing **for him to do** but what he had done.
Here are some books **for you to read**.

5. *Complex adverbial modifier;*

a) *of purpose*

He stepped aside **for me to pass**.
Call me up **for me not to be late**.
I took a taxi **for her not to walk** to the station.

b) *of result*

He spoke loud enough **for you to hear**.
The problem was too difficult **for the boy to solve**.
The desk was high enough **for him to rest** his elbows on the edge of it.

THE GERUND

The gerund developed from the verbal noun. The gerund is formed by adding the suffix **-ing** to the stem of the verb, and coincides in the form with Participle I.

As a result of its origin and development the gerund has nominal and verbal properties. The nominal characteristics of the gerund are as follows:

1. The gerund can perform the function of *subject*, *object* and *predicative*.

Crossing the jungle was very difficult.

I like ***making people happy***.

I looked at the cigar and remembered that I'd given up ***smoking***.

The duty of all progressive mankind is ***fighting for peace***.

2. The gerund can be preceded by a *preposition*.

That doesn't prevent me ***from loving*** you.

I am very, very tired ***of rowing***.

At least we succeeded ***in getting*** tickets.

3. Like a noun the gerund can be modified by *a noun in the possessive case* or by *a possessive pronoun*.

He insisted on ***Sona's going*** there.

Is there any objection to ***my seeing*** her?

The verbal characteristics of the gerund are the same as those of the participle.

1. The gerund of transitive verbs can take *a direct object*.

I had made a good progress in ***understanding*** and ***speaking their language***.

I don't mind ***mentioning it*** to you.

2. The gerund can be modified by *an adverb*.

She burst out ***crying bitterly***.

After ***crossing*** the river ***rapidly*** we hid in the forest.

3. The gerund has tense distinctions: the gerund of transitive verbs has also voice distinctions. The forms of the gerund in Modern English are as follows.

| | Active | Passive |
|------------|----------------------|---------------------------|
| Indefinite | <i>speaking</i> | <i>being spoken</i> |
| Perfect | <i>having spoken</i> | <i>having been spoken</i> |

The Indefinite Gerund Active and Passive denotes an action *simultaneous* with the action expressed by the finite verb.

She told me of his **living** in Ganja.

You don't mind my **smoking**.

He liked neither **reading** aloud nor **being read** aloud to.

The Perfect Gerund denotes an action *prior to* that of the finite verb.

She told me of his **having lived** in Ganja.

He denies **having spoken** to him.

After having finished their lessons, the boys began to play football.

In some cases we find Indefinite Gerund after the verbs *to remember, to excuse, to forgive, to thank* and after the prepositions *on (upon), after* and *without* to denote prior action.

I don't remember **hearing** the legend before.

You must excuse my not **answering** you before.

After **walking** about ten yards, he found the hat among the leaves.

The Perfect Gerund may also be used after the above mentioned verbs and prepositions.

He didn't remember **having been** in that room.

After the verbs *to want, to need, to deserve, to require* and the adjective *worth* the gerund is used in the active form, though it is passive in meaning.

The child deserves **praising**.

The film was not worth **watching**.

He realized that his room needed **painting**.

THE FUNCTIONS OF THE GERUND

The gerund may be used in some syntactic functions. A single gerund occurs but seldom, in most cases we find a gerundial phrase or a gerundial construction.

1. The gerund as *a subject* (sometimes with the introductory *it*)

Talking mends no holes.

Learning rules without examples is useless.

It is no use **talking** like that to me.

2. The gerund as *a predicative*

Our aim is **building** a new society.

The only remedy for such a headache as mine is **going** to bed.

3. The gerund as *a part of compound verbal predicate*

- a) With verbs and verbal phrases denoting modality the gerund forms *part of a compound verbal modal predicate*.

He could not help **admiring her**.

We intended **going** to London.

- b) With verbs denoting the beginning, the duration or the end of an action the gerund forms *part of a compound verbal aspect predicate*.

She began **sobbing** and **weeping**.

We continued **watching** the match.

In the night it started **raining**.

4. The gerund as *an object*

I remember **descending** that hill at twilight.

Oh, I'm tired **of sitting**.

I enjoy **listening** to music.

5. The gerund as a part of *complex object*

Do you mind **his coming** here?

6. The gerund as *an attribute*. In this function the gerund is always preceded by a preposition.

I don't like your method **of teaching** us.

We like the idea **of going** there for your summer holidays.

He was born with the gift **of winning hearts**.

7. The gerund as *an adverbial modifier*. In this function the gerund is always preceded by a preposition.

a) As an adverbial modifier of *time* the gerund is preceded by the prepositions *after, before, on (upon), in* or *at*.

After leaving her umbrella in the hall, she entered the living room.

Ann turned **at hearing** her footsteps.

b) As an adverbial modifier of *manner* the gerund is used with the prepositions *by, in* or *without*.

She startled her father **by bursting** into tears.

The day was spent **in packing**.

c) As an adverbial modifier of *attendant circumstances* the gerund is preceded by the preposition *without*.

She was not brilliant, not active but rather peaceful **without knowing** it.

d) As an adverbial modifier of *purpose* the gerund is chiefly used with the preposition *for*.

I bought this book **for reading**.

e) As an adverbial modifier of *condition* with the preposition *without*.

He has no right to come bothering you **without being invited**.

f) As an adverbial modifier of *cause* with the prepositions *for, for fear of, owing to*.

I feel better myself **for having spent** a good deal of my time abroad.

I could not speak **for laughing**.

- g) As an adverbial modifier of *concession* with the preposition *in spite of*.

In spite of being busy, he did all he could to help her.

GERUNDIAL CONSTRUCTION

Like all the verbals the gerund can form predicative construction. Gerundial Construction is a construction in which the verbal element expressed by the gerund is in predicate relation to the nominal element expressed by a noun or a pronoun.

I don't like ***your going off*** without any money.

The nominal element of the construction can be expressed in different ways:

1. If it denotes living being it may be expressed;
 - a) by a noun in the genitive case or by a possessive pronoun.

Do you mind ***my smoking?***

The girl's coming surprised everybody.

- b) by a noun in the common case

It ended in ***William finding*** the hall.

I object ***to Mary and Jane going*** out on such a windy day.

Occasionally the nominal element of the construction is expressed by a pronoun in the objective case.

I hope you will forgive ***me disturbing*** you.

Excuse ***me rushing*** in like this.

2. If the nominal element of the construction denotes a lifeless thing, it is expressed by a noun in the common case or by a possessive pronoun.

I knew nothing about the ***window being open***.

I said something about ***my clock being slow***.

He spoke of the room and ***of its being ready*** for me.

3. The nominal element of the construction can also be expressed by a pronoun which has no case distinctions; such as *all, this, that, both, each, something*, etc.

I insist ***on both of them coming*** in time.

He was conscious ***of something deep and private stirring*** within himself.

The gerundial construction may have the following syntactical functions in the sentence.

1. *Complex subject* (sometimes with the introductory *it*)

Your going there is useless.

It was useless ***your going*** there.

2. *Complex object* (direct or prepositional)

Do you mind ***my sitting*** there?

I rely ***on Mary's coming*** in time.

3. *Complex predicative*

What annoyed me most of all was ***his accepting*** the proposal.

4. *Complex attribute*

I don't like the idea ***of your leaving*** here.

5. *Complex adverbial modifier of*

- a) *time*

Don't forget to bring the book ***before your leaving*** for Moscow.

- b) *cause*

We postponed the meeting ***because of our teacher's being ill***.

- c) *condition*

I remember in school days he couldn't answer the teacher's question ***without my prompting*** him.

- d) *purpose*

I brought this book ***for your reading***.

e) *attendant circumstances*

“You can’t have a war,” said Douglas,
“***without someone getting hurt.***”

f) *concession*

In spite of his being a rich one, he refused to pay for the present.

THE USE OF THE GERUND

In Modern English the gerund is widely used and often competes with the infinitive. In the following cases only gerund is used:

1. With the verbs and verbal phrases: *to avoid, to burst out, to deny, to enjoy, to excuse, to fancy* (in imperative sentences), *to finish, to forgive, to give up, to go on, to keep on, to leave off, to mind, to postpone, to put off, cannot help*, etc.

She burst out ***crying.***

She denied ***having said*** that word.

They went on ***talking*** nonsense.

Do you mind my ***opening*** the door?

He couldn’t help ***smiling.***

Would you mind ***waiting*** a week or two?

2. With the following verbs and verbal phrases the gerund is used with a preposition: *to accuse of, to agree to, to approve of, to complain of, to depend on, to insist on, to look like, to object to, to persist in, to prevent from, to rely on, to speak of, to succeed in, to suspect of, to thank for, to think of, to look forward to*, etc.

All the happiness of my life depends on your ***loving me.***

It looks like ***raining.***

I rushed out to prevent her from ***seeing*** this dreadful sight.

I really thank you heartily for **taking** all this trouble.

You may rely on his **doing** this work.

We were looking forward to our aunt's **coming back**.

3. With the following predicative word-groups: *to be aware of, to be busy in, to be capable of, to be proud of, to be pleased at, to be sure of, to be surprised at, to be worth (while), etc.*

She was not pleased at my **coming**.

Are you sure of those words **referring** to my mother?

The film was worth **watching**.

THE GERUND AND THE INFINITIVE

With a number of verbs and word-groups both the gerund and the infinitive may be used. The most important of them are: *to be afraid, to begin, to cease, to continue, can (cannot) afford, to fear, to forget, to hate, to intend, to like (dislike), to prefer, to remember, to start, to stop, etc.*

The young man began **turning over** the pages of a book.

At length she began **to speak** softly.

She continued **standing** near the piano.

She continued **to look** at him.

With some verbs and word-groups, such as *to be afraid, to forget, to hate, to like (dislike), to prefer* the infinitive is mostly used with reference to a special occasion, the gerund being more appropriate to a general statement.

The child was not afraid **of remaining alone**, but he was afraid **to remain alone** on such a stormy night.

Gwendolen answered rather pettishly, and her mamma was afraid **to say more**.

Don't forget **shutting** the windows when you leave home.

Don't forget **to shut** the window when you leave home, it is very windy today.

I don't like **interrupting** people.

I don't like **to interrupt** him, he seems very busy.

The verbs *to regret*, *to remember* are used with a gerund when the action expressed by the gerund is the earlier action.

I regret **spending** so much money.

I remember **seeing** the book in many bookshops.

When the verbs *to regret*, *to remember* themselves express earlier action they are followed by an infinitive.

I regret **to say** that you have failed your exam.

Remember **to buy** the book.

With the verb *to stop* the infinitive and the gerund have different syntactical functions. The gerund forms a part of a compound verbal aspect predicate.

They stopped **talking** when he came in.

The infinitive has the function of an adverbial modifier of purpose.

She stopped **to exchange** a few words with a neighbour.

It needs, *requires*, *wants* can be followed either by the gerund or by the infinitive. But the gerund is used in the active, the infinitive in the passive form.

The grass needs **cutting**.

The grass needs **to be cut**.

THE GERUND AND THE VERBAL NOUN

The gerund should not be confused with the verbal noun, which has the same suffix *-ing*. The main differences between the gerund and the verbal noun are as follows:

1. *The gerund has a double character – nominal and verbal.*

2. *The gerund is not used with articles.*

3. *The gerund has no plural form.*

4. *The gerund of transitive verb takes a direct object.*

*“Go on **reading the text**” – said the teacher.*

5. *The gerund may be modified by an adverb.*

*She began **crying silently**.*

The verbal noun has only a nominal character.

The verbal noun may be used with articles.

*We have **a feeling** that they are looking at us.*

*Have you done **the dusting**?*

The verbal noun may be used in the plural.

*There are a lot of **bulidings** in our city.*

*We must keep the **surroundings** tidy.*

*The verbal noun can not take a direct object; it takes a prepositional object with the preposition **of**.*

***The reading of the article** took him only a few minutes.*

The verbal noun may be modified by an adjective.

*He returned home after a year’s absense, it was **a happy meeting**.*

THE PARTICIPLE

The participle is a non-finite form of the verb which has verbal, adverbial and adjectival characters.

There are two participles in English – *Participle I* and *Participle II*, traditionally called the Present Participle and Past Participle.

Participle I is formed by adding the suffix – **ing** to the verb.

to give – giving *to lie – lying* *to tie – tying*
to travel – travelling *to die – dying* *to study – studying*

Participle II of the regular verbs is formed by adding –**ed** to the verbs, but Participle II of the irregular verbs is formed by changing the root vowel.

As has already been mentioned, the participle has a verbal and adjectival or adverbial characters. Its adjectival or adverbial character is manifested in its functions, those of attribute or adverbial modifier.

The **written** letter is in my bag.

The **rising** sun was hidden by the clouds.

Hearing a noise we stopped talking.

Note: Some participles have lost verbality altogether and have become adjectives: *interesting, charming, distinguished, furnished.*

The verbal characteristics of the participle are as follows:

1. Participle I of the transitive verbs can take *a direct object*.

Opening the letter he saw his sister.

2. Participle I and Participle II can be modified by *an adverb*.

Laughing loudly she entered the room.

Deeply affected, Pavel stood up and left the room.

3. Participle I has tense distinctions, Participle I of the transitive verbs has also voice distinctions.

| | Active | Passive |
|------------|-----------------------|----------------------------|
| Indefinite | <i>writing</i> | <i>being written</i> |
| Perfect | <i>having written</i> | <i>having been written</i> |

Like the tense distinctions of all the verbals, those of the participle are not absolute but relative.

Participle I Indefinite Active and Passive denotes an action taking place at the same time of the action of the main verb.

He looked at the carpet *while waiting* for the answer.

Being written in pencil the letter was difficult to read.

Participle I Perfect Active and Passive denotes an action taking place before the action of the main verb.

Having written the letter I went to post it.

Having been written long ago the manuscript was illegible.

Sometimes Participle I Indefinite is used with the following verbs of sense perception and motion even when priority is meant: *to see, to hear, to come, to arrive, to look, to turn* and some others.

Hearing a footstep below he rose, went to the top of the stairs.

Participle II has no tense distinctions; it has only one form which can express both an action simultaneous with and prior to the action expressed by the finite verb.

Participle II of transitive verbs is passive in English.

Give me some words *written* with a final y in English.

Participle II of intransitive verbs has no passive meaning, it is used only in compound tense forms and has no independent function in the sentence.

We *have* already *been* to London.

THE FUNCTIONS OF THE PARTICIPLE

Participle may have different syntactic functions.

1. Participle as *an attribute*. In the function of an attribute participle can be in pre-position and in post-position, i.e it can precede the noun it modifies or follow it.

The fence ***surrounding*** the garden is newly painted.

A ***rising*** wind terrified us.

He answered through the ***locked*** door.

There are many mistakes ***made*** by our students.

In many cases an attribute expressed by Participle I is detached, i.e it acquires a certain independence in the sentence, the connection between the attribute and the word it modifies is loose. A detached attribute is usually separated by a comma.

It was a bright Sunday morning of early summer, ***promising heat***.

Participle I Perfect Active and Passive is not used attributively.

1. Participle as *an adverbial modifier*. In this function participle is preceded by the conjunctions *when, while, as, till, until, if, as if, as though, though*, etc.

a) *of time*

Having prepared my lessons I went to school.

When questioned she answered that she was anxious about her brother-in-law.

b) *of cause*

I am going to Rome, ***having friends there***.

Not having understood the explanation of the new grammar material it was difficult to do exercises at home.

c) *of manner and attendant circumstances*.

He looked up ***smiling***.

She was silent, ***again looking at her hands.***

It is not always easy to discriminate between an adverbial modifier and attendant circumstances.

d) *of comparison*

He was still silent ***as though waiting*** for a further question from me.

They worked ***as ordered.***

She stood silent ***as if lost*** in surprise.

e) *of condition*

They were looking for the documents. ***If lost*** he wouldn't be able to prove his innocence.

f) *of concession*. In this function only Participle II is used.

The man left the room ***though displeased.***

2. As a *predicative*

The effect of his words was ***terrifying.***

The plate is ***broken.***

These flowers are ***faded.***

3. As a part of a *complex object*

I saw ***that man talking*** to you on the stairs.

I have found ***her changed.***

4. Participle phrase as *parenthesis*

Generally speaking, I don't like boys.

PREDICATIVE CONSTRUCTIONS WITH THE PARTICIPLE

In modern English we find the following predicative constructions with the participle.

1. The Objective Participial Construction
2. The Subjective Participial Construction
3. The Nominative Absolute Participial Construction
4. The Prepositional Absolute Participial Construction

The Objective Participial Construction

The Objective Participial Construction is a construction in which the participle is in predicate relation to a noun in the common case or a pronoun in the objective case.

I watched ***the children (them) playing*** in the yard.

In the Objective Participial Construction Participle I Indefinite Active or Passive or Participle II is used. In the sentence this construction has the function of a complex object. This construction may be found:

- a) after verbs denoting *sense perception*, such as *to see, to hear, to feel, to find*, etc.

She heard ***the door closing***.

She could feel ***her hands trembling***.

- b) after some verbs of *mental activity*: *to consider, to understand*, etc.

He considered ***himself engaged*** to her.

- c) after verbs denoting *wish*, such as *to want, to wish, to desire*. In this case only Participle II is used.

The governor wants ***it done*** quick.

He wanted ***the letter written*** at once.

- d) after the verbs *to have* and *to get*. After these verbs only Participle II is used. In this case the Objective Participial Construction shows that the action expressed by the participle is performed at the request of the person denoted by the subject of the sentence.

I had ***some books brought***.

I had ***my coat shortened***.

You can get ***your clothes made*** in Europe.

In the interrogative and negative sentences the auxiliary verb *to do* is used.

Why ***don't*** you have ***your hair washed***?

The Subjective Participial Construction

The Subjective Participial Construction is a construction in which the participle is in predicate relation to a noun in the common case or a pronoun in the nominative case. This construction is used in the function of complex subject.

They were heard ***talking*** together.

She was seen ***writing*** something in the parlour.

This construction is chiefly used after verbs of sense perception.

The horse was seen ***descending the hill***.

After other verbs, such as, the verbs of mental activity: *to consider, to understand, to mean, to know, to expect, to believe* and the verb *to make*, etc. we find out the Subjective Infinitive Construction.

He was known ***to be a famous actor*** in the village.

He was made ***to leave the room***.

The Nominative Absolute Participial Construction

The Nominative Absolute Participial Construction is a construction in which the participle stands in predicate relation to a noun in the common case or a pronoun in the nominative case. The noun or pronoun is not the subject of the sentence.

The door of the room being open, we looked in.

In the Nominative Absolute Participial Construction Participle I or Participle II is used. It is used in the function of an adverbial modifier. It can be an adverbial modifier

a) of time

The question being settled, we went home.

The meeting having finished, we left the hall.

The work having been done, the workers set off with light hearts.

This duty completed, we had three months' leave.

b) *of cause*

The train coming in a minute later, the two brothers parted.

A knock had come to the door, and ***there being nobody else to answer it***, Clara went out.

c) *of condition* (with verbs *permitting, failing*)

Weather permitting, we shall start tomorrow.

Conciliation failing, force remains, but ***force failing***, no further hope of conciliation is left.

d) *of attendant circumstances*

He turned and went, ***we following him***.

Men, ***their caps pulled down***, passed by.

The Nominative Absolute Participial Construction is separated with the other parts of the sentence by comma.

The Prepositional Absolute Participial Construction

The Nominative Absolute Participial Construction may be introduced by the preposition *with* and this is called the Prepositional Absolute Participial Construction. It is in most cases used in the function of an adverbial modifier of attendant circumstances.

The daughter sat quite silent and still, ***with her eyes fixed on the ground***.

They were walking again, ***with Hugh calmly drawing at his pipe***.

Absolute Constructions without a Participle

There are two types of absolute constructions in which we find no participle. The second element of the construction is an adjective, a prepositional phrase or an adverb.

The Nominative Absolute Construction is used in the function of an adverbial modifier of time or attendant circumstances.

Breakfast over, he went his counting house.
Manston went homeward alone, *his heart full of strange emotion*.

The Prepositional Absolute Construction. Sometimes the Nominative Absolute Construction is introduced by the preposition *with* and it is called the Prepositional Absolute Construction. It is mostly used in the function of an adverbial modifier of attendant circumstances.

I found him ready, and waiting for me, *with his stick in his hand*.
Sikes, *with Oliver's hand still in his*, softly approached the low porch.

The Nominative Absolute Construction and the Prepositional Absolute Construction are separated from the rest of the sentence by a comma or a semicolon.

MODAL VERBS

Modal verbs are used to show the speaker's attitude toward the action or state indicated by the infinitive. They show that the action indicated by the infinitive is considered as possible, impossible, probable, improbable, obligatory, necessary, advisable, doubtful or uncertain, etc. The modal verbs are: *can (could), may (might), must, should, ought, shall, will, would, need, dare*. The modal expressions *to be + infinitive* and *to have + infinitive* also belong here. Modal verbs in combination with different forms of the infinitive form the Compound Verbal Modal Predicate. Modal verbs are also called defective verbs, as they lack verbals and analytical

forms (*compound tenses, analytical forms of the Subjunctive Mood, the Passive Voice*). They have the following peculiarities:

1. They do not take *-s (-es)* in the third person singular in the Present Simple.
2. All of them (except *ought*) are followed by the infinitive without the particle *to*.
3. *Must, should* and *ought to* have only one tense form, the present tense.
4. All of them form the negative and the interrogative form without the auxiliary verb *to do*.
5. All the modal verbs have two negative forms – a full one and a contracted one:

Should not – shouldn't

May not – mayn't

Must not – mustn't

Need not – needn't

Dare not – daren't

Shall not – shan't

Will not – won't

Cannot – can't

6. They cannot be used as the Predicate, but can be used a part of Compound Verbal Modal Predicate.

CAN

Can has two tenses: *can* – for the Present tense; *could* – for the Past tense and for the Subjunctive Mood. All the other tense forms may also be expressed by the modal expression *to be able to*.

Can has the following meanings:

1. *Ability* – followed by the Indefinite Infinitive

a) *Physical ability*

I *can lift* this box.

He *couldn't walk* much.

b) *Mental ability*

I *can learn* this text by heart.

The child *could read* when he was 6.

Note: Sometimes *to manage* + *Infinitive* or *to succeed* + *Gerund* or *was able to* is used to express the realization of the action, if the action was carried out in the past.

He ***managed to settle*** the problem.

He ***succeeded in settling*** the problem.

If the action wasn't realized in the past, it is expressed with the help of *to fail* or *to manage* and *succeed* in the negative form.

He ***failed to settle*** the problem.

He ***didn't manage to settle*** the problem.

2. *Possibility* – only the Indefinite Infinitive is used.

a) *Due to the circumstances*

Where ***can*** I ***have*** a cup of tea?

You ***can take*** the book after I have read it.

b) *Due to the existing laws*

The children ***can't play*** football in the street.

Every citizen ***can get*** education in our country.

3. *Permission* and *request* – Indefinite Infinitive is used in affirmative and in interrogative sentences.

You ***can take*** my book. (*permission*)

Can I ***take*** it? (*request*)

4. *Prohibition* – in negative sentences followed by the Indefinite Infinitive

You ***can't take*** my book.

You ***can't cross*** the street here.

5. *Doubt, uncertainty, astonishment*. In this meaning it is used in interrogative and negative sentences followed by all forms of the infinitive.

In interrogative sentences it is translated as *yəni* – *разве, неужели* in negative sentences *ola bilməz ki, necə ola bilər ki* – *не может быть*.

If the action refers to the present *can* (*could*) is followed by Indefinite or Continuous Infinitive.

If the action refers to the past it is followed by the Perfect or Perfect Continuous Infinitive.

Can he **read** a book every day? – *Yəni o hər gün kitab oxuyur?*- Неужели он читает книгу каждый день?

Can he **be reading** a book now? – *Yəni o indi kitab oxuyur?*- Неужели (Может ли быть, что) она сейчас читает книгу?

Can he **have already read** a book? – *Yəni o artıq kitabı oxuyub?*- Неужели он уже прочёл книгу?

Can he **have been reading** a book for two days? – *Yəni o iki gündür ki, kitab oxuyur?*- Неужели он читает книгу два дня?

He **can't read** a book every day. – *Ola bilməz ki, o hər gün kitab oxusun.*- Не может быть, чтобы он каждый день читает книгу.

He **can't be reading** a book now. – *Ola bilməz ki, o indi kitab oxusun.*- Не может быть, чтобы он сейчас читает книгу.

He **can't have already read** a book. – *Ola bilməz ki, o artıq kitabı oxumuş olsun.*- Не может быть, чтобы он уже прочёл книгу.

He **can't have been reading** a book for two days. – *Ola bilməz ki, o, kitabı iki gündür ki oxuyur.*- Не может быть, чтобы он читает книгу уже два дня.

Note: Here *can* and *could* may substitute each other, but *can* is a bit stronger than *could*.

Sometimes the interrogative sentence may begin with *Can it be that ...* and negative sentence with *It can't be that ...*

Can it be that he has forgotten about the meeting? = **Can** he **have forgotten** about the meeting?

It can't be that he is busy now. = He **can't be busy** now.

6. *Reproach*. Only *could* is used and interchangeable with *might* in this case. It is combined with the Perfect Infinitive.

You ***could (might) have warned*** me before. –
Sən tənə əvvəlcədən xəbərdar edə bilərdin. –
Ты мог бы меня заранее предупредить.

7. *Polite request*. Only *could* is used in this meaning.

Could you ***open*** the door, please.

Note: *Could* is used in subjunctive mood in the meaning of ability or possibility.

If you had asked me, I ***could have done*** it for you.

I wish you ***could give*** me your book.

Sometimes there are two negations in the sentence. At that time one of them is expressed by the verb *to fail*.

He ***can't (couldn't) have failed to*** warn you. – *Ola bilməz ki, o sizi xəbərdar etməmiş olsun.* – *He может быть, чтобы он вас не предупредил.*

There are some different lexical means to express negations in the sentence.

Can (could) there be no one in the room?
– *Yəni otaqda heç kim yoxdur?* – *Неужели в комнате никого нет?*

Can (could) you dislike him? – *Yəni o sənin xoşuna gəlmir?* – *Неужели он тебе не нравится?*

Can (could) they have never spoken before? – *Yəni onlar əvvəllər danışmayıblar?* – *Неужели они раньше не говорили?*

Can (could) you have failed to ring her up? – *Yəni sən ona zəng vurmamısan?* – *Неужели ты к ней не позвонил?*

MAY

May has two tenses: *may* – for the Present Simple and *might* – for the Past Simple.

Might is used in indirect speech according to the rule of the sequence of tenses.

She said that I ***might take*** her pen.

May can also be used with a future meaning.

Perhaps in a day or two she ***may change*** her mind.

May has the following meanings:

1. *Permission* – with Indefinite Infinitive in affirmative sentences.

They ***may smoke*** in the room.

You ***may join*** them.

In the meaning of permission the modal expressions *to be allowed* or *to be permitted* is also used. They can be used in all tense forms.

You ***will be allowed to go*** home.

2. *Request* – with Indefinite Infinitive in interrogative sentences.

May I smoke in the room?

Might I smoke? (*polite request*)

Might expresses more polite request.

3. *Prohibition* – with Indefinite Infinitive in negative sentences. Its prohibition is not so common as compared with *can* and *must*.

You ***may not smoke*** in the room.

You ***may not leave*** the room now.

4. *Possibility* – with Indefinite Infinitive only in affirmative sentences.

One ***may see*** a lot of houses in Baku.

You ***may see*** him at the university till 10 o'clock.

5. *Reproach or disapproval*. Only *might* is used in this meaning and is followed by the Indefinite and Perfect Infinitive.

You ***might have given*** me your book today.

You are so careless. You ***might have broken*** the vase.

He ***might come*** a bit earlier.

6. *Uncertainty, doubt, supposition*. There is no difference between *may* and *might* in this meaning. It is used in affirmative and negative sentences with all forms of the infinitive. In this meaning *may* and *might* may substitute each other, but *might* is a bit stronger than *may*. It is translated as *bəlkə, bəlkə də, ola bilsin ki* – *может быть, возможно*.

She ***may (might) be*** at home. – *Ola bilsin ki, o, evdədir.* - *Она, может быть, дома.*

He ***may (might) be doing*** his lessons there.- *Ola bilsin ki, (bəlkə) orada o, dərslərini edir.* - *Возможно (Может быть) он делает там уроки.*

She ***may (might) have lost*** the book.- *Ola bilsin ki, (bəlkə) o, kitabı itirib.* - *Может быть, она потеряла книгу.*

They ***may (might) have been waiting*** for us for an hour.- *Ola bilsin ki, onlar bir saatdır ki bizi gözləyirlər.* - *Они, может быть, ждут нас уже час.*

This meaning may also be rendered by means of the modal words *perhaps* and *maybe*.

Perhaps he is at home now.

Maybe she has already come home.

Note 1: *might* is also used in the subjunctive mood in the meaning of possibility.

If you hadn't taken medicine, you ***might have fallen ill***.

Note 2: the verb *to fail* is also used with *may*.

He **may have failed** to notice you. – *Ola bilsin ki, o, sizi görməyib.* - Он, возможно не видел вас.

Can and May compared

The use of **can** and **may** are parallel only in two meanings: *permission* and *possibility*, but still they are not interchangeable in all cases. In the meaning of *possibility* **may** is used only in affirmative sentences, but **can** is used in all kinds of sentences.

He **may find** this book at the shop.

He **can find** this book at the shop.

Can he **find** this book at the shop?

He **cannot find** this book at the shop.

In the meaning of *permission* there is hardly any difference between them. *May* is more formal, *can* is more colloquial.

You **may (can) stay** here.

May (can) I **stay** here?

You **may (can) not stay** here.

Note: You **can take** books from the library. (*the object is general*)

You **may take** the book from my bag. (*the object is personal*)

MUST

The modal verb *must* has only one tense form which may refer to the present or future.

You **must do** it.

You **must go** there tomorrow.

At the past tense *must* is used in indirect speech unchanged.

The teacher said that I **must go** to the library.

Must has the following meanings.

1. *Necessity, duty* – with Indefinite Infinitive in affirmative and interrogative sentences.

One ***must learn*** Grammar rules.

Must I go there? – Yes, you ***must***.

We ***must prepare*** our lessons every day.

The absence of necessity is expressed by *need not*.

Must I do the work now? – No, you ***needn't***.

2. *Obligation due to circumstances* with Indefinite Infinitive.

The modal expressions *to be obliged to, to have to, to be compelled to* have the same meaning.

I ***must work*** from morning till night.

We ***are obliged to stop*** the work.

3. *Prohibition* – with Indefinite Infinitive in negative sentences.

Pupils ***must not speak*** at the lessons.

You ***must not tell*** him anything.

4. *Command, urgent request, emphatic advice, invitation* with Indefinite Infinitive in affirmative and negative sentences.

You ***must leave*** the room. (*command*)

You ***must see*** the film. (*emphatic advice*)

You ***must come*** and ***see*** us when you are in Baku. (*invitation*)

You ***must not miss*** this chance. (*urgent request*)

5. *Supposition, probability* – with all forms of infinitive in affirmative sentences. It is translated into Azerbaijani as *gərək ki, yəqin ki* and into Russian as *должно быть*.

He ***must be hungry*** – *Gərək ki, o acdır.* – Он, *должен быть, голодным.*

It ***must be raining*** hard. – *Gərək ki, güclü yağış yağır.* – *Должно быть, идёт дождь.*

The children ***must have broken*** the telephone. It is out of order. – *Yəqin ki, uşaqlar telefonu sındırıblar.*

O işləmir. – *Дети должно быть сломали телефон. Он не работает.*

It **must have been raining** since morning. – *Yəqin ki, səhərdən bəri yağır.*- Должно быть с утра идёт дождь.

In negative sentences supposition is expressed by the modal word *evidently*.

Evidently they have not returned yet. – *Yəqin ki, onlar hələ qayıtmayıblar.*- Они, должно быть, еще не вернулись.

He **evidently** doesn't know anything about it. – *O yəqin ki, bu haqda heç nə bilmir.* – Он очевидно (должно быть) ничего не знает об этом.

Supposition referring to the future is expressed by a modal word *probably* or modal expressions *to be likely to*, *to be unlikely to*, *to be not likely to*.

Probably they will understand me later. – *Güman ki, onlar tənəi sonralar başa düşəcəklər.*- Вероятно они поймут меня позже.

Probably they will come tomorrow. – *Yəqin ki, onlar sabah gələcəklər.*- Они, вероятно, придут завтра.

It's **likely to rain**, there are so many clouds in the sky. – *Deyəsən yağacaq. Səmada çoxlu bulud var.*- Вероятно, пойдёт дождь. На небе так много облаков.

He **is unlikely to return**. – *Gərək ki, o qayıtmayacaq. O qayıdana oxşadır.*- Он, вряд ли, вернётся.

He **is not likely to return**.- *O qayıdana oxşadır.*- Он, вряд ли, вернётся.

Note: there are several ways of expressing the negative meaning of *supposition* or *probability*.

a) By negative prefixes: *-mis*, *-dis*, *-un*, *-in*.

He **must have misunderstood** me.

b) By negative pronouns: *nobody*, *no one*, *nothing*

No one **must have seen** you enter the room.

c) By the verb: *to fail*

You **must have failed to find** him.

TO HAVE TO

The modal expression *to have to* differs from all other modal verbs in that, it's not defective, it can have the category of person and number, all tense forms and verbals. It's followed by the *to-infinitive*.

We ***have to go*** to the library every day.

They ***will have to copy*** the text out again.

The interrogative and negative constructions of *to have to* in the present and past tenses are formed by means of the auxiliary verb *to do*.

Do you ***have to help*** him now? – You ***don't have to help*** them now.

Did you ***have to leave*** yesterday? – You ***didn't have to leave*** yesterday.

Does he ***have to go***? – He ***doesn't have to go***.

But: Shall we ***have to leave*** tomorrow?

To have to is used to express:

1. *Obligation or necessity arising out of circumstances*. In this meaning *to have to* is found in all kinds of sentences and is combined with the Indefinite Infinitive. The translation is *etməli oluram (oldum, olacam), etməli oldu (olur, olacaq), məcburam, məcbur oldum – приходится, должен, вынужден*.

I ***had to have a taxi*** as my friends were waiting for me.

You ***didn't have to tell*** him anything, did you?

You ***will have to write*** this exercise again.

The modal expression *to be obliged to* has the same meaning.

I ***was obliged to tell*** a lie. She was ill.

In negative sentences *to have to* denotes *the absence of necessity*.

I ***didn't have to go*** to the library yesterday.

In colloquial speech especially in the present tense the meaning of *necessity of obligation* is also expressed by *have got (has got) + Infinitive*.

I *have got to get up* early.

***Have you got to get up* early?**

I *haven't got to get up* early.

TO BE TO

The modal expression *to be to* has two tenses:

1. The Present Indefinite tense form – *am, is are + to*

I *am to meet* her.

***Am I to meet* her?**

2. The Past Indefinite tense form – *was, were + to*

We *were to meet* at 5 o'clock.

To be to is used to express:

1. *Necessity or obligation resulting from the previously arranged plan, arrangement (time-table, schedule)*. It is found in statements and questions.

We *are to complete* this work by tomorrow.

When *is* the wedding *to be*?

Who *is to be the first*?

To emphasize that the action didn't take place, the Perfect Infinitive is used after the Past Indefinite of the verb *to be to*.

He ***was to have come***. (But he failed)

She ***was to have graduated*** in June, but unfortunately she fell ill.

2. *Possibility*. In this meaning it is used with the Indefinite Infinitive Passive.

This book ***is to be found*** at any shop.

They ***are to be seen*** anywhere.

They ***are not to be trusted***.

3. *Strict order and instructions*, which are used in affirmative and negative sentences.

You **are to do** it exactly the way you are told.

He **is to live** here alone.

You **are not to neglect** him.

Sometimes it is found in indirect speech.

Norman said that I **was to leave** her alone.

4. *Strict prohibition* – only in negative sentences.

You **are not to tell** anybody about it.

You **are not to smoke** in this room.

5. *An action that is destined to happen, that is unavoidable*. In this meaning it is mainly used in the past tense and is found in affirmative and negative sentences followed by the Indefinite Infinitive.

This man **was to be my teacher** and **friend** for many years. – *İş elə gətirmişdi ki, bu adam uzun illər mənim müəllimim və dostum olmuşdu.* – *Этому человеку было суждено быть моим учителем и другом на протяжении многих лет.*

I didn't know at that time that, she **was never to see** her native place again.

Remember these set-expressions with **to be to**.

What am I to do? – *Mən nə etməliyəm?*- *Как мне быть?Что мне делать?*

What is to become of me? – *Görəsən mənim axırım necə olacaq?*- *Что будет со мной?*

Where am I to go? – *İndi hara gedim?*- *Куда мне идти?*

What is to happen to me? – *Görəsən başıma nə gələcək?*- *Что будет со мной?*

Whom am I to tell my sorry? – *Dərdimi kimə söyləyim?*- *Кому пожаловаться?*

Must, To have to, To be to compared

They have one meaning in common, that of *obligation*, but still they preserve their specific shades of meaning:

Must expresses *obligation* or *necessity* from the speaker's point of view.

To have to – *obligation arising out of circumstances*;

To be to – *obligation arising out of arrangement*.

He **must do** it now.

He **has to do** it himself.

We **are to wait** for them at the entrance.

SHOULD

Should may be used as an auxiliary verb and a modal verb. As an auxiliary verb it has the following properties:

1. It is used to form the Future-in-the-Past (for the first person singular and plural).

I said I **should come**.

2. It is used in the Conditional Mood (for the first person singular and plural).

If I were you I **shouldn't do** it.

3. It is used in the Suppositional Mood (for all persons).

It is important that you **should give** a definite answer.

As a modal verb *should* has the following meanings:

1. *Advice, desire, obligation* – with Indefinite Infinitive, if the action refers to the present or future. It is translated into Azerbaijani as *gərək* and Russian *следует, следовало бы, должен*.

He **should stay** at home when you are ill.

If the action refers to the past the Perfect Infinitive is used.

Should + *Perfect Infinitive* in affirmative sentences shows that a desirable action was not carried out.

You **should have brought** the book.

You look ill. You **should have stayed** in bed. (But you didn't)

Should+ *Perfect Infinitive* in negative sentences shows that an undesirable action was carried out.

You **shouldn't have forgotten** your promise. (But you forgot.)

They **should have never married**, they are so unhappy.

2. *Instructions and corrections*

You **should use** the definite article.

You **should use** this medicine twice a day.

3. It is used to give an emotional colouring to speech in special questions or in object clauses beginning with *why* and *how*.

Why **should I stay** at home?

How **should I go** there?

I don't understand why she **should burst** into tears.

4. *Supposition, probability* – in affirmative sentences. In this meaning *should* is not very common, as this meaning is normally expressed by *must*.

The film **should be interesting**.

OUGHT TO

Ought to has only one form and isn't changed in indirect speech.

You **ought to be more careful**.

I felt I **ought to warn** my mother.

It has the following meanings:

1. *Moral obligation, advice, duty* – with the Indefinite Infinitive in all kinds of sentences. The translation is *гарәк – следует, следовало бы, должен*.

You **ought to look after** your children better.

Ought she ***to help*** him?
He ***oughtn't to do*** it.

When used with the perfect infinitive, in the affirmative sentences *ought to* means that a desirable action was not carried out in the past.

You ***ought to have sent*** the letter yesterday.
You ***ought to have helped*** him. (But you didn't.)

Ought to + Perfect Infinitive in negative sentences shows that an undesirable action was carried out in the past.

You ***ought not to have interfered*** in his affairs. (But you interfered.)
He ***ought not to have gone*** there alone.

2. *Reproach.*

You ***ought to have brought*** the book.

3. *Probability, supposition.* In this meaning it is generally found in affirmative sentences followed by the Indefinite Infinitive. *Ought to* in this case isn't very common and the meaning is rendered by *must*.

You ***ought to be hungry***.
There ***ought to be*** many interesting winter games.

SHALL

The verb *shall* may be used as an auxiliary verb and a modal verb. As an auxiliary verb it is used to form Future Tense for the first person singular and plural.

We ***shall congratulate*** him on his birthday.

The modal verb *shall* is mostly used for the second and third persons and has a stress. *Shall* forms compound verbal modal predicate.

I ***shall do*** it for you. (*simple verbal predicate*)

You **shall do** it for me. (*compound verbal modal predicate*)

As a modal verb *shall* has the following meanings:

1. *Obligation, strict order* (for the second and third persons). It is used with the Indefinite Infinitive in affirmative and negative sentences.

You **shall** (=must) **write** this exercise.

You **shan't do** anything of that kind.

“You **shall get out** of the room” – demanded the old man.

2. *Threat and warning* (for the second and third persons)

You **shall be punished** if you go on behaving like this.

I am leaving now. You **shall never see** me again.

3. *Promise* (for the second and third persons)

You **shall have** my love,

You **shall have** my heart,

You **shall have** my boat, too.

I shall make you happy. You **shall have** what you like.

In interrogative sentences *shall* is used for the first and third persons in the meaning of *desire* or *will* of the person addressed.

Shall I **open** the door? (Do you want me to open the door?)

Shall he **bring** a cup of water? (Do you want him to bring you a cup of water?)

WILL (WOULD)

It has two tense forms: *will* – for the Present; *would* – for the Past.

The verb *will* (*would*) may be used as an auxiliary verb and as a modal verb. As an auxiliary verb *will* is used to form Future Tense (for the second and third persons).

He **will go** to the theatre tonight.

As an auxiliary verb *would* is used to form:

1. The Future-in-the-Past.

He said he **would help** us.

2. The Conditional Mood.

If he were here, he **would help** you.

As a modal verb *will (would)* expresses:

1. *Habit*. In this meaning it is used in affirmative sentences followed by the Indefinite Infinitive.

My father **will sleep** after dinner.

My friend **would read** papers after lessons.

2. *Insistence, resistance, refusal*. This meaning is generally found in negative sentences.

The pen **won't write**.

The sleep **won't come**.

I asked him to tell the truth, but he **wouldn't**.

The knife **won't cut**.

3. *Polite request*. *Would* expresses especially polite request in interrogative sentences.

Will you help me?

Would you like to join us?

4. *Will, intention, desire* (for the first person singular and plural). This meaning is found in affirmative and negative sentences. The synonyms are the verbs: *to want, to desire, to intend*, etc.

I **will teach** you Grammar. (*I want to teach you Grammar by all means.*)

We said that we **would go** for a walk.

This meaning is also found in conditional clauses introduced by *if*.

I shall be very glad if you **will lend** me your book.

If you **would help** me with my work, I should not worry about it.

5. *Supposition*. In this meaning *will* is used for the second and third persons followed by the Indefinite and Perfect Infinitives.

I think this ***will be the house*** where my friend lives.

That ***will be the postman***, I think.

You ***will have heard*** that the new plan is to be discussed tomorrow.

Notice the use of the *will* in the following cases:

Boys ***will be boys***.

Accidents ***will happen***.

I ***won't have*** you behave like that.

Would rather (would sooner) means *to prefer*.

I ***would rather stay*** at home.

DARE

It may be used as a modal verb and a finite verb. As a finite verb, it has all necessary forms including verbals. It is followed by the infinitive with *to*. Its interrogative and negative sentences are formed by the help of the auxiliary verb *to do*. Its meaning is *to have the courage to do something*. In negative sentences it shows *the lack of courage*.

He ***didn't dare*** to say it to me.

Does he ***dare*** to say this?

I ***shall dare*** to go there.

As a modal verb *dare* has two tenses: the Present tense form – *dare*, the Past tense form – *dared*. It is followed by the Infinitive without *to*. We don't use *to do* in interrogative and negative sentences. In negative it denotes the *lack of courage to do something*. Both as a modal and finite verb *dare* is used in interrogative and negative sentences and followed by the Indefinite Infinitive.

How *dare* you talk to me like that?
Dare you go and speak to that girl?
I *dared not* look at her.

There is a set-phrase in modern English – *I dare say*, which is used only in the first person singular and translated into Azerbaijani as *deyərdim ki, bəlkə, ola bilsin ki, güman ki, məncə* and Russian *осмелюсь сказать, возможно, вероятно, может быть*.

He isn't here, but *I dare say*, he'll come soon.

NEED

It may be used as a finite verb and a modal verb. As a finite verb *need* has all necessary forms including the verbals. *Need* may be followed by a noun and the infinitive with *to*. Its interrogative and negative sentences are formed by means of the auxiliary verb *to do*. It takes *-s* in the third person singular in the Present Simple. It is used in the meaning of *to be in want of something or necessity*.

It is not hatred she *needs*, it is love.

He *needs* my help.

Does he *need* a dictionary?

We *don't need* these books.

Did you *need* to do it?

We *didn't need* to do it.

As a modal verb *need* has only one tense form which is mainly used for the Present tense. It is followed by the infinitive without *to* and is unchanged in the reported speech. In interrogative and negative sentences *need* is placed before the subject. As a modal verb it expresses *necessity*. It is generally used in negative and interrogative sentences.

You *needn't go* there.

Need I *repeat* this rule again?

Need + Perfect Infinitive expresses an action which has been carried out, though it wasn't necessary. It implies a waste of time or effort. The translation into Azerbaijani is *lazım deyil, ehtiyac yoxdur, nahaq yerə, ehtiyac yox idi* and into Russian *не нужно было, не было необходимости, напрасно, зря*.

You *needn't have come*.

We *needn't have copied* the text, I have a book.

DIRECT AND INDIRECT SPEECH

Direct Speech is the exact words of the speaker. Direct Speech is characterized as a certain looseness of structure and is more emotional than indirect speech. Indirect Speech is a form of utterance in which these words are reported. When direct speech is replaced by indirect speech the following changes are introduced.

1) The quotation marks (“ ”) and the comma (or colon) are omitted.

2) The forms of personal, possessive and reflexive pronouns are changed according to the sense.

He said: “I like to do this work myself.”

He said that he liked to do that work himself.

3) If the verb in the principle clause is in the past tense, the words denoting nearness are replaced by those denoting remoteness.

this (these) – that (those)

now – then; at that time

yesterday – the previous day; the day before

today – that day

tonight – that night

tomorrow – (the) next day; the following day

ago – before

here – there

a year ago – a year before
last week (month, year) – the previous week
(month, year)

4) If the verb in the principal clause is in the past tense, the tenses are changed according to the rule of the sequence of tenses:

Present Simple → Past Simple
Present Continuous → Past Continuous
Present Perfect → Past Perfect
Past Simple is either changed into the Past Perfect or remains unchanged
Past Continuous → Past Perfect Continuous or remains unchanged.
Past Perfect – remains unchanged
Future tenses → Future in-the-Past tenses

Note: When the introductory verb is in a present simple, present perfect or future tense we can report the direct speech without any change of tense and without changing the words denoting nearness into those denoting remoteness.

Paul says: “I shall go there tomorrow.” – *Paul says that he will go there tomorrow.*

INDIRECT STATEMENTS

If direct speech is a declarative sentence, the object clause in reported speech is joined to the principle clause by means of the conjunction *that* or *asyndetically*. Indirect statements are generally introduced by the verbs *to say*, *to tell*, *to announce* and *to inform*.

With the verbs *to tell* and *to inform* the person addressed is always mentioned.

With the verbs *to say* and *to announce* the person addressed may or may not be mentioned. If it is mentioned, the preposition *to* is used.

He said: "I live in Baku." – He said that he lived in Baku.

He said to me: "I live in Baku." – He told me that he lived in Baku.

The monitor said to us: "There will be a meeting tomorrow." – The monitor informed us that there would be a meeting the next day.

INDIRECT QUESTIONS

Word order in indirect questions is the same as in a statement. Indirect questions are generally introduced by the verb *to ask*.

Indirect general questions are introduced by the conjunctions *if* or *whether*.

I said to her: "Have you lived here long?" – I asked her *if* she had lived there long.

He asked: "Did you tell them about it?" – He asked *if* I had told them about it.

If direct speech is a special question, the object clause in indirect speech is joined to the principal clause by means of the same adverb or pronoun that introduces a direct question.

I said to her: "Why didn't he come?" – I asked her *why* he hadn't come.

Note: The direct questions like *Who is that girl?* and *What is the matter?* can be used in two ways.

He asked: "Who is that girl?" – He asked who was that girl (who that girl was).

He asked: "What is the matter?" – He asked what was the matter (what the matter was).

INDIRECT ORDERS AND REQUESTS

An order or a request in indirect speech is expressed by an infinitive. Orders and requests in indirect speech are introduced by the verbs *to ask*, *to order*, *to tell*, *to beg*, *to request*, *to command*.

She said to him: "Write your exercise yourself."
– She told him to write his exercise himself.

If the predicate of the imperative sentence is negative, the negative particle *not* is placed before the infinitive in indirect speech.

He said: "Don't open the door." – He asked not to open the door.

INDIRECT EXCLAMATIONS

When exclamations are converted into indirect speech, the adverbial modifier which shows the character of the exclamations (*joy*, *sorrow*, *surprise*, etc.) must be used in indirect exclamations.

She said: "I am sorry. I've forgotten to take the book."- She said *sadly* that she had forgotten to take the book.

She said: "Aunt Emily is coming."- She cried *joyfully* that Aunt Emily was coming.

She said to him: "You are telling a lie!" -She cried *indignantly* that she was telling a lie.

GREETINGS AND LEAVE-TAKING IN INDIRECT SPEECH

When converting greetings and leave-taking into indirect speech we use such verbs as: *to greet, to welcome, to bid, to wish*, etc.

She said to them: "How do you do!" – She ***greeted*** them.

The teacher said to the students: "Good morning." – The teacher ***greeted*** the students.

He said to them: "Good-bye!" – He ***bade*** them good-bye.

He said to his parents: "Good night." – He ***wished*** his parents good night.

SOME SPECIAL CASES

He said: "Shall I fetch you a cup of coffee?" – He ***offered*** to fetch her a cup of coffee.

He said to me: "Let us go to the cinema." – He ***suggested*** that we should go to the cinema.

Note: There is a difference between these two sentences. The person who makes *an offer* intends to do the action himself and the action is an act of kindness. *A suggestion* may also be an act of kindness, but the person who makes a suggestion may or may not intend to do the action himself.

She said to him: "You had better put on your coat." – She ***advised*** him to put on his coat.

She said: "You are right." – She ***agreed*** with me.

He said: "Yes." – He gave an affirmative answer.

He said: "No." – He gave a negative answer.

Note: The modal verb *must* remains unchanged in indirect speech if it expresses *advice (order)* or *a supposition*.

She said to him: "You **must** be more careful." -
She told me that I **must** be more careful.

Must is generally replaced by *had to* if it expresses *necessity arising out of circumstances*.

He said: "As my mother is ill I **must** do shopping today." - He said that as his mother was ill he **had to** do shopping that day.

Must is replaced by *was (were) to* if it expresses *arrangement*.

She said: "I **must** go to the hospital at 5 o'clock." - She said that she **was to** go to the hospital at 5 o'clock.

THE ADVERB

The adverb is a part of speech which expresses some circumstances that attend an action or state, or point out some characteristic features of an action or a quality. An adverb may modify a) verbs, b) verbals, c) adlinks, d) adjectives and e) other adverbs.

- a) This student works **hard**.
- b) Writing **quickly** tires my hand.
- c) She fell **fast** asleep.
- d) It is **pretty** cold today.
- e) She spoke **quite** kindly about him.

The function of an adverb is that of an adverbial modifier.

He looked at him **anxiously**.

There's a man **downstairs** who wants to see you.

He'll **never** be able to marry that woman.

Sometimes adverbs may be used in the function of a) an attribute and b) a predicative.

- a) He was **quite** a fellow.

b) How are you? I am *so-so*.

The lesson is *over*.

According to their structure adverbs are divided into:

1) Simple adverbs: *here, well, soon, still, enough, often, then*, etc.; 2) Derivative adverbs: the most common suffix is *-ly*, by means of which new adverbs are formed from adjectives and participles: *slowly, lately, silently, beautifully, calmly, surprisingly*, etc.

The less common adverb forming suffixes are as follows:

-ce: once, twice, thrice

-wise: likewise, clockwise

-ward (s): backward (s), homeward (s)

-way (s): sideways

-long: headlong

3) Compound adverbs: *anyhow, sometimes, nowhere*, etc.

4) Composite adverbs: *at once, at last, since then, now and then*, etc.

Some adverbs have two forms – the adjective form (*late, near, hard*) and the form in *-ly* (*lately, nearly, hardly*). The two forms differ in meaning.

He came *late*. – O gec gəldi. – Он пришёл поздно.

I haven't seen him *lately*. – Mən onu son vaxtlar görməmişəm. – Последнее время Я его не видел.

They live quite *near*. – Onlar lap yaxınlıqda

yaşayırlar. – Они живут совсем рядом.

I am *nearly* ready. – Demək olar ki, hazırım. – Я, почти, готова.

He works *hard*. – O çox işləyir. – Он усердно (много) работает.

I *hardly* recognized him. – Mən onu güclə tanıdım. – Я едва его узнала.

Some adverbs, such as: *coldly, coolly, hotly, warmly, deeply* are used mainly of feelings:

We received them *coldly*.

She welcomed us *warmly*.

He was **deeply** offended.

Highly is used only in an abstract sense:

He was a **highly** paid official.

They spoke very **highly** of him.

Hardly, *scarcely* and *barely* are almost negative in meaning.

He has **hardly** any money. (*very little money*)

There were **scarcely** twenty people there.

(*probably fewer*)

I can **barely** see it. (*I can only just see it.*)

Some adverbs have degrees of comparison.

Single syllable adverbs and also the adverbs *early*, *quickly*, *loudly* form the comparative and superlative degrees by means of *-er* and *-est* respectively.

fast – faster – fastest

early – earlier – earliest

quickly – quicker – quickest

loudly – louder – loudest

All the other adverbs ending in *-ly* form the comparative and superlative degrees by means of *more* and *most*.

deeply – more deeply – most deeply

carefully – more carefully – most carefully

The adverb *often* has both forms of comparison.

often  oftener – oftenest

more often – most often

Some adverbs have irregular forms of comparison.

well – better – best

badly – worse – worst

much – more – most

little – less – least

With the positive degree we use *as ... as* in affirmative sentences and *not as (so) ... as* in negative sentences.

He worked **as slowly as** he dared.

It didn't take **as long as** I expected.

He doesn't snore **so loudly as** you do.

With the comparative form we use the conjunction *than*.

He played **better than** he had ever played.

They arrived **earlier than** I expected.

The + comparative ... , the + comparative ... is also possible.

The earlier you start, **the sooner** you'll arrive.

In order to make our sentence more emphatic sometimes we use the following words before the adverbs in the comparative degree: *much, a lot, far, a bit, a little, slightly, any, no*.

Could you speak **a bit more slowly**?

I've waited long enough. I'm not waiting **any longer**.

According to their meaning adverbs fall under several groups:

1) adverbs of time: *today, tomorrow, soon, yesterday, etc.*

2) adverbs of repetition or frequency: *often, seldom, ever, never, sometimes, etc.*

3) adverbs of place and direction: *inside, outside, here, there, upstairs, backward.*

4) adverbs of cause and consequence: *therefore, consequently, accordingly, etc.*

5) adverbs of manner: *quickly, kindly, hard, etc.*

6) adverbs of degree, measure, and quantity: *very, enough, half, too, almost, much, little, hardly, rather, quite, once, etc.*

Three groups of adverbs stand aside: *interrogative, conjunctive* and *relative* adverbs.

Interrogative adverbs (*when, where, how, why*) are used in special questions.

Why didn't you tell me about it? **When** is she coming?

Conjunctive adverbs (*when, where, how, why*) are used to introduce a) subject b) object c) predicative clauses.

a) **How** he managed to do it is unknown.

b) I don't know **when** our lesson will begin.

c) The question to be settled now is **when** and **where** they will meet.

Relative adverbs (*when, where, how, why*) are used to introduce attributive clauses.

Sunday is the day **when** most people do not work.

Do you know the reason **why** he was late?

All these adverbs perform some syntactical functions in the sentence.

Note: If the words *when* and *where* introduce adverbial clauses of time and place they are not adverbs, but simply subordinating conjunctions.

I found the magazine **where** I had left it.

It was late **when** she came home.

Some adverbs are homonymous with adjectives, prepositions, conjunctions, modal words, etc.

He is a **hard** patient. (*adjective*)

He works **hard** at his English. (*adverb*)

I've heard this song **before**. (*adverb*)

The guests had arrived **before** the rain started pouring. (*conjunction*)

Let's discuss it **before** the lesson. (*preposition*)

She answered all the questions **surely**. (*adverb*)

Surely, she answered all the questions well.
(*modal word*)

MODAL WORDS

The modal words express the attitude of the speaker to the reality, possibility or probability of the action he speaks about.

According to their meaning modal words fall under the following groups:

1) Words expressing certainty: *certainly, surely, of course, no doubt, undoubtedly, really, indeed, etc.*

2) Words expressing supposition: *perhaps, maybe, possibly, probably, etc.*

3) Words showing whether the speaker considers the action he speaks about desirable or undesirable: *happily* – *unhappily*, *luckily* – *unluckily*, *fortunately* – *unfortunately*.

In the sentence modal words are used as parenthesis.

Sometimes they are used as sentence-words.

He is ***certainly*** an excellent student. ***Indeed*** I did not know she was there. You are ***undoubtedly*** mistaken. ***Luckily*** we didn't miss the train.

Perhaps you are right. ***Maybe*** she is ill.

Most modal words have developed from adverbs, so very often there exists a formal identity between modal words and adverbs. Though formally identical with adverbs, modal words differ from them in meaning and syntactical function.

Unfortunately, he died. (*modal word*)

He died ***unfortunately***. (*adverb*)

Happily we found him at home. (*modal word*)

He lived as ***happily*** as she did. (*adverb*)

THE INTERJECTION

The Interjection is a part of speech which expresses various emotions without naming them.

According to their structure the interjections are divided into:

1) Simple interjections: *tush!* *ugh!* *ah!* *oh!* *bravo!* *holla!* *boo!*

2) Compound interjections: *gee-up!* *boo-hoo!*

3) Composite interjections: *dear me!* *hang it!* *confound it!*

According to their meaning interjections fall under two main groups: *emotional* interjections and *imperative* interjections.

Emotional interjections express the feelings of the speaker. They are: *ah*, *oh*, *eh*, *bravo*, *alas*, etc.

Oh! I don't know about that.

Ah! Harry, your views terrify me.

Oh! I can't see anyone now. Who is it?

Imperative interjections show the will of the speaker or his order or appeal to the hearer. They are: *here, hush, sh-sh, well, come, now*, etc.

"Hey! What did he die of?" asked my aunt.

"Why, this is the very thing, aunt," I said.

"Well! But my dearest life!" I said.

Interjections may be primary and secondary.

Primary interjections are not derived from other parts of speech: *ah, oh, eh, pooh, fie, bravo, hush, hey-ho, gee-up*.

Secondary interjections are derived from other parts of speech. They are homonymous with the words they are derived from: *well, now, here, there, come, why*, etc.

Interjections are used as sentence-words or parenthetical elements in the sentence.

THE PREPOSITION

The preposition is a part of speech which denotes the relations between a noun or a pronoun and other words. Usually the preposition is not stressed and stands before the word it refers to.

Your coat is **on** the sofa.

After a week we left the city.

Sometimes, however, a preposition may be separated from the word it refers to and placed at the end of the sentence or clause. In that case it is stressed. This occurs in:

a) special questions

What are you looking **at**? What conclusion did you come **to**?

Who(m) did you speak **with**?

b) some kinds of subordinate clauses

That is what he wanted to begin **with**.

I know who he is worried **about**.

c) certain passive constructions

He loved the dogs and they were taken good care *of*.

His marriage was very much talked *about*.

The preposition is stressed when its meaning is emphasized.

The book was *in* the table, not *on* it.

According to their morphological structure prepositions fall under the following groups.

1) simple: *in, on, at, for, with*, etc.

2) derivative: *behind, below, across, along*, etc.

3) compound: *inside, outside, within, without*, etc.

4) composite: *in front of, in accordance with*, etc

According to their meaning prepositions may be divided into:

1) prepositions of place and direction: *in, on, below, under, between, inside, outside*, etc.

2) prepositions of time: *after, before, at*, etc.

3) prepositions expressing abstract relations: *by, with, because of, with a view to*, etc.

Some prepositions are polysemantic and may express different relations: for instance, the preposition *for*.

He did not answer *for* a moment. (*time*)

She could scarcely move her head *for* pain and she was very weak. (*cause*)

They were fighting *for* peace. (*purpose*)

Some prepositions are homonymous with adverbs and conjunctions.

For instance, the prepositions *after* and *before* are homonymous with the adverbs *after* and *before* and with the conjunctions *after* and *before*.

There is an old saying that if a man has not fallen in love before forty, he had better not fall in love *after*. (*adverb*)

“Where do you intend to stay tonight?” she asked **after** a moment. (*preposition*)
We shall go home **after** the lesson is over. (*conjunction*)

Though identical in form, *adverbs*, *prepositions* and *conjunctions* are different parts of speech. The adverb unlike the preposition and conjunction has syntactical function in the sentence.

Some prepositions (*on, in, by, over, off, up*) are homonymous with *postpositions*.

A preposition as well as a postposition does not perform any independent function in the sentence. But while a preposition denotes the relation between objects and phenomena, a postposition is the part of a composite verb.

A preposition is not usually stressed, while a postposition usually bears the stress.

I sat **on** the floor. (*preposition*)

The bus was full. We couldn't get **on**. (*postposition*)

I was very tired this morning. I couldn't get **up**. (*postposition*)

I am looking **for** my passport. (*postposition*)

I bought this book **for** you. (*preposition*)

THE CONJUNCTION

The conjunction is a structural part of speech which serves to connect word or phrases as well as clauses or sentences.

According to their morphological structure conjunctions are divided into the following groups:

1) simple conjunctions: *and, or, but, till, after, that, so, where, when*, etc.

Some of the simple conjunctions are homonymous with prepositions, adverbs and pronouns.

2) derivative conjunctions: *until, unless*, etc.

3) compound conjunctions: *however, whereas, wherever, whenever*, etc.

4) composite conjunctions: *as well as, as long as, in case, for fear (that), for the reason that*, etc.

Some conjunctions are used in pairs (correlatively): *both ... and, either ... or, neither ... nor, not only ... but (also), whether ... or*

There was ***neither*** a guide ***nor*** tourists in the bus. ***Not only*** the actors, ***but also*** the producer was very pleased with the film. I didn't know ***whether*** to get up ***or*** to go on lying on the bed in my clothes. The teacher is ***either*** in the library ***or*** in the classroom.

As to their function conjunctions fall under two classes:

1) coordinating conjunctions;

2) subordinating conjunctions.

Coordinating conjunctions connect words, phrases, clauses or sentences which are independent of each other.

His light - brown hair was fine ***and*** thick. She took a piece of cake ***and*** a cup of tea.

She saw the students open the door ***and*** enter the room.

The sky was cloudless ***and*** the sun was shining brightly.

I entered the room ***and*** when I switched on the light I saw a strange man in the room.

There are four different kinds of coordinating conjunctions.

1) Copulative conjunctions: *and, nor, as well as, both ... and, not only ... but (also), neither ... nor*.

Copulative conjunctions chiefly denote that one statement or fact is simply added to another.

Baku ***as well as*** its suburbs is rich in oil.

Her father **and** mother were absolutely against her marriage.

He **neither** spoke **nor** moved.

2) Disjunctive conjunctions: *or, either ... or, or else, else.*

Disjunctive conjunctions offer some choice between one statement and another.

Had he really said that, **or** had I imagined it?

The book is **either** in the bookcase **or** on the shelf.

3) Adversative conjunctions: *but, while, whereas.*

Adversative conjunctions show that one statement or fact is contrasted with or set against another.

He looked so tired and troubled, **while** his clothes were clean and tidy.

The room was dark, **but** the street was lighter because of its lamps.

4) Causative – consecutive conjunctions: *so, for*

Causative – consecutive conjunctions denote consequence, result or reason.

The windows were open, **for** it was hot.

After all, the two of them belonged to the same trade, **so** talk was easy and happy between them.

Subordinating conjunctions serve to join a subordinate clause to the principal clause.

They may introduce subject clauses, object clauses, predicative clauses, adverbial clauses. They are: *that, if, whether, till, until, since, before, after, while, in order that, so that, lest, provided, supposing, so ... that, as, as if, as though, not so ... as, as ... as, though, although, because, etc.*

I looked **where** she was pointing. (*adverbial clause of place*)

When I reached home the children had gone to bed. (*adverbial clause of time*)

I am **as** happy today **as** you were twenty years ago. (*adverbial clause of comparison*)

I didn't know **that** he would come. (*object clause*)

Whether he talked *or* not made little difference to my mood. (*subject clause*).

Many of the subordinating conjunctions introduce different kinds of clauses.

For instance; *that* may introduce subject, predicative, object clauses, adverbial clauses of purpose and result, attributive appositive clause.

The promise **that** he had given was nonsense. (*attributive clause*)

She turned her face **so that** he might not see her tears. (*adverbial clause of purpose*)

It is so simple **that** a child can understand it. (*adverbial clause of result*)

My opinion is **that** facts are facts. (*predicative clause*)

It is necessary **that** you should consult the doctor. (*subject clause*)

She told me **that** she was willing to help. (*object clause*)

THE PARTICLE

The particle is a part of speech giving modal or emotional emphasis to other words or groups of words or clauses. A particle may join one part of the sentence to another (connecting particles). Particles have no independent functions in the sentence.

According to their meaning particles fall under the following main groups:

1) Limiting particles: *only, just, but, alone, solely, merely, barely*, etc.

I **only** wanted to make you speak. She was **barely** nine when the war broke out. He had taken up with it **solely** because he was starving. Soames was **but** following in the footsteps of his father.

2) intensifying particles: *simply, still, just, yet, all, only, quite, even*, etc.

They didn't **even** know that he was married. The night grew **still** colder. I **just** thought you might like to drive.

3) connecting particles: *too, also*

They had **also** been told that they would have to wait for further orders. He was silent, Soames, **too**, was silent.

4) negative particles: *not, never*.

"We **never** know ourselves," he said. I wanted to see the telegram, **not** the letter.

Almost all the particles are homonymous with other parts of speech, chiefly with adverbs, conjunctions, pronouns and adjectives. The particles *also, solely, merely* have no homonyms.

This is **just** the thing I want. (*particle*)

I've **just** seen him. (*adverb*)

I have **only** two letters to answer. (*particle*)

She was the **only** daughter. (*adjective*)

He is lazy, **too**. (*particle*) He is **too** lazy. (*adverb*)

I looked at her **but** she paid no attention to me. (*conjunction*)

I saw **but** little of Alice. (*particle*)

EXERCISES

PARTS OF SPEECH

Exercise 1. State whether the words in bold type are *notional*, *structural* or *independent* parts of speech.

1. We have received **a wire** from London. *Wire* me as soon as possible you arrive in London. 2. I **brush** my hair with a *hair-brush*. 3. I shall leave **here tomorrow**. 4. I shall come **as soon as** I complete **my** task. 5. **He** had left home **before** you **arrived**. 6. It is **just** because I want to save my soul that I am marrying **for money**. 7. **The** stranger had not gone **far, so** he made after him to ask the **name**. 8. But for a **long** time we did not see **any** lights, nor did we see the shore, but rowed **steadily in** the dark riding **with** the waves. 9. "**Who** is that?" she cried. "**Hush, hush!**" said one of the women, stooping over **her**. 10. I **never felt better** in my **life**. 11. He **spoke** little **and** listened **much**. 12. "**How** do I get **from here** to **London Bridge?**" – asked the man. 13. I did not mind for **myself**, I should not have cared **if** I had been **alone**. 14. She's **just** engaged to him. **Of course**, she is frightfully excited **about** it, **and naturally** he **wants** her to come away and marry. 15. The plane was not to take off **at** night **as** the **weather** was **too bad**. 16. Then he **must** have been **nineteen when** he ran away from home. 17. The **five** girls were from the choir of the **old church**. 18. **These** shoes are less **comfortable than** those ones. 19. The Christmas Tree that **now** spreads its lighted and decorated branches **every** year in so many **different** countries came originally **from Germany**. 20. The **papers** were set fire to **in order** to get rid of the **evidence**.

THE NOUN

Exercise 1. State the morphological composition of the following nouns.

Impossibility, opinion, exclamation, snow, misunderstanding, snowball, passer-by, mother-of-pearl, warmth, ex-president, wisdom, blackbird, attention, postman, merry-go-round, friendship, statesman, father-in-law, sitting-room, iron, spoonful, formula, hat, valley, discussion, examination, weather, beauty, Frenchman, forget-me-not, factory, handful, tooth, neatness, eyebrow.

Exercise 2. Point out the nouns and define the class each belongs to.

1. His face was sick with pain and rage. 2. He drank coffee, letting the warmth go through his cold, tired body. 3. The mysteries of storm and the rain and tide were revealed. 4. He was professor of physics. 5. In the kitchen Bowen read the telegram aloud. 6. The crowd laughed and moved, pushing every way and everybody. 7. A stone caught her heel. 8. George suggested meat and fruit pies, cold meat, tomatoes, fruit and green stuff. 9. "It's not Sunday tomorrow," said Karg. 10. His hair was grey and he was short and fat. 11. "Why is it assumed that people forget all moments but the last?" said Daniel. 12. I'd never recommend a gentleman to dye his hair. It seems unnatural somehow. 13. Here were all species of female and one species of male hat. 14. Young Jolyon, his wife, his two children, and his dog Balthazar, were all out there under a pear-tree. 15. The child was bitterly crying over the broken toy. 16. The teacher drew the attention of the students to the peculiarity of the style of the author. 17. Before I could say a word, the sound of carriage wheels was heard. 18. He wiped his forehead with a white silk handkerchief.

Exercise 3. State whether the words in bold type are countable or uncountable nouns.

1. We'll look after the **children**. 2. I drank my **beer** quickly and ordered a **whisky**. 3. **The house** was at the **side** of a **shop**. 4. The **painter** stared in **amazement**. 5. The box is made of **iron**. 6. **The fever** within her was like a red-hot **iron** pressing upon her breast. 7. **Health is** a priceless possession. 8. The boys stood on the bank throwing **stones** into the river. 9. When I think of this my **heart** turns to **stone**. 10. When the **dynamite** explodes in the water the **fish** are killed. It is forbidden. 11. I prefer **fish** for supper. 12. All the water rushed out and the reeds were full of **fishes** flopping around in them. 13. Jim goes everywhere by **bike**. He hasn't got a **car**. 14. Ann was listening to **music** when I arrived. 15. I clean my **teeth** with **toothpaste**. 16. John has got interview for **job** tomorrow. 17. Where are you going to put all your **furniture**? 18. If you want to know the **news**, you can read **a paper**. 19. I want to write some letters but I haven't got **paper**. 20. There was a moon, but it was still low in the sky. It gave sufficient **light** for Victoria. 21. He saw **a light** in one window on the ground floor.

Exercise 4. State the syntactical function of nouns in bold type.

1. **The secret** has been well guarded. 2. I put my **hand** on my heart. 3. "This is **the student** I spoke to you," he said. 4. She looked at him **in horror**. 5. **Family** dinners of the Forsytes observe certain **traditions**. 6. **The blood** rushed into **Arthur's** face. 7. The **night** porter was behind trembling. 8. I looked at him in **surprise**. 9. No one had seen him since and **the police** were searching for him. 10. All the **peoples** throughout the world are anxious for the immediate prohibition of weapons of mass destruction. 11. I wish I were a **poet** to describe it to you. 12. Andrew was the first to break **the silence**. 13. **Crime** is the **product** of a **country's** social order. 14. **A woman's** love is not worth anything until it has been cleaned of all **romanticism**.

15. *In the bedroom* a candle was burning. 16. *The children* ran to the river. 17. I will do it for you with *pleasure*. 18. We shall write to you *in a day* or two.

Exercise 5. Give the plural of the following nouns.

Class, day, toy, fox, goose, child, penny, brother, spoonful, deer, army, Frenchman, bush, man, son, memorandum, basis, roof, chief, box, tooth, phenomenon, watch, formula, ship, hat, Russian, cuckoo, fish, difficulty, ox, datum, brother-in-law, looker-on, wife, cuff, mouse, penknife, hero, man-of-war, forget-me-not, enemy, swine, salmon, leaf, loss, Englishwoman, volcano, echo, thief, potato, German, gentleman, spy, key, house.

Exercise 6. Change the number of the noun in bold type where possible and make all other necessary changes.

1. The boy drove a **sheep** in the direction of the village. 2. During the festival I made friends with many foreign delegates. Among them were **a Swiss, a Negro, a German, a Frenchman** and others. 3. The boy must have two **teeth** pulled out. 4. The hunter got a prize for killing the **wolf** that had caused much damage the village flock. 5. The **child** was bitterly crying over the broken **toy**. 6. I bought a **pair** of nylon gloves. 7. The **ox** has hurt its **hoof**, and cannot draw the plough. 8. There was a **potato** in the basket. 9. The **leaf** turned first yellow and then brown, and dropped off and was blown into the corner of the garden. 10. Such **phenomena** as we saw last night are rarely to be seen. 11. Several strange **species** of animals exist in Australia. 12. The **cattle** were driven home. 13. A **series** of English classics has recently been published. 14. Would you like some more **soup**? 15. You must add a **spoonful** of water to this mixture. 16. They even threw **bread** into the enemy's camps to show that they were not afraid of starvation. 17. The cab branched off, along the side of a wood, and he heard a late **cuckoo** calling. 18. He was as lively as a **trout** in a mountain stream.

Exercise 7. Use the appropriate form of the verb.

1. "There (is, are) money in my pocket," I said to the porter. 2. I know my hair (is, are) beautiful, everybody says so. 3. The works (was, were) his country, his home, his reason for being. 4. These white swine (do, does) not live. 5. "Good," I said. "No one shall tell me again that fish (has, have) no sense with them." 6. The deer (was, were) ravaging the man's fields. 7. I was here before the gates (was, were) opened, but I was afraid to come straight to you. 8. The papers (was, were) dull, the news (was, were) local and stale, and the war news (was, were) all old. 9. The sugar - tongs (was, were) too wide for one of her hands, and she had to use both in wielding them. 10. Her hair (was, were) loose and half-falling, and she wore a nurse's dress. 11. The nurse's wages (was, were) good. 12. Her mathematics (is, are) weak. 13. Mathematics (is, are) an exact science. 14. The French (is, are) famous for their food. 15. Churches (is, are) often named after saints. 16. The police (has, have) arrested a friend of mine. 17. Twenty thousand pounds (was, were) stolen in the robbery. 18. The trousers you bought for me (doesn't, don't) fit me. 19. I don't like very hot weather. Thirty degrees (is, are) too warm for me. 20. That (is, are) a nice pair of jeans. 21. We were at the head of the valley and below us we saw an old house. "This is where my family (live, lives)," he said. 22. All the family (was, were) gathered to see the dog. 23. When the family (was, were) alone she often read to them before going to bed. 24. That evening the net was so heavy that he could hardly draw it into the boat. "Surely I have caught all the fish that (swim, swims)," he said to himself and laughed. 25. There (is, are) important information in the letter. 26. Ethics (is, are) a difficult study. 27. You've bought yourself a nice car. Your money (was, were) well spent. 28. His advice always (is, are) useful to me.

Exercise 8. Explain the use of *the genitive case* and translate the sentences into your mothertongue.

1. He escaped the danger only by a hair's breadth. 2. He kept his eyes fixed on his father's face, putting a question now and again. 3. I am no good at other people's affairs. 4. Mr. Brown had been satisfied with the results Tom's and Nick's visit. 5. He took the morning train and arrived at his mother's at lunchtime. 6. John nodded understandingly and after a moment's pause Tom went on. 7. The clock's hands crept on to seven before she heard voices in the hall. 8. A hundred houses were evacuated for safety's sake. 9. His voice was always more decided than his brother's. 10. Everything in children's section of the club is the work of the children themselves. 11. "I think men's friendships are much deeper than women's," Mrs. Thomson said. 12. For his honor's sake Tom has got to commit suicide. 13. "Where are the children?" "I sent them to mother's." 14. Philip heard a man's voice talking quickly, but soothingly, over the phone. 15. I spotted the bride's father's uncle's silk hat on the seat of a straight chair across the room. 16. "Why, for God's sake, why must we go through all this hell?" 17. With one cold glance could she send me back into childhood with all a lonely child's terrors and shames. 18. They were to leave the house without an instant's delay and go at once to the river's edge and go aboard a steamer that would be waiting there for them. 19. After such a long, active day, a night's sleep will seem good. 20. For four months, since in the canteen she saw John's tired smile, he had been one long thought in her mind. 21. The boy never gave his parents a moment's anxiety. 22. As the great dog stood with its teeth in my master's throat, I pushed the knife deep into the beast's heart. 23. In those days he lived, for economy's sake, in a little town.

Exercise 9. Change the *of-phrases* into the *genitive case* where possible.

1. Will you join the expedition of to-night? 2. Just run to the shop of the baker. 3. Can you picture that time when the surface of the Earth was the sea? 4. The room of Mary and Ann is on the first floor. 5. The little girl kept the house of her father so neat and clean that there was never a speck of dust to be found. 6. Drops of water are falling from the bare boughs of the tree. 7. We saw the figure of a man shabbily dressed. 8. The plays of Shakespeare are very popular in our country. 9. The house of my daughter-in-law is within a stone's throw from here. 10. When eyes of the aunt met the eyes of Tom she understood that he was lying. 11. The teacher drew the attention of the students to the peculiarity of the style of the author. 12. Before I could say a word, the sound of carriage wheels was heard. 13. Never shall I forget those words of my father. 14. The river was at a distance of a mile and a half from the camp. 15. He didn't want to hurt the feelings of the girl. 16. The mother took the ring off her finger and put it on the finger of her daughter. 17. I spent a fortnight in the house of my friend. 18. The girl was nicely dressed for the ceremony of the evening. 19. There was a spot of ink on the table-cloth. 20. The cheeks of the secretary continued to brighten. 21. In the distance we saw the hut of a native. 22. Will you join the excursion of today? 23. You must come to the house of my father. 24. Of all scientific discoveries the law of gravitation of Newton is one of the greatest and most universal.

Exercise 10. Translate into English.

1. Məsləhət vermək ona qulaq asmaqdan asandır. 2. Qayçı haradadır, ana? 3. Sizin qayçılar həmişə iti olur. 4. Mehдинin arzusu həkim olmaqdır. 5. Qadın və kişilər müxtəlif fikirli, fərqli varlıqlardır. 6. Onun eynəyi stolun üstündədir. 7. Biz hər gün müxtəlif xəbərlər eşidirik. 8. O, iki gün xalasıgildə qalmağı qərara aldı. 9. Azərbaycanın sülh siyasəti bütün dünyada müdafiə olu-

nur. 10. Bu gün ilk bahar günüdür. Günəş şəfəq saçı və qarlar əriyir. 11. Leyla həmişə bizə faydalı məsləhətlər verərdi. 12. Fizika mənim ən çox sevdiyim fənlərdən biridir. 13. Sabahkı iclas təxirə salınıb. 14. Kişilərin dostluğu möhkəm olur. 15. Hekayənin sonu maraqlı idi, ona görə də uşaqlar onu axıradək oxumağı xahiş etdilər. 16. Sənə pul borc verən kişinin adı nədir? 17. Mebellər çox baha idi, ona görə də onların hamısını ala bilmədik. 18. Rusların çox qədim adət-ənənələri var. 19. Bir anlıq sükutdan sonra gənc oğlan qəhrəman şəhidlərimiz haqqında danışmağa başladı. 20. Kişi çantadan beş balıq çıxartdı və hər itə bir balıq verdi. 21. Həkim məsləhət gördü ki, uşaqlar çoxlu meyvə yeməlidirlər. 22. Yaşlı kişiye məsləhət görüldü ki, qəzeti eynəksiz oxumasın. 23. Ağacın budaqları kəsilməlidir. 24. Polis oğurlanmış maşını axtarırdı. 25. Yarım saatdır ki, tərəzini axtarıram, amma onu tapa bilmirəm. 26. Bacımın əri müharibədə həlak oldu və onun ağır həyatı başlandı. 27. İngiltərədə hava çox dəyişkəndir. 28. Səhər biz evdən çıxanda hava çox gözəl idi. 29. Dişiniz ağrıyarsa, diş həkiminə getməlisiniz. 30. Evə gələrkən yolüstü çörək mağazasına və qəssabxanaya baş çəkdim, tərəvəz mağazası bağlı olduğundan tərəvəz ala bilmədim. 31. Anna və Tomun anası həkimdir.

Exercise 11. Translate into English.

1. Мне нужен совет в этом деле. 2. Какая интересная работа! 3. Какая дождливая погода! 4. Эти новости уже всем известны. 5. Он сделал такие большие успехи. 6. Как у тебя дела с фонетикой? Сделал ли ты какие-нибудь успехи за этот семестр? 7. Товар только что прибыл на станцию. Его разгрузят сегодня. 8. Лестница была очень крутая. 9. В аквариуме было пять рыбок, одна из них золотая. 10. Рыбаки были довольны: они поймали много рыбы. 11. Содержание вашего сочинения не соответствует теме. 12. Возьмите эти ножницы, они острые. 13. Мальчик вырос, и брюки стали ему коротки. 14. Он уложил

в чемодан две пары брюк, три рубашки, носовые платки, полдюжины носков, два полотенца и задумался – что еще нужно положить. 15. В коробке было шесть пар чулок. 16. Ураган нанес большой ущерб урожаю. 17. У нее хорошие густые волосы. 18. В витрине магазина было много мужских и дамских шляп разных фасонов. 19. По дороге мы зашли в цветочный магазин и купили большой букет роз – любимые цветы моей матери. 20. Наступило минутное молчание; все почувствовали себя неловко. 21. Глаза ее были такие же красивые, как и у ее матери, а подбородок такой же волевой, как у отца. 22. В санаториях после обеда полагается отдыхать в течение часа. 23. Он был на волосок от смерти. Только чудо его спасло. 24. Мы с братом купили башмаки в одно и то же время. Мои уже износились, а у брата еще совсем новые. 25. У него не было своего велосипеда, и, когда ему нужно было поехать на станцию, он брал велосипед у соседа. 26. Как зовут сестру вашего приятеля? 27. Это не его слова, они принадлежат какому – то писателю. 28. У меня нет своего фотоаппарата. Это фотоаппарат моего дедушки. 29. Я провела зимние каникулы у тети. 30. На лестничной площадке было четыре двери. Я не знала, которая из них была дверь моих друзей.

Exercise 12. Insert *a lot of, many, much, (a) little or (a) few.*

1. In the next village he bought ___ bread for his penny. 2. She turned half about and saw that the rain had stopped and it was ___ brighter outside. 3. They are constructing ___ new metro lines now. 4. People speak ___ of him. 5. Do you really have ___ information? 6. When winter came Hans suffered a good deal from cold and hunger and often had to go to bed without any supper but ___ dried peas or some nuts. 7. I don't seem to have ___ time for reading now. 8. The guide showed them ___ places of interest. 9. They had walked for ___ hours before they

came to the village. 10. How __ time did it take you to write the introductory part? 11. Have you taken __ pictures this summer? 12. __ interesting experiments are carried out in our library. 13. Mothers and children in our country are taken __ care of. 14. The management offer __ jobs and I can't decide which to take. 15. They will promise you __ , but don't imagine they will give you everything they promise. 16. He does not have __ time to spare, or he would show you around the exhibition himself. 17. Why do we often take a taxi when we have __ time left? 18. The overcoat had __ buttons on it. 19. The chief is __ pleased with your report, only he doesn't want to show it. 20. In the last twenty-four hours too __ things had happened. 21. How __ is the clock fast now? 22. He has very __ knowledge of the matter. 23. A good speaker can say __ in __ words. 24. The street looked almost deserted. There were __ people in it. 25. Do you know the English language? – Just __ . 26. How __ pages have you translated? 27. We have received __ valuable information. 28. Did they have to change trains __ times? 29. He is very successful even though he has very __ education. 30. I don't know the answer, but I've got __ ideas. 31. I was tired and hungry, but fortunately I had __ money left. 32. Jack is usually very helpful but he had __ advice for us this time.

Exercise 13. Translate the following text into English.

Az sonra böyük otağın eyvana açılan qapısı cırıldı. Anam da mətbəxə getdi. Mən tələsik geyinərək, atamın “ulduzlu pəncərəsinin” qabağına gəldim. Eynilə onun kimi bir əlimi pəncərə çərçivəsinə dayayıb Babadağa baxdım. Atam orda nə görüb axı? Nə üçün hər dəfə dağa baxanda onun qalın qaşları altından parlayan qayğılı gözləri daha da işıqlanır? Mən bunun sirrini bilmək istəyirdim. Ancaq Babadağ həmişəki dağ idi. Qarlı zirvəsinin ətəklərinə təzəcə gün düşmüşdü. Qalın meşəli dağ yamaclarında bir-birini kəsən dar cığırlar kimsəsiz idi. Mən onların çoxusuna bələd olsam da Qarlı zirvəyə qalxan yeganə cıgırı uzaqdan seçib ayıra bilmirdim. Çox istəyirdim ki, bu saat o cıgırı tapım və həmişəlik yadımda saxlayım. (*Gəray Fəzli*)

THE ARTICLE

Exercise 1. Insert *a* or *an* if necessary and translate the sentences into your mothertongue.

1. My neighbour is __ photographer, let's ask him for __ advice about colour films. 2. __ travel agent would give you __ information about __ hotels. 3. Do you take __ sugar in __ coffee? -I used to, but now I'm on __ diet. I'm trying to lose __ weight. 4. __Mr. Smith is __ old customer and __ honest man. 5. I have __ hour and __ half for lunch. 6. I hope you have __ lovely time and __ good weather. 7. He looked at me with __ horror when I explained that I was __ double agent. 8. I have __ headache and __ sore throat. I think I've got __ cold. 9. __ few people know that there is __ secret passage from this house to __ old smuggler's cave in the cliffs. 10. I see that your house is built of __ wood. Are you insured against __ fire? 11. The escaping prisoner camped in __ wood but he didn't light __ fire because the smoke rising from the wood might attract __ attention. 12. I'll pay you __ hundred __ week. It is not __ enormous salary but after all you are __ completely unskilled man. 13. I have __ little money left, let's have __ dinner in __ restaurant. 14. She walked like __ woman in the movies. 15. They had never imagined such __ ending. 16. She laughed and I heard her strike __ match. 17. There is __ empty bottle by the side of the bed. 18. "We can't let him die like __ dog." 19. This is __ terrible thing for you, my poor child. 20. I'll be down in __ minute. 21. It was __ glorious night with __ great full moon in __ purple sky. 22. The girl died too, within __ year. 23. I've been waiting here for __ hour. 24. Give me __ nail. I bought __ picture and want to have it fixed. 25. I expect to get __ letter from them in two weeks. 26. Shall I treat you to __ apple or __ pear? - I always prefer __ apples to pears. 27. He asked for __ glass of __ fresh water.

Exercise 2. Insert *a / an* or *one* if necessary.

1. ___ of my friends advised me to take ___ taxi, another said that there was quite ___ good bus service. 2. ___ man I met on the train told me ___ rather unusual story. 3. I've told you ___ hundred times not to come into ___ room with ___ hat on. 4. It's unlucky to light three cigarettes with ___ match. 5. You've been ___ great help to me, ___ day I will repay you. 6. My car broke down near ___ bus stop. There was ___ man waiting for ___ bus so I asked him for ___ advice. He took ___ quick look at my car and said, "Buy new ___." 7. I have ___ flat on the top floor. You get ___ lovely view from there. 8. ___ day a new director arrived. He was ___ ambitious, bad-tempered man, and the staff took ___ instant dislike to him. 9. I have ___ pain in my shoulder. 10. ___ man's meat is another man's poison. 11. His parents never appeared in the parish church except on special occasions. Mr. Smith's funeral was such ___.

Exercise 3. Insert *the* if necessary.

1. ___ youngest boy has just started going to ___ school; ___ eldest boy is at ___ college. 2. She lives on ___ top floor of an old house. When ___ wind blows, all windows rattle. 3. ___ darkness doesn't worry ___ cats; ___ cats can see in ___ dark. 4. He was sent to ___ prison for ___ six months for ___ shoplifting, when ___ six months are over he'll be released; ___ difficulty then will be to find ___ work. 5. ___ ballet isn't much use for ___ girls; it is much better to be able to play ___ piano. 6. I am on-night duty. When you go to ___ bed, I go to ___ work. 7. ___ family hotels are ___ hotels which welcome ___ parents and ___ children. 8. On ___ Sundays my father stays in ___ bed till ten o'clock reading ___ Sunday papers. 9. Like many women, she loves ___ tea parties and ___ gossip. 10. You can fool some of ___ people all ___ time, and all ___ people some of ___ time, but you cannot fool all ___ people all ___ time. 11. There'll always be a conflict between ___ old and ___ young, ___ young people want ___ change but ___ old people want ___ things to stay ___ same. 12. It's usually safe to

walk on __ sand, but here when tide is coming in, __ sand becomes dangerously soft, __ people have been swallowed up by it. 13. __ moon was shining brightly. 14. It is said that we should never speak ill of __ dead. 15. Nature provides __ animals with weapons of defence; __ snake, __ scorpion, __ bee have their sting.

Exercise 4. Insert articles where necessary.

1. Not __ word was spoken in __ parlour. 2. I think that __ man's life is worth saving, whoever it belongs to. 3. Though __ earth was cold and wet, __ sky was clear and __ sun rose bright and beautiful. 4. __ compass was invented in ancient China. 5. Not __ word was spoken, not __ sound was made. 6. After that they would meet, perhaps, two or three times __ year. 7. Roger looked at him without __ word, took out his wallet and gave him __ ten-shilling note. 8. As __ man sows, so shall he reap. 9. It was Sunday afternoon, and __ sun, which had been shining now for several hours, was beginning to warm __ Earth. 10. I have __ long story to tell you. Come and sit down on __ sofa and let us have __ comfortable chat. 11. __ arm in __ arm they walked toward home. 12. He was __ short, plump man with __ very white face and __ very white hands. It was rumoured in London that he powdered them like __ woman. 13. I am afraid I addressed __ wrong person. 14. __ rich think they can buy anything. 15. __ woman will only be the equal of __ man when she earns her living in __ same way that he does. 16. Believe me, when __ woman really makes up her mind to marry __ man nothing on God's earth can save him. 17. I believe I can tell __ very moment I began to love him. 18. We are told that __ wicked shall be punished. 19. When I was __ child my mother used to make __ cakes and send me out with them as __ presents to __ neighbours, and __ neighbours would give us __ presents too and not only at Christmas time. 20. Her son had not only come home but he had come home as __ good person. 21. He had travelled in __ plane faster than __ rain and when he

came to New York __ weather was sunny and mild there. 22. __ ox is __ strong beast of burden. 23. __ snow covered __ ground. 24. I thought I had shut __ door, but it is still open. 25. __ London of our days differs greatly from __ London of the days of Shakespeare. 26. Pass me __ salt, please. 27. __ oaks are very strong trees. 28. __ Elbrus is __ highest mountain in __ Caucasus. 29. __ day was so lovely, so full of __ freshness of __ spring. 30. Is there __ shoe department there too? 31. I want __ pair of shoes but I don't know my English size. 32. Now English people don't go to __ cinema and to __ theatre as often as some years ago. They usually stay at __ home and watch __ television. 33. What do you like better, __ theatre or __ cinema? 34. __ stars were faint and dim and lovely in __ soft misty night sky. 35. __ moon made __ faint pathway on __ water, but __ house was still lit up by __ setting sun. 36. __ man is __ master of __ whole Earth, above and below, from __ Equator to __ Poles.

Exercise 5. Insert articles where necessary (Articles with nouns modified by attributes in post-position).

1. Excuse me now, I have to see __ man who's in trouble. 2. __ people familiar with these moors often miss their road on such evenings. 3. I always think there's something rather cold and cheerless about __ house that lacks __ woman's touch. 4. At last they reached __ door at which __ servant knocked cautiously. 5. It is in __ hour of trail that __ man finds his true profession. 6. He was starting at __ waves like __ man cornered by __ strange animal. 7. He spoke with __ very slow, distinct voice and always looked over __ shoulder of __ person to whom he was talking. 8. There had been at __ dining table __ middle-aged man with __ dark eyes and __ sunburnt face, who had attracted Martin's attention. 9. I asked __ question I feared to ask. 10. I took __ bottle I wanted and went off with it. 11. We soon came to __ place from which we had started in the early morning. 12. On our way we passed __ two boats which had brought us ashore. 13. __ spot on __ suit I am wearing won't

come off. 14. In __ corner of __ room was __ wash-basin with __ hot and cold water. 15. He took __ cigarette that I had carefully rolled up for myself and went.

Exercise 6. Insert articles where necessary. Pay attention to the use of the article with abstract nouns.

1. What __ fine time we had last night! 2. There was __ deep, calm silence outside the cabin. 3. I am grateful to you for __ advice you gave me. 4. He wondered what __ advice the old worker would give him. 5. I think I can give you __ piece of __ good advice. 6. Where have you got such __ important information from? 7. He tried to piece together __ information he got from different sources. 8. How did you manage to stumble upon such __ fine piece of __ information while we were still in the dark? 9. She thought of her girlish dreams sometimes with __ smiling sadness. 10. He hung up the receiver between __ satisfaction and __ odd irritation. 11. If I can teach something to one child, if I can awaken in only one child __ sense of beauty, __ joy in truth, __ admission of ignorance and __ thirst of knowledge, then I am fulfilled. 12. You'll find __ information you need at __ top of __ page 23. 13. __ Crime is a problem in most big cities. 14. __ death is the only thing that ever terrifies me. 15. It was __ madness, but she refused to consider __ madness. 16. __ art is __ manifestation of __ emotion, and __ emotion speaks __ language that all may understand. 17. What __ noble thing __ courage is! 18. How quietly you live, John. I love __ silence of this room and garden. 19. May you be happy in __ life you have chosen! 20. We both appreciate __ simplicity. 21. __ music and __ philosophy are like wine; they are intended to enhance __ pleasure of being alive. 22. A look of __ joy came into his eyes. 23. __ kindness was not one of __ things she had normally met with in __ life.

Exercise 7. Insert articles where necessary. Pay attention to the use of the article with material nouns.

1. ___ fruit is preserved with and without ___ sugar. 2. While waiting for ___ water to boil he held his face over the stove. 3. She hurried in again and found ___ water almost boiled away. 4. My heart felt as heavy as ___ lead. 5. Without giving her opportunity to protest any more, he went to ___ telephone and ordered ___ coffee and several sandwiches. 6. There were two bottles of ___ wine, ___ plate of ___ oranges with ___ powdered sugar. 7. ___ snow turned into ___ cold rain. 8. Don't drink from this pond, ___ water is stale. 9. ___ coal gas is formed by burning ___ coal; it is ___ gas used for heating and illuminating. 10. According to the Greek myth Prometheus stole ___ fire from Olympus to give it to men. 11. This is ___ tea I am particularly fond of. I don't think there is ___ better tea than this. 12. In a week or two ___ fruit in our garden will be ripe. 13. The old man's head shook from side to side like ___ ripe fruit in the wind ready to drop. 14. When ___ snow melts much ___ water comes down the river. 15. I must remind you again that Adam had ___ blood of the peasant in his veins. 16. She comes home to ___ late tea, and after ___ tea she never sews.

Exercise 8. Insert articles where necessary, paying special attention to the nouns that do not admit of the indefinite article.

1. Everyone hates to go out in ___ rainy weather. 2. ___ work gave him increasing pleasure. 3. ___ weather was so warm that we decided to go swimming. 4. What ___ fine weather we're having today. 5. At first I found it difficult to understand ___ English money. 6. I turned the radio on and listened to ___ nine o'clock news. 7. That morning ___ nature was at its loveliest. 8. I did not enjoy my holiday because ___ weather was very cold. 9. "What's ___ news?" 10. Have you heard ___ news? 11. We have been having ___ frosty weather for ___ week. 12. ___ birds don't like this sort of ___ weather. 13. "James is not coming tonight." "Oh, that is ___ bad news." 14. You ought to stay at home in ___

cold weather. 15. __ weather is changing for the worse. 16. I'm not the man to give you __ advice. 17. He suddenly became aware that Mike had stopped __ work. 18. That's __ best news I've heard yet. 19. I'm going to cut __ grass in __ garden. 20. Even if he comes with __ news I'm hoping for, the situation will remain difficult for a couple of days. 21. Oh, this is not __ friendly advice. 22. I just want to ask you for __ advice. 23. "I didn't work there long. I fell ill and had to give up the job." "That's __ hard luck." 24. __ information they received allowed them to prepare __ new defence position. 25. What __ good luck that I found you in!

Exercise 9. Insert articles where necessary. Pay attention to the use of articles with proper nouns.

1. "What do you mean by this?" exclaimed __ astonished Tom. 2. "I am glad you are pleased with my work," said __ happy Alfred. 3. I was delighted when he visited me in __ Caucasus. 4. The climate of __ Crimea is rich in golden days and velvet nights. 5. __ little Leila began collecting her toys and putting them in a basket. 6. I saw him take a taxi at the corner of __ Nizami Street. 7. " __ Mother has gone to market and won't be back before noon," said the girl. 8. From __ Westminster we may walk along to __ Trafalgar Square. 9. __ Young Fuad is very clever at sums. 10. Tom is a poet, certainly, but he is not __ Byron. 11. When we lived at the seaside __ Browns were our next-door neighbours. Do you mean __ Browns with whom we made a trip to __ Crimea some years ago? – Oh, no. It is quite another family. Don't you remember __ Browns who used to play tennis with us? He is the eldest son of the family, I mean. 12. This Pat wasn't at all like __ Pat of his memories. When she smiled, he saw __ Pat he had known, __ Pat smiling at him from the worn photo that still lay in pocketbook against his heart. 13. Many years ago I made the acquaintance of __ certain Javid. 14. __ Andrew was __ first to break the silence. 15. __ Volga is the longest river in __ Europe; it flows into __

Caspian Sea. 16. __ Lake Baikal is the deepest lake in __ world. 17. __ Elbrus is the highest peak in __ Europe. 18. __ Hague, a city in __ Western Netherlands near __ North Sea, is the seat of __ Dutch government. 19. __ Sahara is a great desert in __ North Africa, extending from __ Atlantic Ocean to __ Nile. 20. __ Philippines is an archipelago which consists of thousands of islands. 21. When __ Forsyte was engaged, married or born, __ Forsytes were present. 22. Entering the room he asked with some anxiety whether __ Father was in. 23. Once upon a time there lived __ doctor Aibolit who was a great friend of all animals. 24. "Who operated on your son?" " __ certain surgeon Aliyev." 25. __ Curie, husband and wife, were jointly awarded __ Noble prize for physics in 1903. 26. They were excited because they had been dining with __ editor of __ *Times*, and had been given __ glimpse of next day's paper. 27. __ Japan and __ United States are separated by __ Pacific Ocean. 28. __ Mount Everest is in __ Himalayas on the border between Nepal and Tibet, which is the part of __ People's Republic of China. 29. One day he was taken by __ friend to __ party given by __ certain Mrs. Smith, __ rich banker's widow. 30. When my uncle tried me with __ few simple problems in __ algebra, he looked pleased and said to my mother: "Your son could be __ other Einstein." "Who is __ Einstein?" asked my mother. I was glad she had asked, I wanted to know too. 31. __ poor Tom saw no harm in repeating those absurd stories. 32. His ship nearly sank in __ Pacific. 33. This was not __ Paris that he had accepted thirty years ago as his spiritual home. 34. They stayed in __ Venice for __ fortnight. 35. He walked to __ part of __ room where __ puzzled Henry was standing. 36. Charley was distressed. This was not __ Simon he had known so long.

Exercise 10. Insert articles where necessary (Articles with predicative nouns and nouns in apposition).

1. Sir Christopher Wren, __ great British architect is __ creator of St. Paul's Cathedral and many other wonderful buildings in London. 2. How long have you been __ secretary? 3. To look at Montmorency you would imagine that he was __ angel sent upon __ earth. 4. After my mother died, my father, __ travelling man, sent me to live with his cousins. 5. I am __ old man who is afraid of no one. 6. It is __exceedingly bad little painting. One of __ worst I have ever seen. 7. On __ way across __ river he chattered to __ boatman, __ local man. 8. She is __ most honest person I think I've ever met. 9. I think it is __ place I will choose. 10. __ human being is __ wonderful thing. 11. He was __ particular friend of Sir John's. 12. His money was __ money I brought him as my marriage portion. 13. __ trained diplomat and statesman as he was, his stern aristocratic face was upside down with __ fury. 14. I am not __ good fisherman myself. 15. Ever since then I haven't been able to suppress __ gnawing thoughts in my mind. I'm not strong enough to suppress them. I'm too weak. I'm not __ man enough. 16. You were __ dear little girl; I see it now, looking back. But not __ little girl I had in my mind. 17. You should have been __ woman enough to control yourself. 18. My father became __ rector of State University. 19. He had just been appointed __ Lord Justice of appeal. 20. You see she's __ daughter of __ great friend of mine, __ professional man, __ dentist. 21. You can't become __ prime minister at once. 22. The sun was hanging over the hill behind them, __ large red ball which had lost its fierceness. 23. She was __ daughter of __ well known theatrical manager. 24. He was their favourite nephew, __ son of their dead elder sister.

Exercise 11. Insert articles where necessary.

a) 1. __ lunch was excellent, but I noticed that she ate very little. 2. They arrested him after __ breakfast. 3. I was anxious to have __ good comfortable breakfast ready before I called Joe. 4. __dinner was as good as it looked and smelled. 5. That's __

best dinner I have had in years. 6. Wash your hands and clean up, ___ supper is ready. 7. They had ___ filling but not too nourishing breakfast. 8. He invited me to a restaurant and treated me to ___ expensive supper.

b) 9. ___ morning was bright and sunny. 10. It all happened on ___ bright and sunny morning. 11. It was ___ early morning, the sun had just risen. 12. It was early in ___ morning that a loud knock at the door took me out of bed. 13. ___ evening fell, lights began to appear in the windows. 14. He spent ___ restless night, thinking of what could be done. 15. It was ___ hot day and there were many flies in ___ room. 16. It was ___ blue night with ___ full moon hanging over ___ city. 17. ___ day had been fine and warm, but at coming of ___ night ___ air grew cold. 18. It was ___ pleasant evening, warm and still. 19. There was such ___ glorious sunset. 20. As ___ night came on, the track grew narrower and narrower until at last it lost itself among the trees. 21. The boy told us that he had spent ___ night in the forest. 22. While we were gathering mushrooms ___ dusk set in and the strips of light between the trees died out. 23. It was ___ damp, hot afternoon of ___ early summer.

c) 24. She went up to ___ bed and took her sleeping child. 25. He sprang out of ___ bed, had ___ cold bath and then had another look at ___ watch. 26. She went into ___ little dark room, her room was like ___ cupboard, and sat down on ___ bed. 27. He hasn't been to ___ bed all night. 28. It was ridiculous to feel that he had to send his children to ___ private school. 29. They had two children, one of them still at ___ school, ___ other in her first year at ___ University. 30. Under normal circumstances you would have become ___ head boy of ___ school. 31. He went to ___ school to speak to ___ head-master about his son. 32. He was ___ man about fifty- five who had spent his whole life at ___ school. 33. He looked clean and brushed, he was going to ___ town for ___ day. 34. I am only in ___ hospital for four weeks. 35. She had ___ comfortable room at ___ hospital. 36. He reached hospital, parked his car and went up to ___ ward. 37. She told me that for

__ while she had worked in __ hospital. 38. They had __ hospital in __ town during __ war. 39. He is in __ hospital and his condition is reported as being serious. 40. He was in __ hospital for __ few weeks, and came back more moody than ever. 41. I never knew __ lawyer yet who didn't threaten to put me into __ prison sooner or later. 42. When you think of me at all, John, let it only be as __ little child you have seen grow up in __ prison. 43. __ mother and I are planning to go to __ country for __ few days. 44. __ little I have to say can be said in __ few minutes.

d) 45. He has taken his death very much to __ heart indeed. 46. Am I dealing, young people, with __ case of __ love at __ first sight? 47. You will go to __ sea and forget all about me in __ month. 48. It is __ pleasure to see you. 49. He is beginning to lose __ heart, they say. 50. She burned like __ fire from head to __ foot. 51. They walked on again, but only __ hand in __ hand. 52. "Don't play __ cat and __ mouse with me," he cried.

Exercise 12. Revision exercise. Insert articles where necessary.

1. __ Caucasus is famous for its holiday centres. 2. __ book I advise you to read consists of three parts. 3. Charles Dickens, one of __ greatest and most popular English novelist was born in 1812. 4. __ boy worked from __ early morning till late at __ night. 5. He spent __ lot of time in __ library reading room. 6. __ great writer died more than __ hundred years ago, but everybody still enjoys reading his books. 7. Did you read anything interesting __ last month? 8. When was it performed for __ first time. 9. __ little Charles often went to that place. 10. Theodore Dreiser, __ great American writer was born in 1871 in __ small town in __ America. 11. He tried __ lot of trades, but couldn't make enough money to send his children to __ school. 12. All __ children were in poor health. Two of __ girls died while they were still at __ school. 13. Once __ rich Englishman called __ Mr. Johnson and decided to have __ birthday party. 14. Will you go into __ kitchen and have __

dinner, please. 15. Every worker must understand that __ only way to __ happy future is through __ struggle and __ struggle is growing harder and harder. 16. __ Dogs are animals. 17. Most of my friends are __ students. 18. What __ lovely dress! 19. Did Ann get __ job she applied for? 20. She works eight hours __ day, six days __ week. 21. What did you have for __ breakfast? 22. We had __ very nice lunch. 23. Our train leaves from __ platform 5. 24. Every term parents are invited to __ school to meet the teachers. 25. John's mother is __ regular churchgoer. She goes to __ church every Sunday. 26. Will you be at __ home tomorrow afternoon? 27. Have you got these shoes in __ size 43? 28. My favourite sport is __ swimming. 29. __ film wasn't very good but I liked __ music. 30. Did you like __ coffee we had after our meal __ last night? 31. __ young have the future in their hands. 32. Have you ever been to __ British museum. 33. __ Statue of Liberty is at __ entrance to __ New York harbour. 34. Another part in central London is __ St. James's park. 35. __ boy Roger had arrived home with __ measles; his mother blessed __ measles that brought him home. 36. __ three sat talking over __ plans for __ future. 37. I was sitting up in __ bed, sipping __ hot coffee, when __ nurse came into __ room. 38. "All __ men are __ sinners," my aunt used to say. 39. Let's not bother about __ present troubles and look forward to __ future.

Exercise 13. Insert articles where necessary. Translate the sentences into your mothertongue.

In __ autumn of 1935, when I was __ young man, I was travelling in __ north-west of __ India. One evening, after __ hunting in __ forest all __ day, I was returning alone to __ place where I had put up my tent. It was getting dark, and I was walking along __ narrow path. On __ right was __ wide river, on __ left, __ thick, dark forest. Suddenly I saw two green eyes looking at me from among __ trees. __ man-eating tiger was getting ready to jump on me. What could I do? Should I jump into __ river and hope to save my life by __ swimming? I looked

to __ right. In __ river there was __ immense crocodile waiting to welcome me with his mouth wide open. I was so frightened that I shut my eyes. I heard __ branches moving as __ tiger jumped. I opened my eyes. What do you think had happened? __ tiger had jumped right over me and was now in __ jaws of __ crocodile. That's __ true story, believe it or not.

Exercise 14. Revision: supply the required articles in the following text.

__ story that impressed me concerned __ old Indian who kept __ snake in __ box. It was __ hooded cobra, and __ box had __ thick glass lid. Whenever there were __ new arrivals in __ barracks he always made __ same bet with them to double their money if they could keep __ hand on __ glass for fifteen seconds. It seemed __ easy bet; __ glass was too thick to break. But as soon as __ snake struck at __ glass, no one could control __ impulse to snatch __ hand away. In this way, __ old man made __ great deal of money from __ new arrivals. One day, __ soldier with __ wooden hand asked if he could be allowed to wear __ glove while he laid his hand on __ box. __ old Indian agreed, he was aware that __ glove makes no difference to __ reflex of self-defense. __ soldier laid __ high stake. Everyone in __ barracks gathered round, hoping to see __ old man beaten at last. They were not disappointed; __ soldier kept his gloved hand on __ box while __ cobra struck again and again. __ old man suspected trickery and demanded to see __ hand, but __ crowd of __ British soldiers felt he had been fairly beaten, and forced him to pay up.

Exercise 15. Revision: supply the required articles in the following text.

We drank tea, then we all went out for __ walk before it grew dark. __ children were gathering __ chestnuts in __ woods and __ others were playing with __ kites in __ meadow on __ edge of __ wood. Some of __ best chestnuts were on __ highest

branches and they were throwing __ sticks to try to knock them down. Monty saw __ opportunity to display his athleticism; __ lower part of __ trunk was too smooth to climb, but he asked me to bend down so that he could stand on my shoulders. Then he leapt on to __ low branch and swarmed up to __ top. __ boys cheered as he broke off __ branch and threw it down. Then Monty dropped down and slipped into his overcoat and we walked on.

We stopped on __ outskirts of __ wood above __ village, looked at __ view for __ few minutes and then turned to walk back.

Exercise 16. Revision: supply the required articles in the following texts.

I. Although it was __ early afternoon all __ lights in __ restaurant were on. __ plane from New York had been delayed. __ usual gloom of __ airport was intensified by __ weather. In __ corner of __ restaurant, __ man and __ woman waited, drinking __ coffee, watching __ two small children, __ boy and __ girl who were plastered against __ big window that overlooked __ field. __ woman was in her early thirties, with __ pretty figure pleasantly displayed by __ modest grey suit. She had __ short black hair swept back in __ latest fashion and her large grey eyes were cleverly accented by __ make up.

II. I did not feel too good. I had __ headache and __ sore throat and I went to __ bed at eight o'clock with some lemon and honey. When I woke up in __ morning I was so full of __ cold that I could hardly breathe. I got up and took my temperature, and upon finding it was __ hundred point four I went straight to __ bed again. __ Father wanted to send for __ doctor, and I said I did not want __ doctor.

I slept most of __ day. At __ teatime __ Father came up to see me. He was carrying __ huge parcel. He put it down on __ bed. I started to undo __ brown wrappings. It was __ enormous doll. It had __ real hair and several complete changes of __

clothes, with __ hats and __ gloves and __ shoes and __ socks and __ parasol. I was overcome. I stared at __ bright cheeks and __ black curls and __ blue china rolling eyes and __ long lashes. "I think it's lovely," I said.

III. __ moment I flung open __ door, I smelt __ strong smell of __ gas. I flew up __ stairs and into __ kitchen. __ air was thick with it, and I could tell from __ noise that __ oven was on, unlit. I switched it off, pulled open __ window and retreated. __ whole house stank.

__ sitting-room light was on. So I went in and found David sitting on __ sofa reading __ magazine.

"What do you think you are doing?" I yelled. "__ whole place is full of __ gas. Can't you smell it?"

"Gas?" he asked. "Is it really? I thought there was __ funny smell when I came in and I have got __ headache, come to think of it."

"You're lucky you're not dead," I said and went out into __ corridor.

Exercise 17. Comment on the *use* and *non-use* of the article.

1. The sun set and night followed day without any interval in between as is usual in the South. 2. It was winter and a night of bitter cold. 3. The birds sang sweetly and the whole garden was full of harmony and perfume. 4. Mr. Pickwick observed that fame was dear to the heart of every man. 5. The evening had already deepened into night. 6. This is Professor Hallorsen, who was head of the expedition. 7. George got out his banjo after supper and wanted to play it, but Harris objected. He said he had got a headache. George thought the music might do him good. He said music often soothed the nerves and took away a headache. Harris said he would rather have the headache. 8. So it was that on the following day, which was a Saturday. 9. He walked up the street, staring at the sky. 10. After supper the floor was cleaned for dancing. 11. After I had finished my shopping I went into Snow Park. 12. The poet was reading something

written on a sheet of paper. 13. Martin Eden was a self-made man as Jack London himself. 14. There were two Marys in the family, the mother and the daughter. 15. I do not think it's unfair of you to run away from a man who has come specially to see you, David. Especially a man who has come to thank you for saving his life.

Exercise 18. Translate the following text into English paying attention to the use of articles.

Atam iclasda sözə başladı - “Camaat! Sizə məlumdur ki, bizim bu Ağçay dərəsindən çox uzaqlara yolum düşməyib, heç Tiflisin özündə də olmamışam. Bakının özünü də əməlli-başlı görməmişəm, ancaq dərindən fikirləşəndə görürəm ki, yox, mən bu dünyanın hər yerinə bələdəm. O cümlədən İspaniyanın özünə də, elə bil onu gözümlə görmüşəm. Nə üçün belə deyirəm? Ona görə ki, bu dünya bütövlükdə bizimdir, yəni insanların. İnsandan başqa heç kəs ona sahiblik eyləyə bilməz. Ancaq necə insan? Əliqabarıq insan, vicdanlı insan.” (*Gəray Fəzli*)

Exercise 19. Ttranslate the following sentences into English.

1. Недавно я познакомился с одним моряком; он только что вернулся из кругосветного путешествия. 2. Вы можете дать мне почитать какой-нибудь журнал? - У меня есть сейчас журналы, но не думаю, чтобы они вам были интересны. 3. Я не курю сигары. Не могли бы вы дать мне папиросу? 4. Они вошли в вагон, в котором не было свободных мест. 5. В вагоне, в который они вошли, не было свободных мест. 6. Сегодня группа туристов, которая состоит в основном из студентов, начнет подъем на Эльбрус. 7. Группа туристов, которая начала сегодня подъем на Эльбрус, состоит из студентов. 8. Кто разработал проект нового стадиона, который строится в вашем городе? 9. В газетах очень много писали о молодой талантливой актрисе, которая сыграла роль Анны. 10. Она посмотрела на часы на углу и поняла, что опоздает на поезд. 11. На углу нашей улицы висят часы, которые приводятся в

действие электричеством. 12. Волк и шакал принадлежат к семейству собачьих. 13. Тадж – Махал – одно из прекраснейших сооружений, когда – либо созданных человеком. 14. Это очень хороший совет. 15. Совет хороший. 16. Он нашел такую хорошую работу! 17. Я еще никогда не видел дружбы крепче, чем дружба этих двух людей. 18. Рыба, заплывающая в Мертвое море, гибнет моментально. Я нашел одну мертвую рыбешку. Она была тверда, как палка, и была покрыта солью, как панцирем. 19. Молодость – лучшая пора жизни. 20. Воздух, окружающий землю, называется атмосферой. 21. Язык служит обществу как средство общения между людьми. 22. При изучении языка необходимо глубоко изучать грамматику. 23. Мартин Иден глубоко чувствовал красоту. 24. Новый ассистент еще не имеет опыта такой работы. 25. Этот старый рабочий прожил жизнь, которая может служить примером того, как надо жить и бороться. 26. Уже много лет ученые работают над проблемой происхождения жизни на земле. 27. По субботам у них обычно бывают гости к ужину. 28. Мы заказывали обед из трех блюд. 29. Ненастный день подходил к концу, закат обещал хорошую погоду. 30. В этой столовой вы всегда можете получить горячий завтрак. 31. Вечер был влажный и прохладный. Был холодный и ветренный день. 32. Идите скорей к столу, обед стынет. 33. Что у нас будет к ужину? 34. Была уже ночь; но, к счастью, это была летняя ночь, и погода стояла сухая. 35. Вас ждет какой – то Михайлов. 36. Она вышла замуж за Белова, с которым нас познакомили в прошлом году у Никитиных. 37. Константиновы поселились здесь два года тому назад. 38. Она была Добсон и, как все Добсоны, очень умна. 39. Москва наших дней – это не Москва XIX века. 40. Мы провели лето на Днепре. 41. Аргентина и Бразилия – наиболее крупные государства Южной Америки. 42. Глава XIII начинается на странице 57. 43. Вот идет 15-й автобус. 44. Художник Серов, сын композитора Серова был мастером психологического портрета. 45. Это был высокий

белый дом; он был окружен большим садом. 46. Я надеюсь, что завтра вы дадите мне ответ. 47. Телескоп нужен астрономам, а микроскоп – биологам. 48. Скрипка - струнный инструмент, флейта – духовный. 49. Вы мне дали не тот адрес. 50. Сегодня я, наконец, достал книгу, которую я уже давно хочу прочесть. 51. Вот человек, с которым вы хотите поговорить. 52. Все народы земли хотят мира. 53. Я очень ценю в людях скромность и простоту. 54. Мой муж ревнив, это Отелло. 55. Мать и дочь приняли приглашение. 56. Подождите немножко, отец сейчас придет. 57. Эльбрус – очень красивая гора. 58. Она читает с утра до ночи. 59. Я люблю путешествовать морем. 60. Мы уже можем читать Диккенса и Теккерея в оригинале. 61. Мой брат очень хорошо играет на скрипке. 62. Была дождливая, холодная осень. 63. Мое любимое время года – лето. 64. Она легла спать в три часа ночи и встала с головной болью. 65. Она плохо себя чувствовала и провела весь день в постели. 66. Мы провели несколько дней в маленьком городке на Кавказе.

THE ADJECTIVE

Exercise 1. State the morphological composition of the following adjectives.

Pretty, bushy, weather-stained, thoughtful, hard-hearted, illegitimate, low-bred, improbable, sceptical, careworn, beloved, wicked, disobedient, long-legged, regular, water-proof, large, well-timed, homeless, shaky, blindfold, newly-baked, peace-making, abundant, red-haired, small, deep-blue, snow-white, childlike, foolish, unhappy, windy, troublesome, fine, brave, cold-hearted, peaceful, important, woolen, dangerous, careful, eatable, red.

Exercise 2. Give the *comparative* and *superlative degrees*.

Hot, interesting, clever, bad, good, happy, near, beautiful, old, heavy, cold, young, far, pleasant, narrow, concise, little, simple, complete, sad, busy, tall, fine, red, important, comfortable, attentive, gay, much, bitter, merry, expensive, cheap, miserable, cosy, fat, virtuous.

Exercise 3. Give the *comparative* and *superlative* of the following compound adjectives.

Well-known, fine-looking, short-sighted, good-natured, wide-spread, kind-hearted, old-fashioned, light-minded, well-read, high-pitched, strong-willed, much-travelled, far-fetched, narrow-minded.

Exercise 4. Complete the sentences using *as...as*.

1. I'm quite tall but you are taller. I'm not ____ .
2. My salary is high but yours is higher. My salary isn't _ .
3. It was cold yesterday and it's still cold. It is _ .
4. I still feel a bit tired but I felt a lot more tired yesterday. I don't ____ .
5. I was a bit nervous before the interview but usually I'm a lot more nervous. I wasn't ____ .

Exercise 5. Insert the appropriate forms of the adjectives given in brackets and supply the article where necessary.

1. The Earth is (large) than the moon. 2. This man is the (old) person in our village. 3. Baku is the (big) city in Azerbaijan. 4. They had dined well and were now drinking hard, their faces getting (red) and (red). 5. He was only five years (young) than I was, which made him forty-five. 6. (Bad) sin towards our fellow creatures is not to hate them, but to be indifferent to them. 7. I think we'll resume the conversation when you're a little (calm), Caroline. 8. The first edition of the dictionary is (good), the new one is still (good). 9. The (long) the night, the (short) the day. 10. If you don't withdraw and apologize, it will be the (bad) for you. 11. Things went from bad to

(bad). 12. I think you're about (pretty) girl in school. 13. He would walk here and there and be no (conspicuous) than an ant in an ant hill. 14. At first I couldn't say which stories in the collection were (funny); they were all (funny); but now I see that the last is (funny). 15. That was his (clever) step. 16. This problem is as (serious) as the others. 17. He always chooses (easy) way. 18. This method is not (good) than the one we have been using all these years. 19. And he thought how much (advanced) and (broadminded) the younger generation was. 20. I didn't spend as (much) money as you. 21. There were (few) people at this meeting than at the last one. 22. I'd like to have a (reliable) car. The one I've got keeps breaking down. 23. As the conversation went on, he became (talkative). 24. The (expensive) the hotel, the (good) the service. 25. Everybody would be only too (glad) to see you. 26. She is a (kind) woman, (kind) I have ever seen. And today she has been (kind) than ever. 27. I didn't think it was so (serious). 28. Our lives, our marriage, our children are much (important) than your work. 29. The party was not so (gay) as I had expected. 30. I don't like your behaviour. You ought to be (respectful). 31. He was the (amusing) lad you ever met. 32. He's a far (intelligent) person than my brother. 33. He is (talkative) than his sister. He won't tire you so much. 34. He turned out to be (angry) than I had expected. 35. He felt (bad) yesterday than the day before. 36. Of the two evils let us choose the (little). 37. Uncle Nick was the (old) son of the family. 38. (great) ideas are the simplest.

Exercise 6. Copy the following sentences choosing the necessary word.

1. Tom is the (oldest, eldest) of the three brothers. 2. Men can walk (farther, further) than women without having a rest. 3. My mother used to make shopping at the (next, nearest) shop when we lived in the city. 4. It is the (last, latest) letter we got from Father before he died. 5. When he died, his (oldest, eldest) son was only eight years old. 6. The (next, nearest) house was a new building. 7. Tom was twenty years (older, elder) than his

brother. 8. Who are the (oldest, eldest) members of the club? 9. Tom and Brown are students. The (latter, later) studies at our university. 10. We went to the village (last, latest) summer.

Exercise 7. Define the meaning of the following adjectives.

Beautiful, interesting, Russian, Italian, clever, short, wooden, woolen, English, hot, cool, deep, daily, yellow, blue, golden, peaceful, sad, old, new, young, happy, windy, rainy, careful, strong, gloomy, foggy.

Exercise 8. Point out *relative* and *qualitative adjectives* in the following sentences and define their functions.

1. A wave of silvery hair was streaming down her shoulders. 2. On his twenty-fifth birthday he was made a present of a silver box. 3. Silken thread of fine quality can be now produced synthetically. 4. Even the stern captain's wooden face smiled at the boy. 5. In the kitchen there was a beautiful large round wooden table. 6. The little girl sang an old Russian song. 7. I bought a white cotton shirt yesterday. 8. She watched him sit down on the wooden chair by the door. 9. The wooden bridge was nearly three quarters of a mile across. 10. His wooden face creased into a smile and then returned to its former unexpressiveness. 11. She sent him a gold cigarette case. 12. The sand was golden yellow as if the sun struck through the water all the way to the bottom of the sea.

Exercise 9. Point out all the *substantivized adjectives* and state whether they are *wholly* or *partially substantivized*.

1. When tea was first brought to England it cost so much money that only the rich could buy it. 2. They started late and the last part of their journey was made in the dark. 3. All of a sudden the wind fell and in the quiet we could hear the voices of people on the shore. 4. The accused was found guilty. 5. The high trees in the garden were turning yellows and browns, and dead leaves slanted slowly down from their summits. 6. My

request is so out of the usual that I feel embarrassed. 7. He basked in the company of the young. 8. We must take the bitter along with the sweet. 9. She warned the domestics not to touch the child. 10. How do I know what's gone on between you? The rights and the wrongs of it. I don't want to know. 11. But they had been such innocents then! 12. The youngest of the three men jumped up and came forward to greet us. 13. I was the happiest of the happy. 14. His illness has taken a decided turn for the better. 15. I know, my dears, that we shall not quarrel easily among ourselves. 16. He himself had always liked the French, feeling at home with their wit, their taste, their cooking. 17. The Swiss are a very intelligent race and keenly alive to architectural beauty. 18. You are too brave. Nothing ever happens to the brave. The coward dies a thousand deaths, a brave but one. 19. It was always your ambition to be a nurse and help the sick ever since you were a little child, wasn't it? 20. At dinner I ate very quickly and left for the villa where the British had their hospital. 21. Have you ever read "*The country of the Blind*" by H.G. Wells? 22. The homeless need more help from the government. 23. The Chinese invented printing.

Exercise 10. Translate into English.

1. Bu kişi bizim kəndin ən qoca sakinidir. 2. Kamil bu ailənin ən böyük uşağıdır. 3. İşıq səsdən daha sürətlidir. 4. Sizin dediklərinizə daha bir şey əlavə etmək istəyirəm. 5. Dalğalar nə qədər hündür olursa dəniz də o qədər qorxunc görünür. 6. İclasda iki mühüm məsələ müzakirə olundu. İkinci daha mühüm olduğundan ona daha çox vaxt sərf etməli olduq. 7. Cavanlar qocalara hörmət etməlidir. 8. Almanlar Avropada yaşayırlar. 9. Rusların qədim və zəngin adət ənənələri vardır. 10. Yaralıları xəstəxanaya aparmaq lazımdır. 11. Onun xəstəliyi bizim fikirləşdiyimizdən daha ciddi idi. 12. Atam yeddi oğulun ən böyüyüdür. 13. O, mənim kimi yorğun deyildir. 14. Bu alma gavalı qədər şirindir, lakin armud qədər şirin deyildir. 15. İmtahan bizim gözlədiyimiz kimi çətin olmadı. 16. Məncə bu otaq daha genişdir.

17. Xidmət nə qədər yaxşıdırsa, qiymət də o qədər bahadır.
18. Onun rəngi getdikcə qızarırdı. 19. Bu çay çox açıqdır. Mən çayı daha tünd xoşlayıram. 20. Hava yaxşı olanda mən də özümü yaxşı hiss edirəm. 21. Eynəksiz oxumaq getdikcə çətinləşir. 22. Mən gənc oğlana təşəkkür edib növbəti dayanacaqda düşdüm.

Exercise 11. Translate the following text into English.

Oğlan ayaq saxlayıb qonaqları gözlədi. Qonaqların heç birini uzaqdan tanıya bilmədi. Ortada gələn və yaxınlaşdıqca daha çox diqqəti cəlb eləyən ağbaşı, irialınlı kişi bir əlini tez-tez Qaradağa tərəf uzadaraq yoldaşlarına nə isə izah edirdi. Oğlan fikirləşdi ki, bu dəstənin içində ən nüfuzlu adam yəqin ki, odur. Birdən o adam ağsaçlı başını sərt bir hərəkətlə döndərüb oğlanın durduğu tərəfə baxdı və bir əli ilə uzaqdan görünən Şamil qalasına işarə edərək nə isə dedi. Oğlan da onu tanıdı, onu çəhrayı rəngə çalan enli sifətinə yayılan xoşbəxt gülüşündən tanıdı, bir də qara quş lələyi kimi gözlərinin üstünə gərilmiş çatma qaşlarından tanıdı. Bircə gümüşü rəngə çalan saçlarının bəyazlığı onunku deyildi. Ötüb keçən bu uzun illər elə bil onun başına ağ tac qoymuşdu. Ağ günlərinin rəmzi kimi yay günəşinin parlaq şəfəqlərinə boyanmışdı. (*Gəray Fəzli*)

Exercise 12. Translate into English.

1. Я слышал оба доклада. Первый был значительно интереснее второго. 2. Этот текст еще более трудный, чем тот, который мы переводили на днях. 3. Чем внимательнее вы будете при выполнении домашнего задания, тем меньше ошибок вы сделаете. 4. Чем интереснее книга, тем быстрее она читается. 5. С каждым днем погода ухудшалась. 6. Сегодня не намного жарче, чем вчера. 7. Это самый удачный выход из положения, какой только можно себе представить. 8. Я никак не думал, что это окажется настолько трудным. 9. Чем больше вы будете находиться на открытом воздухе, тем лучше у вас будет здоровье. 10. Пальто ничуть не хуже после чистки. 11. Ваш брат

намного старше вас? - Нет, он моложе меня. 12. На этот раз у вас меньше ошибок, чем было в последнем сочинении. 13. Скажите, пожалуйста, где ближайшее почтовое отделение. 14. Этот мальчик – старший сын моего самого старого друга. 15. Ей столько же лет, сколько и мне. 16. Музыкант исполнил свое последнее произведение. 17. Последний поезд прибывает в полночь. 18. Вы получили дополнительные сведения по этому вопросу? 19. Мой старший брат на два года старше меня. 20. Я нашел его в самом дальнем углу парка. 21. Вы самый медленный бегун, какого я когда – либо встречал. 22. Вечером море стало еще красивее. 23. Он был самый добрый и самый приятный человек, которого я когда – либо знала. 24. Мой отец бывало, говорил, что он был самым способным человеком из всех его друзей. 25. Он увидел, что бледное лицо его двоюродного брата стало еще бледнее. 26. У матери часто бывает особое чувство к старшему сыну. 27. Он выглядел старше своих тридцати лет. 28. Он чувствовал себя все лучше и лучше. 29. Музыка звучала громче и громче по мере нашего приближения к парку. 30. Не так уж просто стать учителем иностранного языка. 31. Защитные круги от небольшого цветного зонтика становились все меньше и меньше, а затем исчезли. 32. Большинство раненных были спокойны, но некоторые очень шумели. 33. Он, бывало, вознаграждал добрых и наказывал жестоких. 34. Джейн была высокая, смуглая и красивая. Она была одета в белое, а в ее черных волосах сияли бриллианты. 35. Я думал, что вы сказали, что он француз, так как он хорошо говорит по - французски. 36. Киев – более древний город, чем Москва; это один из древнейших городов России. 37. Волга длиннее Днепра; это самая длинная река Европы. 38. Одной из важнейших проблем сегодняшнего

дня является установление прочного и длительного мира.
39. Платина тяжелее золота; это один из самых тяжелых металлов.

THE NUMERAL

Exercise 1. State the morphological composition of the following numerals.

Hundred, fifth, first, one, two, fourteen, sixteen, twenty, four, fifty-two, seventeen, nine, sixty-second, fifteenth, forty-two, fifty-five, thousand, third, eight, eighth, ninth, ninetieth, thirty-one.

Exercise 2. Point out the *cardinal numerals* and state their syntactical functions in the sentence.

1. He looked round guiltily at the three boys standing by.
2. There were two stewardesses at the moment in the tourist cabin. Now a third stewardess appeared from the first class compartment forward, and the three of them holding a hurried conversation.
3. He walked along thoughtfully. He wasn't going to be one of the lucky ten who were going to be taken aboard.
4. That question, too, he had asked himself a thousand times.
5. But Ruth did not care to wait ten days or two weeks.
6. Then he must have been nineteen when he ran away from home.
7. The two men now held no communication with one another.
8. Suppose you begin at thirty, and work up to the forty.
9. Two or three days went by.
10. The two smiled understandingly, woman to woman.
11. I can learn better now than I could when I was eighteen.
12. Martin thought of his five hours' sleep a night and smiled.
13. "Just as soon as you can do your share you get the forty."
14. Then he fetched me soon after seven one evening and took me out to dinner.
15. No gentleman dines before seven.
16. "... Mr. Copperfield objected to my threes and fives being too much like each other, or to my

putting curly tails to my sevens and nines”, resumed my mother. 17. A word in time saves nine. 18. The man seemed to be in his late forties, with a long sandy mustache trailing across his lip.

Exercise 3. Read the following.

a) 1 005 journalists; 5 400 000 strikers; 101 clerks; 41 banks; 305 suggestions; 6 859 books; 8 732 465 signatures; on page 733; by tram 43; in room 1438; in chapter XXIX; on the 12th day; 90 045 042 manats.

b) at the end of 1789; in 1200; in 1860; in June 1941; by 1980; on the 21st of July; October 25, 1917.

Exercise 4. Translate into English.

9 325 üsyançı, 341 tələbə, 9-cu cümlə, 1223-cü otaqda, 10 999 525 dollar, 44 785 manat, 945-ci səhifədə, 1 565 000 təzə kitab, 9 may 1945-ci il, 22 aprel 1979-cu il, 31 yanvar 1952-ci il, 20/ VI – 49-cu il, 30/ III- 2000-ci il, 1941-ci ilin sentyabrında, 1901-ci ildə, 1989-cu ilin mayında.

Exercise 5. Translate into English and read aloud.

9 325 забастовок, 341 студент, 9-е предложение, в комнате 1223, 10 999 525 долларов, 44 785 фунтов стерлингов, на странице 945-й, 1 565 000 новых книг, в 331-м параграфе, 101 305 681 рубль, 9 мая 1945 г., 22 апреля 1979 г., 31 января 1952 г., 20/VI-49 г., в сентябре 2000 г., к ноябрю 2012 г., в мае 1990 г.

Exercise 6. Point out *ordinal numerals* and state their syntactical functions in the sentence.

1. There is a letter for you, Philip. It came by the second post. 2. The letter bored him, and when it was followed next day by another, and the day after by the third, he began to worry. 3. Philip looked at his uncle with disapproval when he took the second piece of cake. 4. James looked at her sideways, and placed the second piece of ham in his month. 5. The phone,

ringing for the fourth time, interrupted his thoughts. 6. Once more he had used the service stairs from the eighth floor to the ninth. 7. A third week went by, and Martin loathed himself, and loathed life. 8. It was the Gadfly whose eyes sank first. 9. His first act was to seek the tailor that Glover had recommended. 10. The first thing he must do is to ring them up.

THE PRONOUN

Exercise 1. Insert the proper form of *the personal pronouns* in brackets.

1. I had turned and faced – (he). He was taller than – (I).
2. It was – (he) before whom she felt defeat. 3. It was – (she) who asked the next question. 4. It was – (I) not Martin, who had insisted on seeing – (he) that night because I wanted his support. 5. This is – (I) who can help you. 6. This engineer works with – (I). 7. These are very good exercises. Do –(they) at home, please. Read this letter and translate – (it) into English, please. 8. (They) can never appreciate your kindness. 9. I can give – (you) my book for a couple of days after I have read it. 10. Can – (you) go to have lunch with – (I)? 11. (She) took a long time to write the composition and at last – (she) wrote – (it). 12. We turn on the light when – (it) is dark. 13. I asked – (he) if the doctor had given – (he) some medicine. 14. Poor old England! I don't suppose I shall ever see - (you) again.

Exercise 2. Use the appropriate form of *the possessive pronouns*.

1. She put out (her, hers) hand and took out (my, mine).
2. "Let me see your passports," I gave him (my, mine) and Catherine got (her, hers) out of handbag. 3. Mind (your, yours) own business and I'll mind (my, mine). 4. Dutcher put his hand gently on (her, hers) to calm her. 5. (your, yours) nerves are as bad as (my, mine). 6. His nature was harder than most of (their,

theirs). 7. If this book is neither (her, hers) nor (his, his), it should be (my, mine). 8. I'm afraid they will take (your, yours) words against (her, hers). 9. He has not read a line of (your, yours), how can he criticize (your, yours) poems? 10. His own hand shook as he accepted a rose or two from (her, hers) and thanked her. 11. The man next door has been busy cutting the grass in (his, hers) garden. 12. "Very well, Mother, I'll have (my, mine) hair cut this afternoon". 13. The children had had (their, theirs) tea. Kate was late for (her, hers) as usual, Mary and Paul were having (their, theirs). 14. She makes all (her, hers) clothes herself. 15. This book is (my, mine). There is (my, mine) name on it.

Exercise 3. Point out *the reflexive pronouns* and define their functions.

1. Some people are very selfish. They only think of themselves. 2. The villagers built themselves new houses. 3. They built the houses themselves. 4. The man opened the door and found himself facing a stranger. 5. Would you mind keeping your opinion to yourself? 6. I heard it from a man who himself was present there. 7. If one wants a thing done, one had best do it oneself. 8. She wrote the words to them herself, and other poems. 9. He was not doubting the logic, he realized suddenly; what he was doubting was himself. 10. What was the use even of loving, if love itself had to yield to death? 11. They blamed themselves for this unlucky marriage. 12. But you might remember that one respects oneself more afterwards if one pays one's way. 13. Cave might have concealed from others, but not from himself, that he profoundly envied Roger. 14. He was tired out but he forced himself to go on. 15. I'll take it down to the police station myself. 16. The chief of police himself made the arrest. 17. I myself married early, and nothing good came of it. 18. Why is she sitting all by herself in the dark? 19. I thought what a pretty girl she was herself.

Exercise 4. State which of the pronouns in bold type are reciprocal.

1. They looked at **one another** in bewilderment. 2. We couldn't hear **each other's** words for the wind. 3. He smoked **one** cigarette after **another**. 4. Although they lived in the same street they rarely saw **each other**. 5. The new comer shook hands with the host and nodded to **every other** in the room. 6. Soames and June were seen to just touch **each other's** hands and look **each** at the **other's** left eye only.

Exercise 5. Insert a reciprocal pronoun where necessary.

1. I need you and you need me. We need__ 2. They've had an argument. They are not speaking to__ at the moment. 3. The old couple looked at__ 4. They were red in the face and found looking at__ for a moment. 5. One was a Russian, the other Azerbaijani, so they could understand__ rather well. 6. The teams greeted__ warmly. 7. The sisters strikingly resembled__ 8. The two families don't know__ 9. These three ladies disliked and distrusted__ 10. The twins looked at__ glumly.

Exercise 6. Insert this (these), that (those), it, such or (the) same.

1. __ will do. 2. Try one of__ 3. I like Tom and Ann. They are__ nice people. 4. It is the__ book. 5. It was a great holiday. We had__ a good time. 6. What is this?__ is a computer. 7. Suddenly I felt something soft and warm on my knees. __ was the cat. 8. On the next day we got the__ answer. 9. It was the __ man. 10. The weather is lovely, isn't it? I didn't expect it to be __ a nice day. 11. Who were you talking with? __ was a friend of mine. 12. The food at the hotel was awful. I've never eaten __ awful food. 13. Which shoes do you like most? __ or __ ? 14. __ boys over there study at the library every night. 15. She gave the __ answer as before. 16. Do you see __ bushes on the other side of the river? 17. I believe you but there are __ who wouldn't. 18. __ is what I thought last year. 19. I have

divided the books into two piles, __ are to be kept, __ are to be sold. 20. I have had __ a busy morning.

Exercise 7. Substitute *that* or *those* for the repeated noun.

1. The language in plays is usually easier and more simple than the language in novels. 2. The stories written by O. Henry are as full of life as the stories written by Mark Twain. 3. Natural rubber is of higher quality than rubber produced artificially. 4. Scarlett's eyes met the eyes of Grandma. 5. The trees in our garden are taller than the trees in the park. 6. But the train seemed to run twice as fast now, and its sound was almost lost in the sound of Jon's sighing. 7. His eyes were melancholy as the eyes of a monkey. 8. "Oh!" she said and the disappointment in her voice was the disappointment of a child who opens a beautifully wrapped package to find it empty.

Exercise 8. Insert *each* or *every*.

1. There were four books on the table. __ book was a different colour. 2. The Olympic Games are held __ four years. 3. I understood most of what they said but not __ word. 4. The book is divided into five parts and __ of these has three sections. 5. Car seat belts save lives, __ driver should wear one. 6. He had been sitting out there, looking suddenly quite horrible with a hand on __ knee. 7. There was __ kind of news in the paper: accidents, shipwrecks, sports and politics. 8. He cleared his throat three times to speak and failed __ time. 9. __ side of a square is the same length! 10. Our football team has been very successful. We've won __ game this season. 11. __ day he comes here, and __ time he asks me the same question. 12. He shouted her name twice, __ time banging his fist on the table. 13. He had been brought up by a mother who had taught him that __ pleasure must be paid for. 14. Before he left the classroom he gave __ boy a task.

Exercise 9. Complete these sentences with *all*, *everything* or *everybody*, *everyone*.

1. It was a good party. ___ enjoyed it. 2. ___ I've eaten today is a sandwich. 3. ___ has got their faults. Nobody is perfect. 4. Nothing has changed. ___ is the same as it was. 5. Why are you always thinking about money? Money isn't ___. 6. When the fire alarm rang, ___ left the building immediately. 7. We all did well in the examination, ___ in our class passed. 8. Why are you so lazy? Why do you expect me to do ___ for you? 9. By the time ___ had gone and ___ was cleared away, it was nearly dawn. 10. There was no wind, and in the morning light ___ looked clear and fresh. 11. I was ready to do ___ to help her. 12. ___ felt indignant when he began hitting the boy with his stick. 13. ___ has taken away that could be removed.

Exercise 10. Fill in the blanks with *all* (*all the*) or *whole* (*the whole of*).

1. ___ progressive mankind is fighting for peace ___ over the world. 2. ___ are interested in the solution of this problem. 3. I put ___ blame upon myself. 4. ___ city is being reconstructed. 5. He spilt ___ milk. 6. ___ ground was covered with snow. 7. I spent ___ money you gave me. 8. Jack and Jill went on holiday to the seaside for a week. It rained from the beginning of the week to the end. It rained ___ week. 9. I read ___ book.

Exercise 11. Insert *both*, *either* or *neither*. Use *of* where necessary.

1. ___ my parents are from Shaki. 2. ___ Tom's parents is English. His father is Polish and his mother is Italian. 3. I saw an accident this morning. One car drove into the back of another. Fortunately ___ driver was injured but ___ cars were quite badly damaged. 4. I've two sisters and a brother. My brother is working but ___ my sisters are still at school. 5. I asked two people the way to the station but ___ them could help me. 6. At the front there were four windows, two on ___ side of the

door. 7. They each had a large cup of something called coffee, which looked like tea and didn't taste particularly like ____ . 8. Tom and Nick ____ shuddered at the thought of meeting a wolf in the forest. But ____ said a word. 9. ____ the pilots were in. But ____ them heard the stewardess enter. 10. Rina was sleeping soundly, her dolls, Susie and Mary, on ____ side of her. 11. Both the pilots were in. But ____ of them heard the stewardess enter. 12. He invited us ____, but I knew he felt it irregular; he did not want ____ of us at a family party. 13. I could hear them ____, but saw ____. 14. She had brown shining hair which hung down on ____ side of her face. 15. Nick and Tom are ____ my friends. But ____ is in the town now. They are ____ in the Navy. 16. "What are you going to have, orange juice or Coke?" "____. I'm not thirsty."

Exercise 12. Supply the appropriate word out of those given in brackets.

1. Will you kindly give me (another, the other) number of the magazine? 2. They have corresponded for a long time, but neither of them has seen even a photo of (another, the other). 3. There was (another, the other) pause. 4. He took (another, the other) puff on his cigarette. 5. Her two sons were playing in the garden. Ann turned her eyes from one to (another, the other). 6. There were many people on the beach: some were bathing, (other, the others) basking in the sun. 7. Two of the company left (others, the others) stayed for the night. 8. I see only five copies here. Where are (the other, the others) ones? 9. I have lost my pen. I must buy (another, other). 10. I can give you only this dictionary, I have got no (another, other).

Exercise 13. Use *one* or *ones* instead of the nouns in bold type where possible and make other changes if necessary.

1. I didn't take the book for any special reason. I simply took the first **book** I chanced to look upon. 2. These cherries are too sour. Haven't you got sweeter **cherries**? 3. This copy is torn. Bring me another **copy**. 4. His boots are ready. – And what about my **boots**? 5. Which is my glass here? – Take the **glass** that

is nearest to you. 6. There are two vacant tables over there. Which **table** will you occupy? 7. She loves the boy as if he were her own **child**. 8. This time the news is better than the **news** you brought us before.

Exercise 14. Supply some or any.

1. Have you seen __ good films recently? “No, I haven’t been to the cinema for ages.” 2. Can you give me __ information about places of interest in the town.? 3. With the special tourist train ticket, you can travel on __ train you like. 4. If there are __ words you don’t understand, use a dictionary. 5. She had __ children of her own family in her house, and __ children of other people. 6. I don’t want __ money. 7. He sat there, like __ unhappy little animal. 8. “Do you want __ water?” “No, I don’t want __ water.” 9. Well, if you want to know, I have no money, and never had __. 10. The wounded were coming into the post, __ were carried on stretchers, __ were walking and __ were brought on the backs of men that came across the field. 11. “I can help you __ day,” said the mouse to the lion. 12. I’ve met __ people, but I don’t have __ real friends yet. 13. I’d like to ask you for __ advice. 14. If you have __ news, call me back. 15. There is hardly __ place in this house where we can talk alone. 16. They understood each other without __ words. 17. You have __ fine flowers in your garden. 18. Go and ask him for __ more paper. I haven’t __ in my desk. 19. “You are my dearest love and I’d willingly die for you at __ time,” he said. 20. Why do you always ask if there’s __ news? 21. She looked everywhere for matches but could not find __.

Exercise 15. Supply somebody or anybody, someone or anyone, something or anything.

1. I wasn’t feeling hungry, so I didn’t eat __. 2. You must be hungry. Would you like __ to eat? 3. There was hardly __ on the beach. It was almost deserted. 4. Why are you looking under the bed? Have you lost __? 5. “Do you know __ about the

grammatical system of Germanic languages?” asked the teacher. 6. “Was there ___ in the room when you entered in?” asked the teacher. 7. “___ is knocking at the door,” said the landlady to her servant. 8. You are ___ now, and don’t let ___ forget it. 9. In a town of a sensible size you had a good chance of meeting ___ you were looking for. 10. There was a light tap on the door. And ___ came in. 11. But I can’t do ___ for him. 12. Everyone said he could turn ___ into money. 13. When he read those books ___ happened to him. 14. ___ has forgotten their umbrella. 15. If ___ wants to leave early, they can. 16. That’s a very easy job ___ can do it. 17. At the party you’ll see ___ you haven’t met yet. 18. Will there be ___ at the club so early. 19. I think there is ___ wrong with my watch. 20. Is there ___ at home? 21. ___ can become a member of the club by paying a subscription. 22. In the winter he lived without doing ___. 23. Will you bring ___ with you or will you come alone? 24. If ___ delays you, you must let me know. 25. It was clear that ___ had happened. 26. He looked at my pictures and didn’t say ___.

Exercise 16. Complete these sentences using the correct form of the verb in brackets.

1. I don’t know why everybody (to hate) me. 2. Let me know as soon as anyone (to arrive). 3. Nobody (to like) being poor. 4. It is no good if everyone (to want) to get their own way. 5. The house is deserted. Nobody (to live) there now. 6. If anybody (to ask), you can tell them I’ll be back soon.

Exercise 17. Point out *conjunctive, relative and interrogative pronouns*.

1. Which problem will be discussed at first is very important. 2. I don’t know what you are talking about. 3. Who didn’t allow the children to play in the garden? 4. Which of you collects stamps? 5. What’s the time? 6. This is the student whose composition is excellent. 7. What have you done with the money that I gave you? 8. The girl who was injured in the accident is in hospital now. 9. I don’t like stories that have unhappy endings.

10. I asked what he was going to do after finishing school. 11. The problem is who will water the flowers. 12. Nobody knows what they want. 13. I wanted to know who he had done the work with. 14. What was the matter with the fellow that he looked so happy? 15. He knew what was happening. 16. What he saw seemed to satisfy him. 17. "Who is that girl with yellow hair and dark eyes?" he asked. 18. Who could tell what his son's circumstances really were? 19. You don't want to do anything that you'll be sorry for. 20. Several times their eyes accidentally met, and then there poured into hers such a flood of feeling as she had never experienced. 21. What hurt him most was the fact that he was being pursued as a thief. 22. I was sure that what he said about the girl was true.

Exercise 18. Fill in *relative pronouns*.

1. The boy ___ is standing at the door is my friend. 2. The book ___ I brought yesterday is very interesting. 3. This is the student about ___ I spoke to you some days ago. 4. There were about twenty people at the party, most of ___ I hadn't met before. 5. The box ___ you packed so carefully was broken on the way. 6. The student ___ book you borrowed wishes to have it back. 7. It was he ___ told me the news. 8. This is the very place ___ I visited several years ago. 9. Who is the man of ___ you spoke? 10. He had a dog ___ name was Jack. 11. I passed the small farmhouse at the door of ___ a little boy was sitting and eating an apple. 12. The old lady ___ cottage they stayed in was very kind. 13. The weather ___ was mixed while they were on holiday became clear. 14. She came into a room in ___ a child was sleeping and drew the curtains. 15. Now his wife sat with her head forward on her hands ___ rested on the table. 16. Often they discussed things about ___ he knew nothing.

Exercise 19. Fill in *conjunctive, relative and interrogative pronouns*.

1. I don't care ___ he says to me, I know I'm a real artist.

2. ___ side of the bed do you like, Mum? 3. ___ troubled him most was the uselessness of Fanny's effort. 4. They had brought few books with them ___ she hadn't read. 5. You're one of the few people ___ I'd like to know better. 6. I don't honestly see ___ I can do about it. 7. That is the worst news ___ we've ever had from you. 8. ___ do we call the sea between England and France? 9. ___ I saw was a solid-looking brick house. 10. ___ pronoun is always written with a capital letter? 11. In this room there was a small grate, on the mantleshelf of ___ she had arranged two vases of flowers. 12. Looking at him she wondered ___ sort of small boy he had been. 13. ___ cost more money, really-made clothes or tailor-made clothes? 14. He is the man ___ car I noticed in the square. 15. Take these books to your brother and ask him ___ are his. 16. Later that afternoon Phil went to San Fernando, where he soon found the house in ___ the Klement family was said to live. 17. Then they were asked ___ company they represented and ___ sort of factory they intended to put up in the area. 18. Tell me ___ daughter you're going to take along with you and ___ is staying behind.

Exercise 20. Insert the appropriate forms of *negative pronouns*.

1. It was a public holiday, so there were ___ shops open. 2. "How many eggs have we got?" "___ I'll go and buy some from the shop if you like." 3. The town was still the same when I returned years later, ___ had changed. 4. There was complete silence in the room. ___ said anything. 5. We cancelled the party because ___ of the people we invited were able to come. 6. There are ___ pears on the tree. 7. Everybody liked him. ___ was afraid of him. 8. It was cold outside the house and he looked up and down for a taxi but there was ___ in sight. 9. ___ believed him. 10. ___ tells me anything. 11. I have ___ time to go to the cinema with you. 12. There is ___ bread or forks on the table. 13. Nicola said ___. 14. ___ of us is perfect; we all make mistakes. 15. ___ of us knows how much he has suffered. 16. He asked for food but his mother said there was ___. 17. During that time he saw ___

who could tell him what had gone wrong.

Exercise 21. Translate into English.

1. Soyuq olduğu üçün oğlan əllərini cibinə qoydu. 2. Həyətdə oynayan oğlan mənim qardaşımdır. 3. O kitablar XIX əsrdə çap olunub. 4. O, məktubu poçtalyondan aldı və cibinə qoydu. 5. Hər kəs öz borcunu yerinə yetirməlidir. 6. Siz nə istəyirsiniz? 7. Hər kəsin borcu valideynlərinə hörmət etməkdir. 8. O heç kimə öz planları haqqında heç nə demədi. 9. Bir saat idi ki, o pəncərədən çölə baxırdı, amma qaranlıqda heç nə görmürdü. 10. Cəld ol! Kimsə gəlir, istəmirəm ki, kimsə məni görsün. 11. Onun bütün bədəni əsdi, ancaq başını qaldırmadı. 12. Heç bir söz demədən o, kağızlarını yığışdırdı və qarıya doğru getdi. 13. Bəzi adamlar macərə filmlərinə baxmağı xoşlayır, elə deyilmi? 14. Niyə sizdən heç kəs dərsə qulaq asmır? 15. Onu heç kəs unutmayacaq. 16. O qızın həyatını qurtarmaq üçün hər şey edilib. 17. Sizi kimsə otaqda gözləyir. 18. Qoy o hündürdən danışsın. Mən heç nə eşitmirəm. 19. Bu oğlan heç vaxt heç nədən qorxmur. 20. Daha kimsə müzakirədə iştirak etmək istəyirmi? 21 Əsas məsələ odur ki, güllərə kim su verəcək.

Exercise 22. Translate into English.

1. Почему некоторые студенты делают так много ошибок в этом упражнении? 2. Оба дома были построены в одинаковом стиле, но каждый имел свои особенности. 3. Что я могу вам сказать, если я сам ничего не знаю об этом. 4. Эти факты известны всем. 5. Я потратил целый день на эту работу. 6. Я потратил весь день на эту работу. 7. Трудно было забыть ее лицо. 8. Мой спутник оказался уроженцем этих мест, и это дало мне возможность предварительно ознакомиться с местом моей будущей работы. 9. Кто из вас поможет мне разобраться во всем этом? 10. Мы все уходим на работу в девять часов утра каждый день. Если вы хотите застать кого-нибудь из нас дома, приходите в любое время после пяти. 11. Каждый участник

конференции получил персональное приглашение. 12. Таких вопросов не задавали. 13. Так как я сидел близко от сцены, я мог следить за каждым изменением лица актеров. 14. Возьмите любую книгу и выпишите несколько примеров с этой конструкцией. 15. Многие студенты сделали эту ошибку. 16. На секунду их глаза встретились, и они поняли мысли друг друга. 17. Вода в обоих кувшинах кипяченая, можете взять из любого. 18. Каждый студент должен знать, как пользоваться словарем. 19. Вернись, мой мальчик, и закрой дверь. Двери сами не закрываются, не правда ли? 20. Были такие моменты, когда ему было чрезвычайно жалко самого себя. 21. Когда она была готова, она посмотрела в зеркало. 22. Он часто разговаривал сам с собой. 23. В тот вечер Мартин никому не отвечал на вопросы. 24. Известно, что почти каждый ребенок любит яблоки. Мы дали каждой девочке и каждому мальчику по яблоку. 25. Он продолжал смотреть на часы каждые пять минут. 26. Каждый из нас должен был выполнить свою работу вовремя. 27. На конференции каждому дали блокнот и ручку. 28. Оба ехали молча или обсуждали такие вещи, которые не интересовали ни того ни другого. 29. Когда она наклонила голову, ее темные волосы упали по обе стороны лица. 30. Они оба стояли неподвижно. 31. Они все для меня одинаковы, - сказал Филипп. 32. Почему вы все спустились вниз? - спросил мой отец. 33. Вы боитесь темноты или собаки? - Я не боюсь ни того ни другого. 34. Отец Джека учил его математике и латинскому языку, нет зная ни того ни другого, а тетушка учила его французскому и музыке. 35. Если вам нечего делать, идите гулять. 36. Бабушка пыталась рассказать нам что-то приятное.

Exercise 23. Point out the pronouns in the following sentences and define the class each belongs to.

1. There's nothing for any of us to do. 2. Elisabeth and George talked and found each other delightful. 3. What we need is a higher and purer political morality. 4. She hesitated a moment, and then sat down beside me, and laid her hand on mine. 5. Then a guarded voice said, "Who goes there?" 6. Husbands and wives never listen when they talk to each other, only when the other is talking to somebody else. 7. Let me tell you something. 8. What are you talking about? 9. We said good-bye to one another and arranged to meet in the autumn. 10. What was it in this girl that reminded him of that one with whom he had lived but two years. 11. Both men looked at her. 12. I did everything the doctor told me. 13. I suggested it myself. 14. Nobody blames you, love. 15. "That shows that there must be something wrong about it." 16. You know I haven't any money. 17. I don't know what she will say to me. 18. You are just the person who could do it best. 19. I think you will find everything all right in the flat. 20. Everybody agreed with this agreement. 21. They don't get things like that every day. 22. Women think a man leaves them only because he wants others. 23. "If anybody wants to question me, I'll tell them exactly what happened." 24. They were all the same blood. 25. They seemed devoted to one another. 26. They lived in the same house. 27. It was a real pleasure to him to give pleasure to other.

Exercise 24. Translate the following text into English.

Mən uşaqlardan aralanıb yenə dəhlizin bir küncünə çəkildim. Daha heç kəs mənə mane olmadı. Hamı bilirdi ki, İsgəndər imtahandan çıxmamış mən evə gedən deyiləm. O isə imtahana indicə girmişdi. Dəhlizdə təkbaşına gəzinərək onu gözləməkdən başqa çarəm yox idi. Yamanca həyəcanlanmışdım, bir imtahan vərəqindəki bu "beş", bir də Çimnaz müəlliminin axır sözləri mənə rahatlıq vermirdi: "Gözümə birtəhər görünürsən, ay Eldar, sənə nə olub?"

Adi bildiyin bu suallara da cavab vermək istəmirsəm. Xəstə deyilsən ki?”

Axır ki sinfin qapısı açıldı. Orada İsgəndərin başı görünəncə:

– Di gəl, tez ol...- deyə tələsik qolundan yapışdım.- Deyəsən, yamanca gecikdik.

Biz dəhlizdən kimsəsiz həyətə, oradan da çınqıllı kənd yoluna çıxdıq. Yalnız bundan sonra arxayın nəfəs dərərək bir-birimizin üzünə baxdıq. (*Gəray Fəzli*)

THE STATIVE

Exercise 1. Point out *the words denoting state* and define their functions in the sentence.

1. The afternoon was full of transfiguring sunshine, some Judas trees were abloom in the villa gardens. 2. I didn't mind for myself, I should not have cared if he had been alone. 3. They kill me because they are afraid of me. 4. He was asleep almost before the soldier slipped back to his post. 5. We are not afraid of the truth. 6. The rest of his costume were the things he had worn at the funeral of his father. So nearly akin are human joy and sorrow. 7. The lieutenant lay asleep on the other bed. 8. He rattled and stormed and felt the parlour already ablaze behind him. 9. "I have not been alive for very long," he said. 10. He didn't answer. I was aware again of that feeling of discomfort. 11. Here you are at last! I have been waiting for you for twenty minutes. Aren't you ashamed? 12. He was afraid I should end in the water. 13. He had been asleep four hours.

THE VERB

Exercise 1. State the morphological composition of the following verbs.

To worry, to retire, to transport, to subscribe, to decompose, to whitewash, to put up, to unbind, to win, to go on, to befriend, to lie, to forecast, to take off, to disappear, to

unpack, to tiptoe, to satisfy, to recognize, to bring.

Exercise 2. Point out whether the verbs in bold type are transitive or intransitive.

1. Fleur looked at her watch and **rose**. 2. He was waiting for us at the public house; and **asked** me how I **found** myself, like an old acquaintance. 3. I **took off** my tie and my shoes. 4. If he **promised** his help to you, you may be sure he'll **keep** his word. 5. I'll ask him to find out where they **live**. 6. He has just gone away saying that he will **return** in an hour. 7. The wind **blew**, the clouds **gathered**, the rain **fell**. 8. In Oxford Street we **stopped** and **held** a conversation. 9. I asked him what he **wanted** of me. 10. Although we could **see** nothing, we distinctly **heard** the sound of the falling water. 11. The town towards which we are moving is the one I used to **live** in. 12. The weather was bad. We **stayed** at home. 13. I shall **explain** to you my view point on the matter again some other time. 14. **Leave** a note for him with the secretary; it will spare you the necessity of waiting. 15. Unfortunately, I've **left** my grammar book at home. Would you **lend** me yours? 16. He turned to Joan and **began** to explain. 17. He **turned** the handle and **pushed** the door open. 18. You're not **allowed** to drive a car until you're 17. 19. She **learned** to drive when she was 18.

Exercise 3. State whether the words in bold type are notional, auxiliary, modal or link verbs.

1. Brandy **was** handed; it **was** pale and old. 2. The snow **turned** into a cold rain. 3. The politician **looked** at him keenly. 4. She **looked** charming as she **came** out in the moonlight. 5. **Shall** I give you some coffee? 6. What **do** you think he's been **doing**? 7. Carrie **went** straight forward until she **crossed** the river, and then **turned** into Fifth Avenue. 8. She **stood** very much frightened, awaiting someone. 9. He **realized** that he **must** have slept a long time. 10. I **shall** come to your office as soon as I **obtain** their consent to the plan. 11. Mike **is** looking for his key.

He *can't* find it. 12. They *crossed* the city in different directions but could not find the house anywhere.

Exercise 4. Point out the verbs *to be, to have, to do* and state whether they are *notional, auxiliary, modal or link verbs*.

1. Did you see her yesterday? 2. You were to start at seven o'clock. 3. The sun was shining brightly. 4. Let me have a glance at what you have written. 5. I shall do it myself. 6. Output of fuel and metals has to be increased. 7. I don't know whether to apply for the job or not. 8. I never talk when I am working and never listen either. 9. I hope that by the time she gets into the public school system, things will be different. 10. Do you know where Mary is? 11. The roof of the cottage was high. 12. The girl had charming tiny freckles on her nose. 13. There was an imposing ink-stand on the director's desk. 14. The driver had no skill. 15. They are in the library now. 16. The letter had no signature, and the handwriting was quite strange to Nellie. 17. Why he had selected that as an excuse, he had no idea. 18. You are to say nothing of this to anyone. 19. Everything is being taken down and used against you. 20. You shall have as many dances as you like. 21. The day of our wedding came. He was to call for me to choose the furniture. 22. The grey house had ceased to be a home for family life. 23. He was always the first to enter the dining-room and the last to leave. 24. They had never heard him speak with such urgency, his eyes glowing like amber coals in the fading light. 25. At last I have done all my homework: now I shall go out. 26. Have you done all the exercises on this page? 27. We returned home at nightfall and we were very glad to get home again, but we had had a wonderful day. 28. He may not even know I am here. 29. There are some things that have to be said sooner or later, and I'd rather hear them from you than from anybody else. 30. I had made arrangements so as not to have to come to the office again for a little while. 31. Eliza, you are to live here for the next six months, learning how to speak beautifully, like a lady in a

florist's shop. 32. Margaret, darling, what are you doing here at this time of night? 33. We must do all that we can do. 34. She was doing the rooms when I came home.

Exercise 5. Fill in the blanks with *it* or *there* to suit the corresponding meaning of the sentence.

1. ___ was too windy. ___ was no use going to the beach.
2. ___ was no wind, though ___ was very cold. 3. ___ was light coming through the trees. ___ was hope in it. 4. ___ could be anybody. ___ was difficult to see through the mist. 5. ___ is high time to begin our work. 6. ___ is no time left. 7. ___ is foolish to drive fast when ___ is foggy. 8. ___ is difficult to find your way round this town. ___ are so many streets all looking exactly alike. 9. ___ is said that if you break a mirror you'll be unlucky for seven years. 10. As he had very bad sight ___ was difficult for him to recognize people. 11. Is ___ a garage behind the hotel? 12. He thought that ___ was better to say nothing about his change of plan. 13. ___ was a dark night, ___ was no moon; only the stars in a dark blue sky. 14. ___ was still very early and ___ were very few people in the street. 15. The next day ___ was a drizzle of spring rain. 16. ___ is high time to begin our work. 17. Although darkness had fallen, ___ was still early. 18. ___ was deep snow at the foot of the hill. 19. ___ is no use our wasting time talking about it. 20. ___ is not true to say that she is my friend. 21. ___ is no time to write it down, the lesson is nearly over.

Exercise 6. Use the appropriate form of the verb *to be*.

1. There (to be) many people in the room. 2. There (to be) not any glass in the windows; that's why it is so cold in the room. 3. There (to be) a lot of rain last week. 4. There (to be) a thick fog last night. There (to be) several accidents on the motorway. 5. There (to be) physics, mathematics and chemistry labs on the second floor of our school. 6. One night there (to be) a heavy fall of snow which blocked all the roads. Luckily there

(to be) plenty of food in the house. 7. There (to be) a hotel in the village, so we decided to stay there. It was a charming village and I was very happy there, but my children were bored because there (to be) nothing to do in the evenings. 8. We have done all we can. There (to be) nothing to do now but wait. 9. There (to be) an eight pointed star on our banner. 10. There (to be) a meeting at our school in a few days. 11. There (to be) nine girls and a boy in our group last year. 12. There (to be) a pen and two pencils in my bag. 13. There (to be) many people present at the meeting. 14. There (to be) many villages on the road to town. 15. There (to be) a lot of information in today's newspaper. 16. There (to be) some photos on the table. 17. There (to be) never so full of assembly. 18. There (to be) a lot of work to do. 19. There (to be) not a single mistake in your exercise.

Exercise 7. Translate into English using the expressions *there is, there are*.

1. İki il bundan əvvəl məktəbimizdə idman zalı yox idi, indi isə orada geniş idman zalı var. 2. O stolun üstündə hansı jurnal var? 3. Stolun üstündə heç bir qələm yoxdur. 4. Qəzetdə çoxlu idman xəbərləri var. 5. Bu qəzetdə çoxlu maraqlı məqalələr və bir élan var. 6. Şəhərin mərkəzində bir yeni məktəb və çoxlu mağazalar var. 7. Bu mətndə çoxlu yeni sözlər vardı, ona görə də lüğətdən istifadə etməli oldum. 8. Dünən teatrda çox uşaq vardı? 9. Yazı stolunun üstündə nə var? 10. Vedradə nə qədər su vardı? 11. Mənim otağında bir qapı, üç pəncərə var. 12. Çəmənlikdə beş qoyun var. Onlar bizimkidir.

TENSE FORMS IN THE ACTIVE VOICE

Exercise 1. Use the infinitives in brackets in the *Present Indefinite* or the *Past Indefinite*.

1. Tom always (to have) breakfast at home. Yesterday he (not to have) breakfast because he (to get) up late. 2. He never (to shout) at his students. He (to be) a wonderful teacher, I

remember. 3. Queen Elizabeth II (to be) born in 1926. She (to become) Queen of England in 1952. 4. Steven's friends (to come) to his birthday party last night and (to give) him wonderful presents. His parents (to cook) a special dinner for him. His girl - friend (to promise) to come, but she (not to be) there. He (to try) to phone, but couldn't get through. 5. The sun (to rise) in the East. 6. Light (to travel) more quickly than sound. 7. One evening in July, 1846, a few acquaintances (to meet) at Professor Tabrizi's house in Florence to discuss plans for future political work. 8. The students (to go) to the University every day except Saturdays and Sundays. 9. There (to be) a large meeting at the plant the day before yesterday. 10. Latin (to be) a dead language now, but it (to be) an international language some centuries ago. 11. Bad students never (to work) hard. 12. Cuckoos (not to build) nests. They (to use) the nests of other birds. 13. He usually (to speak) so quickly that I (not to understand) him. 14. He always (to say) that he will mend the window but he never (to do) it. 15. He (to live) in Moscow and then (to go) to Siberia.

Exercise 2. Use the verbs in brackets in the Present Indefinite or the Present Continuous.

1. Listen! My elder sister (to have) a music lesson. She always (to have) a music lesson on Friday. 2. You (to understand) the use of the Present Indefinite and the Present Continuous quite well? 3. You (to hear) anything? – Yes, somebody (to knock) at the door. 4. Don't go out, it (to rain) heavily. 5. On his way to work he generally (to meet) many children who (to go) to school. 6. He never (to listen) to what you say. He always (to think) about something else. 7. Look at the crowd. I (to wonder) what they (to wait) for. 8. Who (to own) this umbrella? – I (not to know). Everybody (to use) it but nobody (to know) who (to own) it. 9. He (to laugh) best, who (to laugh) last. 10. I don't interrupt people when they (to read). 11. Actions (to speak) louder than words. 12. "Why you (not to

answer)?" she cried. "Because you (to talk) nonsense." 13. That's the way she always (to talk). 14. I'm so careless. I always (to leave) my bag about. 15. The old saying came back to him: "A man's fate (to lie) in his own heart." 16. She always (to tell) me that I should have some serious purpose in life. 17. "You're young," he said. "Young people (to do) a lot of foolish things." 18. I (not to go) home for lunch on Mondays. 19. Mother (to get) up early on Sundays and (to do) her washing. 20. "Come to my room this minute," he said. "You (to hear) me? Please, hurry, I (to wait) for you." 21. The boy appeared with a railway time-table in his hand. "The next train (to leave) in twenty minutes."

Exercise 3. Use *the Present Perfect* or *the Present Perfect Continuous* instead of the infinitives in brackets.

1. I (to think) of your decision since we parted. 2. I want you to understand that everything he just (to say) to you is pure imagination. 3. "I don't suppose you (to have) much to eat all day," said my mother. 4. You (to wait) long? – Yes, I (to stand) here for more than half an hour. 5. I'm very fond of Alice but I (not to see) much of her lately. 6. "Shall we sit down or do you prefer to stand?" "I (to sit) down in my office, so I am quite happy to stand." 7. The other chap is a man who threw up his job ten years ago and he (not to work) since. 8. I know the names of everyone in the village. I (to live) here all my life. 9. I don't want anyone to know I (to cry). 10. Then about a year ago he disappeared and I never (to hear) from him since. 11. You bet I'm burning myself out. I (to do) it for so many years now and who cares?

Exercise 4. Use *the Present Continuous* or *the Present Perfect Continuous* in the following sentences.

1. "There's a man sitting at the first table near the door. He (to look) at us," she said. "He is, but what of it?" "I (to meet) him everywhere of late." 2. I know you (to ask) for somebody

with experience on your staff. There is a doctor in our laboratory who might interest you. But he now (to finish) an experiment. 3. The door was opened by Mrs. Pitt. "Well, well, you've just in time. I (to make) some cakes, and your father (to have) breakfast." 4. "Where's my daughter?" "She (to talk) to a policeman." "What's happened?" "She (to drive) without a license." 5. "I hope you (to do) well." "Splendid. I was very sorry that you left us. We (to do) better ever since." 6. "Hello," she said. "I'm glad you (to have) lunch here. I want to talk to you." 7. "We (to stay) here nearly a week." "I hope you (not to think) of leaving." 8. "The girl (to wait) to see you, doctor." "How long she (to wait)?"

Exercise 5. Use *the Present Perfect* and *the Past Indefinite* instead of the infinitives in brackets.

1. You (to behave) like this ever since I first (to come) here. 2. She (to finish) cleaning the bathroom, then she (to begin) peeling potatoes. 3. The bell (to ring) repeatedly, but they (not to answer) it, and presently it (to stop). 4. I (to love) you since I (to see) you walk into that classroom. 5. The thing is that I (to come) to have a talk. 6. I said, "Mr. Jones (to be) arrested by the police." "My goodness. You don't say. What he (to do)?" "He necessarily (not to do) anything." "He (to see) a lawyer?" "That's not possible here. The police wouldn't allow it." 7. "You (to hear) the news?" "What news?" "About Ted and Dave. They (to be) out the roof last night and Ted (to slip) and Dave (to try) to hold him but he couldn't and (to be) pulled off too. They're both in hospital with concussion and their people (to be) sent for." 8. "I remember you (to have) three funny little freckles on your nose," he said, "but they (to disappear)." 9. She (to come) into the room and (to lean) over his father's chair and (to kiss) his cheek. "You (to have) a good trip?" 10. "Then what (to happen) to you there?" "Let's forget it. Even now I can't believe I (to do) it." 11. "Everyone in the village will talk about it." "How this affair (to begin)?" 12. I (to meet) your boy-friend

and (to have) a long walk with him today. 13. "Good morning, Mother," he said kissing the top of her head, "you (to sleep) late this morning." 14. You are just in time to hear a nice bit of news. Our neighbour is engaged to be married. He (to bring) me the news himself this morning. 15. Why you (to give) your son that kind of education then? 16. I dare say you (not to have) a night's sleep or a proper meal this week. 17. "You (not to sing) the song once since you (to come) back," Barbara complained. "I (to forget) it," said Pat. 18. "Listen," he said, "my father (to fight) for four years in the last war."

Exercise 6. Use the *Past Indefinite* or the *Past Continuous* instead of the infinitives in brackets.

1. Mr. Smith never (to wake) up in time in the mornings and always (to get) into trouble for being late; so one day he (to go) to town and (to buy) an alarm clock. 2. While he (to make) his speech the minister suddenly (to feel) faint. But someone (to bring) him a glass of water and after a few minutes he (to be able) to continue his talk. 3. While I (to swim) someone (to steal) my clothes and I (to have to) walk home in my swimsuit. 4. I (to come) in very late last night and unfortunately the dog (to wake) up and (to start) to bark. This (to wake) my mother who (to come) to the top of the stairs and (to say), "Who is there?" I (to say): "It is me", but she (not to hear) me because the dog (to bark) so loudly, so she (to go) back to her room and (to telephone) the police. 5. Montanelli entered the room where Arthur (to wait) for him at the supper table. 6. The storm grew worse and worse, and the rain fell in torrents, and little Hans could not see where he (to go). 7. While he (to make) tea she (to watch) him. 8. It was quite late at night, and the brother (to read) aloud while the sister (to ply) her needle, when they were interrupted by a knocking at the door. 9. The old man who (to sit) on the bench beside me (to keep) silent for some time. Then he (to ask) me if I (to know) him. 10. The thieves (to break) in while we (to sleep). 11. She (to go) to the back door, and as she

(to raise) her hand to knock, the young man (to open) the door suddenly. 12. I (to have) an uncomfortable feeling that he (to laugh) at me. 13. They (to move) into the shelter. The rain (to come) down swiftly. 14. When I (to come) up to her she (to search) through a velvet bag which she always (to carry) for her spectacles which she always (to lose).

Exercise 7. Use the Future Indefinite or the Present Indefinite instead of infinitives in brackets.

1. We shall go to the cinema if he (to come) in time. 2. I don't know when they (to return). 3. The delegation (to start) for London as soon as they (to receive) their visas. 4. At the travel bureau they (to tell) you exactly when the train (to leave). 5. Ask him when he (to finish) packing. 6. Ask her if she (to come) to the party alone or her sister (to come) too. 7. If she (to come) to the party alone and there (to be) nobody she (to know), she (to feel) lonely. 8. Tell the hotel boy to brush your shoes when you (to come) from the outing. 9. Ask the dean if we (to study) according to the old time-table, or a new one (to be) ready when we (to begin) to study. 10. They will change their decision when you (to explain) the matter thoroughly. 11. If nothing (to happen), I (to return) tomorrow. 12. The students will go to the forest as soon as the rain (to stop). 13. Of course it can't last, but when it (to come) to an end it (to be) a wonderful experience for him. It really (to make) a man of him. 14. I (not to work) any more today. I (to stay) with you. 15. Now I (to tell) you a secret if you (to promise) not to tell anyone. 16. You just stay there until I (to tell) you, my girl, and I (to clean up) the house.

Exercise 8. Use the correct tense of the verb in the adverbial clauses of time and condition.

1. If you (to translate) this article into Azerbaijani, I shall use it in my report. 2. If she (to be) in Baku now, she will meet you. 3. If you (not to hurry), you will miss the train. 4. If it (to rain), we shan't go to the country. 5. What will you be doing

when he (to come) to your place. 6. I shall be able to translate this article if you (to give) me a dictionary. 7. Where will you go when you (to come) to Baku? 8. You will lay the table as soon as Mary (to wash) the dishes. 9. I shan't have dinner before mother (to come) home.

Exercise 9. Complete the following sentences using *the Present Indefinite* or *the Future Indefinite*.

1. If you travel by car to the Crimea
2. He is clever enough to understand what you want if ...
3. I understand you are going to stay at home till
4. We'd better stay at home if
5. I'm afraid I shan't be able to join you before
6. Ask him if he ...; it looks like rain.
7. I'll talk to him about it if I
8. I'm not sure if I
9. I got wet through in yesterday's rain, I think
10. I shall believe it if

Exercise 10. Use *the Future Indefinite* or *the Future Continuous* instead of infinitives in brackets.

1. You'd better go back now; your mother (to wonder) where you are. 2. You (to need) your camera tomorrow or can I borrow it? 3. "I'll ring you tomorrow at six" – "No, don't ring at six; I (to bath) the baby then. Ring later". 4. "Will you have lunch with me on the 24th?" – I'd love to, but I'm afraid I (to do) my exam then. 5. Why did you take his razor? He (to look) for it everywhere tomorrow. 6. It's nearly autumn now, soon the leaves (to change) colour. 7. I (to do) my homework at six o'clock tomorrow. 8. Don't come to my place tomorrow. I (to write) a composition the whole evening. 9. When you (to go) to see your friend next time? 10. We'll be in the same firm, but we (not to work) together, because, we (to be) in different departments. 11. When you come back, look out for me. I (to wait) to welcome you. 12. After Bill goes I (to sit) here all alone night after night.

Exercise 11. Use the Present Indefinite, Present Continuous, Present Perfect or Present Perfect Continuous instead of the infinitives in brackets.

1. Sona is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture. Now they (to cook) dinner. 2. "I don't know what's been the matter with me. I've been so miserable". "You (to cry)". 3. Wake up! You (to sleep) for ten hours already. 4. I expect you (to have) already a talk with Henry. He looks more cheerful. 5. He (to lose) his dictionary. He (to look) for it all day, but (not to find) it yet. 6. On the porch he looked over his shoulder and noticed a dark figure disappear round the corner of the house. "Somebody (to follow) me again," he thought. 7. It is difficult for me to speak about this opera as I (not to hear) it. 8. Every day I (to wind) up my watch at 10 o'clock in the evening. 9. I want to see how much he (to change) since I saw him last. 10. I don't want to take a cure at all. I am perfectly happy. All my life I (to be) perfectly happy. 11. Wait till you (to see) Tom and (to talk) with him. 12. The sun (to shine) with different degrees of heating power in different parts of the world. 13. "Dear little Hans," cried the Miller, "I am in great trouble. My little boy (to fall) off a ladder and (to hurt) himself." 14. What you (to do) with yourself since I've been away. 15. "I am very hungry and tired," replied Oliver. "I (to walk) a long way, I (to walk) these seven days." 16. Women constantly (to try) to commit suicide for love, but generally they take care not to succeed. 17. You probably (to see) her since those summer holidays when Mum and Dad were abroad. 18. This will be the death of her when she (to hear) it. 19. He always (to break) the law. 20. She (not to like) me. She always (to say) sharp things to me. 21. Years (to pass) since we began this life. 22. The weather (to be) fine today. The sun (to shine) ever since we got up. 23. He (to run) now. He (to run) for ten minutes without any rest. 24. There's the car. Arnold (to come) back. I must go and bathe my eyes. I

(not to want) Arnold to see I (to cry). 25. By the way, you (to talk) about me. I (to see) it written in your faces. Your silence tells me all. 26. Where you (to be), Tommy? Look at your face! You're a sight! - Mummy, you always (to grumble). 27. Everybody (to be) here? - No, Mr. Black (not to come) yet. I (to think) he (not to return) from abroad yet. He (to arrive) on Saturday.

Exercise 12. Use *the Past Indefinite* or *the Past Continuous* instead of the infinitives in brackets.

1. At lunch the rain still (to pour). 2. After breakfast he (to rise) from the table and (to light) a cigarette. 3. Peter (to walk) aimlessly up and down the room for a long time. He (not to know) what to do. 4. She always (to say) that only Tom knew how to treat men. 5. When he (to arrive) he (to find) the patient to be a small boy of nine years of age. 6. He drank some of the wine and ate several chunks of bread while he (to wait) for his dinner to come up. 7. She (to go) to the back door, and as she (to raise) her hand to knock, the young man (to open) the door suddenly. 8. She (to invite) him to the party she (to give) on Saturday. 9. It (to rain) hard, and she (to run) for a taxi. 10. His steps (to slow) down as he (to mount) the stairs. 11. While she (to wait) for the kettle to boil she (to sit) by the table. 12. He (not to say) a word while we (to eat). 13. I only (to want) to know if you (to come) on Saturday. 14. He (to find) that he (to speak) in a low voice. 15. I (to know) that they (to go) out that night.

Exercise 13. Use *the Past Perfect* and *the Past Indefinite* in the following sentences.

1. From downstairs (to come) the sound of a radio playing a song he never (to hear) before. 2. When she (to enter) the house at dinner-time and (to find) Tom gone she (to know) what (to happen). He (to leave) no note, nor any message. She (to know) that in the last moment he even (not to think) of her, and she (not to be) hurt by it. In whatever way he could, he (to love)

her. 3. I (to press) the door gently. It always (to be) left open at night in the old days. When I (to become) quite certain that it (to be) locked, I (to step) back into the moonlight and (to look) up at the house. 4. He decided to read nothing but the dictionary until he (to master) every word of it. 5. He said he'd tell me all about it when he (to get) back. 6. He (to remember) that his mother (to meet) her first husband when she (to work) in a New York publishing house.

Exercise 14. Use *the Past Perfect* and *the Past Indefinite* in the following text.

On the fifteenth of October Andrew (to set) out alone for London. Now that the exam (to be) so close at hand, he (to feel) that he (to know) nothing. Yet, on the following day when he (to begin) the written part of the examination, he (to find) himself answering the papers with a blind automatism. He (to write) and (to write), never looking at the clock, filling sheet after sheet. He (to take) a room at the Museum Hotel, where Christine and he (to stay) on their first visit to London. Here it (to be) extremely cheap. But the food (to be) bad. Between his exams he (to live) in a kind of daze. He scarcely (to see) the people in the street. After the written part, the practical part of the examination (to begin), and Andrew (to find) himself dreading this more than anything which (to go) before. Luckily his practical part (to go) well enough. His case (to be) an illness which he (to treat) before. He (to feel) that he (to write) a good report.

Exercise 15. Comment on the use of *the Past Perfect* and *the Past Perfect Continuous*.

1. He had already learnt that when he wanted anything it was better to ask his mother first. 2. I wondered how long I'd been standing there, my hand on the phone. 3. Hardly had she sat down when a very stout gentleman flopped into the chair opposite hers. 4. The women came from under the trees where

they had been waiting. 5. Old Jolyon saw Irene where he had seen her the first time. 6. The others had been talking a few moments when he raised his head.

Exercise 16. Use the *Past Perfect* or *Past Perfect Continuous* tense forms instead of the infinitives in brackets.

1. Her name was Logan. She (to be) a widow for fifteen years and had no children. 2. We talked about what we (to do) since we left school. 3. Tom was an hour late and he asked what we (to eat) because he wanted to order the same. 4. Basil said that he (to write) all day and (not to eat) anything. 5. She said she (not to see) him since he was in his first year at the university. 6. Her lack of accent was explained by the fact that she (to be) for twenty years in London. 7. It was cold and dark in the small room because it (to rain) for five days. 8. I went into the kitchen. Nothing (to be) changed in it since morning. 9. He said he (not to write) to me because he (to work) on the new play.

Exercise 17. Use the *Past Indefinite*, *Past Continuous*, *Past Perfect* or *Past Perfect Continuous* instead of the infinitives in brackets.

1. Then she found that the tears (to flow) quietly from her eyes. Perhaps they (to flow) for a long time. 2. He and I (to be) friends since our early twenties. At this time he was 52, and already an elder statesman of science. 3. I (to return) to the hotel only late at night as I (to lose) my way in the fog. When I (to come) up to my room, I (to see) Sona who (to stand) at the door of the room. She (to wait) for me as she (to lose) her key and could not get in. 4. Early that morning, when we just (to leave) the house we (to meet) the man, that we (to look) for since Monday. 5. When I (to come) to see him the next day I (to learn) that he (to die) in his sleep. 6. When you (to receive) a letter from your friend? 7. By ten o'clock the children (to settle) comfortably on the sofa and at ten they (to watch) a film on TV. 8. By 8 o'clock yesterday I (to do) my homework and at 9 I (to

play) the piano. 9. They (to arrive) no sooner at his point than a most violent and startling knocking was heard at the door. 10. As he was in dinner dress, Fanny asked where he (to dine). 11. I saw that it (to be) 2 o'clock. We (to sit) there an hour and a half. 12. He noticed that she (to cry), her face was stained with tears. 13. When we (to do) the shopping last week, we (to find) a nice place to have coffee. 14. We no sooner (to say) "yes" than they (to run) upstairs to pack. 15. He scarcely (to have) time to take his coat off when the phone (to ring). 16. He no sooner (to open) the window than a gust of wind (to scatter) his papers on the floor. 17. Hardly he (to ask) his questions when she (to answer) them. 18. Then we realized that Richard (to come) in through the garden and (to stand) in the room listening. 19. Outside on the square it (to stop) raining and the moon (to try) to get through the clouds. 20. When Roger returned into the room, the girl (to stop) crying but (to shiver) from head to foot. 21. When she (to return) with the book, she (to draw) a chair and (to sit) down beside him. 22. Neither of us (to speak) until we (to arrive) at the office. 23. The rain nearly (to stop) when he (to reach) his hotel. 24. He (to stumble) against the chair before he (to find) the lamp. 25. He (to decide) to get a present for his children before he (to leave) Baku. 26. Thank God I (to find) it out before I (to make) more of a fool of myself. 27. Hardly he (to enter) the room when he (to switch on) the TV set. 28. As soon as I (to hear) the sound I (to know) what (to happen). 29. She (to laugh) till her eyes (to fill) with tears. 30. He scarcely (to take) his coat off when he (to begin) to read the letter. 31. The rain nearly (to stop) when he (to reach) the hotel. 32. They barely (to come) out of the house when a sudden shouting (to arise).

Exercise 18. Use the required tense forms in the following texts.

I. Tom (to whitewash) the fence for some time when he (to see) Jim coming out of the gate. Jim (to go) to the town pump for water. Bringing water from the pump always (to be) hateful work

for Tom, but now it (not to seem) to him so. The boys usually (to fight, to quarrel, to trade) playthings while they (to wait) for their turns. When Tom (to say) that he (to fetch) the water instead of Jim, the latter (to shake) his head and (to say) that he (to do) this work for so long that he (to get) used to it. And he (to add) that Aunt Polly (to instruct) him for the last half hour not to stop and speak with Tom under any circumstances.

II. When Tom (to wake) the farmhouse (to burn). It (to start) burning when the shell (to hit). None of the other soldiers who (to be) in the farmhouse (to be) to be seen. They (to be) lucky to escape. In the confusion they (to miss) Tom who (to sleep) on the kitchen floor. As his leg (to be) broken it (to take) him hours to crawl across the room of the window. He (to pass) out again and again. But he (to be) sure he (not to want) to die and finally he (to get) to the window and (to pull) himself up so that he (can) look over the sill. Somebody (to see) his head above the window and (to get) him. Tom (not to remember) any of that. He never (to find) out who (to save) him.

Exercise 19. Use *the Future Perfect* instead of the infinitives in brackets and translate these sentences into your mothertongue.

1. I hope they (to repair) this road by the time we come back next summer. 2. In two months' time he (to finish) his preliminary training and will be starting work. 3. Come back in an hour. I (to do) my packing by then and will be able to have a talk. 4. By the end of next year I (to work) for him for 45 years. 5. A hundred people have died of starvation already. By the end of the week two hundred (to die). When are you going to send help? 6. He's only 35, but he is started losing his hair already. He (to lose) it all by the time he's 50.

Exercise 20. Use *the Future Indefinite, Future Perfect* or *the Present Perfect* instead of the infinitives in brackets.

1. By the end of the year I (to read) five of Shaw's plays. 2. They (to leave) the country before you go to see them. 3. I can

give you a definite answer only after I (to speak) to my mother. 4. By the end of the term we (to learn) a lot of new words. 5. I hope, when you (to do) this exercise, there (not to be) so many mistakes in it. 6. You had better not go bathing until you (to get rid) of that cough. 7. I'm sure you (to forget) me by that time. 8. When I (to learn) a thousand English words, shall I be able to read a newspaper? 9. I (to write) all my exercises long before you come back. 10. Don't ask for another book before you (to read) this one. 11. I hope that by the end of the year he (to teach) us to speak English a little. 12. Sit down, and when you (to rest) I'll show you the garden. 13. You may be in love with her now, but in a couple of weeks you (to forget) all about her.

Exercise 21. Use the required *Future* tense forms in the following sentences.

1. How terribly nice of you to come! I just (to wash) off and (to get) my coat on, and then I (to show) you round. 2. I (to clean) up when you come with my things. 3. He says they (to finish) the house by the end of next month. 4. Meg cast herself on her father's knee and threw her arms about his neck. "Your father's tea (to get) cold, Meg," said her mother. 5. He probably (to get) here in about three weeks. By which time I (to return) to the University. 6. In that case we (to take) a taxi. 7. You can't live far from the office. In a little while you (to look) for a place back here. 8. All of Bennet's men (to wait) when the union organizers show up. 9. If you come back in about twenty minutes Alec and I (to have) our talk. 10. You'd better ring me back in half an hour, by then I (to find) the letter.

Exercise 22. Replace the infinitives in brackets by the verbs in appropriate tense forms in the following texts.

I. When I (to leave) home it (to snow) fast, and, as it (to snow) ever since the morning, deep snow (to cover) the ground and it (to be) very hard to cross the field and to reach the railway station. So when I (to get) to the station, the train

already (to go) and I (to be) obliged to wait for the next train. When the train already (to approach), I (to remember) that I (to forget) to take a ticket. I (to rush) to the ticket office but to my disappointment it (to be closed). It (to be closed) five minutes before the arrival of the train. The only thing that (to remain) to me (to be) to return home. Luckily the snow (to stop) and full moon (shine). When I (to get) home everybody already (to go) to bed and the door (to be) locked. I (to knock) but nobody (to answer) my knock. I (to begin) knocking again. When I (to knock) for about ten minutes, a light (to appear) in the window.

II. Let me introduce myself. I (to be) Jane Bailey, and I (to live) with my parents in Nottingham. At the moment, though, it (to seem) I may not be here much longer. The reason? Last June, I (to take) my A-levels in three subjects: biology, chemistry and maths. I (to pass) the first two but I (to fail) maths. That (to mean) I (cannot) get into a university this year. I (to be) really upset when I (to hear) that I (to fail) one of the exams.

Now I (to have) to decide what to do. I (to work) in a shop near home for the summer, and (to manage) to save some money. I (to think) I must do a quick secretarial course and get a job. So my plan (to be) to go to London and do a three-month typing course there. I (to want) to earn some money and then take my A-level maths again next summer. My father (not to agree). He (not to want) me to go to London and he (not to think) a university education (to be) necessary for a girl. My mother (to be) on my side. She (to think) I should work this year and try to study for my exam at the same time. At the moment we still (to try) to decide.

Exercise 23. Replace the infinitives in brackets in appropriate tense forms.

1. No sooner I (to arrive) than I (to send) her a letter to say that I (to have) a present for her. 2. I (to get) back as soon as I (to get) through with my business. 3. His cheek (to be) cut.

When she (to see) it she (to say): “Oh, you (to fight) again.”
4. She (to make) me promise to say nothing about it till she (to have) a chance of breaking the news to her father gradually. 5. I (to sit) there for about ten minutes, pretending to read, when someone (to sit) down at my table. 6. “I (to take) you out every day,” she promised. 7. It (to be) already dark, and there was a thin rain. 8. It was only a year after the wedding, but he already (to hate) his wife. 9. I hope you (to leave) the child alone for half an hour. 10. I (to play) the piano for five hours a day. 11. Such periods usually (to last) for about two or three weeks. 12. When he came back into the dining-room, he (to hold) the envelope in his hands for a long time before he tore it open. 13. Don't you realize that for seven years I (to work) in London hospitals?

Exercise 24. Translate into English.

1. Dünən mən otağa girəndə həkim xəstəni müayinə edirdi. 2. Kimsə qapını döyür, gedin açın. 3. Sabah saat 5-də gəlsən mən bu kitabı oxumaqda olacam. 4. Biz bu adamı heç vaxt unutmayaçağıq, keçən il o mənim həyatımı xilas etmişdi. 5. Siz burada kimi gözləyirsiniz? – Sərnişinləri gözləyirik. Biz bir saatdır ki, onları gözləyirik. 6. Böyüklər içəri girəndə kiçiklər ayağa durmalıdır. 7. Gəncliyimdə mən çoxlu şerlər əzbərləyəm və onları ucadan oxuyardım. 8. Onlar limana çatanda gəmi yenicə sahilə yan alırdı. 9. Onlar gələndə müzakirə artıq başlanmışdı. 10. Gələnlər ay bu vaxt mən dəniz kənarında dincələcəyəm. 11. O vaxtdan çox illər keçmişdi, lakin biz o hadisəni unutmamışdıq. 12. Tezliklə konsert başa çatacaq və tamaşaçılar evə tələsəcəklər. 13. Hava çox dumanlı idi və maşınların hərəkəti getdikcə çətinləşirdi. 14. Ana oğluna bir də baxdı və düşündü: o yalnız evə qayıtmamışdı, həm də yaxşı insan kimi qayıtmışdı. 15. Gülşən çox yorulmuşdu, çünki çoxlu tapşırıq etmişdi. 16. Qapının ağzında iki gənc dayanmışdı və onlar söhbət edirdilər. 17. Təzəcə tufan başlamışdı ki, balaca qız ağlamağa başladı. 18. Bir həftədir ki, o bu kitabı oxuyur, lakin hələ qurtarmayıb. 19. Tufan kəsmişdi, lakin göyün üzü hələ də buludlarla dolu idi. 20. Mən

anamlı bu məsələni müzakirə etməzdən əvvəl sizə qəti cavab verə bilmərəm. 21. Biz bilirdik ki, onlar tezliklə gələcək. 22. O, məktubu yazdı, zərfin içinə qoydu və yola salmaq üçün poçta getdi. 23. Universiteti qurtardıqdan bəri onu görməmişdim. 24. Balaca qız səhərdən evin tozunu alır. 25. Dərslərimi etdikdən sonra balaca qardaşım ilə şahmat oynayacağam. 26. Hər kəs bilir ki, su yüz dərəcədə qaynayır. 27. Gələcək il bu vaxt 5 il olacaq ki, mən bu kənddə işləməkdə olacağam. 28. Ömür (həyat) uzunluğu ilə deyil mənası ilə qiymətlidir. 29. Yaxşı övlad valideyninin fəxridir. 30. Payız gəlmişdir. İndi Noyabrdir. Havalar getdikcə soyuyur, günlər isə qısalır. Tez–tez yağış yağır. Tezliklə çox soyuq olacaq. 31. Sabah saat 5-ə qədər neçə səhifə oxumuş olacaqsınız? 32. Oyan! Artıq 3 saatdır ki, yatırsan. 33. Polis bıçağın üzərindəki barmaq izlərini yoxlayacaq, əgər barmaq izlərin onun üzərində olsa səni qatil kimi həbs edəcək. 34. Saat 2 idi. Artıq yarım saat idi ki, biz bu skamyada otururduq, amma heç bir söz danışmırdıq. 35. Qar kəsmişdi, lakin bərk külək əsirdi. 36. Mən indi tələbələrə milli qəhrəmanlarımız haqqında danışacağam, onlar da qeydlər götürürlər. 37. O hələ məruzəni qurtarmayıb. 38. Müşviq qayıdanda Natavan hələ də paltarları qablaşdırırdı. 39. Gələcək ilin axırına onlar iki bina tikmiş olacaqlar. 40. Qız anasına dedi ki, çətirini itirib və buna çox təəsüflənir. 41. İki saatdan bəri yağın yağış nəhayət ki dayandı və biz şəhəri gəzməyə getdik. 42. Bu müəssisədə işləməzdən əvvəl siz harada işləyirdiniz? 43. Qızım ingiliscə kitabları artıq iki ildir ki, orijinaldan oxuyur. 44. Gözlərin qızarıb. Sən ağlamısan. 45. O, yeməkdən imtina etdiyinə görə Tom soruşdu ki, harada nahar edib. 46. O, elektrik lampasını söndürdü.

Exercise 25. Translate the following text into English using the correct tense forms.

Elxan dəhlizə çıxdı. Payız axşamının ömrü gödək olsa da, hava hələ tamamilə qaralmamışdı. Sağa – sola açılan qapıları itələdi. Hamı getmişdi.

Kabinetə qayıtdı, səkkizə işləyirdi. Ulduz bir azdan gələcəkdi. Nə üçün yeddidə gəlmək istəmədi? Dərslər təzəcə başlayıb. Nə vacib işi ola bilər? Bir həftədir Bakıdadır, heç zəng də çalmayıb. İnstitutun dəhlizində onunla üz-üzə durmuş, qızılı saçları alnına dağılmış Ulduzu xəyalında canlandırmaq istədi. Bu Ulduz tamam başqa Ulduz idi. Yalnız saçları idimi dəyişilən? Yox... Yox!.. Nə isə... saysız-hesabsız fərqlər Ulduz haqdakı fikirlərinə mane olur, pərdə kimi aradan asılır, Ulduzu onun nəzərlərindən, xatirələrindən yayındırırdı. Cəmisi üç həftə idi ayrılmışdılar. Üç həftədə adam belə dəyişilərmiş! Qızla ilk tanışlığını, sonra da ilk görüşünü xatırladı... *(Ələviyyə Babayeva)*

Exercise 26. Translate into English.

1. Студенты пишут контрольную работу уже почти два часа. Время подходит к концу, а пока только двое сдали работы. 2. Он проработал с нами только месяц, но доказал, что он опытный работник. 3. Художники работают с утра, так как мы хотим повесить стенную газету уже сегодня вечером. 4. Две недели шли дожди, пока, наконец, три дня назад не установилась хорошая погода. 5. Пруд замерз; мальчики уже катаются на конках. 6. На реке лед уже растаял, а в лесу кое-где еще лежал снег. 7. Мальчики уже больше двух часов собирали велосипед, когда пришел отец и сказал, что им придется все снова разобрать, так как они неправильно его собрали. 8. Пока мы шли со станции, он успел мне рассказать обо всем, что произошло со времени моего отъезда. 9. Мы дружим, с тех пор как работаем вместе. 10. Сергей приехал? - Да, он здесь уже два дня. Он приехал еще в пятницу. 11. Я решил, что пока живу на даче, буду каждый день совершать долгие прогулки. 12. Певец окончил свое выступление, а в зале гасли огни, а публика все еще не расходилась. 13. Уже прошло пять лет, как мы работаем над этой проблемой. 14. Когда я пришел, он уже вернулся и сидел у камина, перелистывая журнал. 15. Меня просили

передать вам, что вас известят, как только ваша просьба будет рассмотрена. 16. Это случилось так давно, что я забыла об этом. 17. Стояла поздняя осень. Почти все листья уже опали, и последние птицы улетели на юг. 18. Сколько времени вы занимаетесь музыкой. 19. Она выключила свет и сидела в полной темноте. 20. Почему вы так поздно вернулись из города? 21. Он уехал год тому назад и с тех пор не написал нам ни одного письма. 22. Мы спросили мальчиков, что они делают на улице в такой поздний час. 23. Телеграмма пришла десять минут спустя после того, как ты уехала. 24. Она взглянула на часы. Было уже около пяти. Она прождала более получаса. 25. Дети будут делать уроки. Пойдем на кухню. 26. Он сказал, что если я буду следовать его советам, все будет в порядке. 27. Когда вы были здесь в последний раз? 28. Сегодня мы сможем узнать результаты эксперимента, который проводился все эти недели. 29. Не говорите так громко. Я вас хорошо слышу. 30. Становится темно. 31. Я уезжаю в Москву на будущей неделе. 32. Я слышу шаги. Кто-то идет сюда. 33. Вы чувствуете себя лучше сегодня? 34. Около семи часов вечера я гулял на бульваре. 35. Я сидел у окна, когда услышал стук их кареты. 36. Они вышли, когда было еще светло и дул сильный ветер. 37. От двух до пяти Нежданов сидел у себя в комнате. 38. Она проснулась в ту самую минуту, когда я входил в комнату. 39. Вы написали контрольную работу? Покажите мне ее. 40. Она написала последнюю контрольную работу без ошибок. 41. Я не слышала, что вы сказали. 42. Когда вы начали читать эту книгу?—Мы начали читать ее на прошлой неделе. 43. Я не смогу вам дать определенного ответа, пока не поговорю с главным инженером. 44. Мы выедем в пять часов, если дождь к этому времени перестанет. 45. Я приду после того,

как закончу работу. 46.Как только мы решим этот вопрос, я вам позвоню. 47.Я умру, если с тобой что-нибудь случится. 48.Он не прочел и трех страниц, как его прервали. 49.Когда я ее видел в последний раз, она казалась очень счастливой. Она только что получила письмо от брата, который вернулся с Севера, где он пробыл долгое время. 50.Я не пробыл и пяти минут в комнате, как дверь отворилась и она вошла.51.Они начнут строительство клуба в ближайшие дни и закончат его к концу года. 52.Не звоните ей в одиннадцать часов. Она уже будет спать. 53.Я думаю, что к этому времени машинистка уже напечатает ваши документы. 54.Я еще буду работать, когда вы вернетесь. 55.Я знаю ее уже два года. 56.Они пишут изложение уже два часа. 57.Почему вы так смотрите на меня? Нина вам говорила что-нибудь обо мне? 58.Вы действительно знаете меня шесть лет? 59. Она отложила в сторону письмо, которое писала, и задумалась. 60.Она пошла на почту отправить письмо, которое написала накануне. 61.К счастью он не заметил ее воспаленных глаз и не догадался, что она плакала. 62.Сью, которая некоторое время наблюдала за своей больной подругой, подошла к ее кровати. 63.Она написала письмо и читала книгу. 64.Ты уложила свои вещи? Такси уже десять минут ждет у дверей. 65. Я всегда интересовалась естественными науками. 66.Кто взял мой словарь? Я уже полчаса ищу его. 67.Она вечно говорит по телефону. 68.Она всегда встает раньше меня. 69.Сем не рисовал и десяти минут, когда мисс Ролстон подошла к нему.

THE PASSIVE VOICE

Exercise 1. Put the following sentences into *the Passive Voice*. Give two Passive Constructions where possible.

1. Everybody looked at them with interest. 2. They have finished the work at last. 3. The children surround their teacher after the lessons. 4. We shall send for the doctor at once. 5. What have people done about it? 6. They are typing the text. 7. The coach gave the boxer some instructions. 8. They will promise you much, but don't imagine they will give you everything they promise. 9. They have been carrying out the work since August. 10. You are always finding fault with me. 11. At last he realized that nobody would call upon him. 12. You should open the wine about three hours before you use it. 13. Why didn't they mend the roof before it fell in? 14. The lawyer gave him the details of his uncle's will. 15. The author has written a special edition for children. 16. These six months many young workers from our plant have been attending a course of lectures on labour protection.

Exercise 2. Give the corresponding Passive Construction.

1. We looked through all the advertisements very attentively. 2. The gardener gathered all the dry leaves and set fire to them. 3. You should send the sick man to hospital. They will look after him much better there. 4. Why did they laugh at him? 5. Nobody ever referred to that incident again. 6. We can win peace if we fight for it. 7. One can rely on this man. 8. No one has made any mistakes. 9. People have made great progress in physics. 10. They are discussing the possibility of new negotiations. 11. They are rehearsing a new play at the National Theatre. 12. Nobody has ever treated with such kindness. 13. They can arrange all things. 14. I knew that they had told him of the meeting at once. 15. They took the child to the hospital for the poor. 16. No one has ever beaten my brother at tennis. 17. They promised the workers higher wages.

Exercise 3. Change the form of the verbs from the Passive into the Active Voice.

1. The light has not been switched off. 2. The boy was punished for something. 3. This article will be translated. 4. Who are these letters written by? 5. All the questions must be answered. 6. The house where the dead man was found is being guarded by the police to prevent it from being entered and the evidence interfered with. 7. Why wasn't the car either locked or put into the garage? 8. The stones were thrown by a student, who was afterwards led away by the police. 9. All the business letters will have been answered by noon. 10. The house was built in place of the one that had been destroyed by the fire.

Exercise 4. Use the required passive forms in the following texts.

I. It was now a charming room. The walls (to paint) light blue. The curtains (to draw) and the fire (to light). All the furniture (to dust). The piano (to move) out but a wireless set (to add). On the chest of drawers there was a collection of small presents which (to bring) to the old woman at various times by her children.

II. The Connolly children (to find) lurking under the seats of a carriage when the train (to empty). They (to drag) out and (to stand) on the platform. Since they could not (to leave) there, they (to include) in the party that (to send) by bus to the village. From that moment their destiny for ever (to involve) with that of the village. Nothing ever (to discover) about the children's parents.

Exercise 5. Put questions to the parts of the sentences given in bold type.

1. Many guests have been invited to my birthday party **today**. 2. The poem was written by **an** unknown **author**. 3. The flowers will be planted **next week**. 4. The flowers have been kept without water **for a week**. 5. The walls are being covered **with**

green paint. 6. *Two days later* the operation was performed. 7. A lot of trees have been planted in our garden *this year.* 8. The document has been signed by *the president* of the board. 9. The plant had been run *by the head engineer* for a fortnight before a new director was appointed.

Exercise 6. Use the required active and passive forms instead of the infinitives in brackets.

1. At the publishing house I (to tell) that the book (to publish) by the end of the year. 2. You can't use the refrigerator at the moment, it (to fix) by the mechanic. 3. Evidently the tea (to sweeten) before I put sugar into it. 4. "I don't want to hear another word. I never (to insult) so in my whole life." 5. But what shall I do if you (to kill). 6. The animal (to sell) when I get back to the fair. 7. In 1834, the Houses of Parliament, with the exception of Westminster Hall (to destroy) by fire. They (to rebuild) by Sir Charles Barry. 8. Lanny noticed that he (to watch) by three white men from the coffee stall on the other side of the road. 9. He carefully examined the contents of his case, and did not speak again until the beer (to bring) which he had paid for it. 10. He went up to his room. Nothing in it (to change) since his arrest. 11. My watch (to go) at nine o'clock but now it (to stop). 12. Wait a little. The letter (to write) now. 13. The letter (to write) when you came yesterday. 14. When you (to come) I (to work) at my translation for half an hour. 15. We are sure that the school (to build) by the end of August. 16. Yesterday I (to buy) a new dictionary as I (to lose) my old one. 17. After supper the floor (to clean) for dancing. 18. Yesterday I (to meet) a friend of mine whom I (not to see) for many years. 19. The windows (to cover) on inside. 20. I don't know when she (to come) but when she (to come), I'll give her your note. 21. Everybody had gone, and the door (to close) for the night. 22. "At last I found my key, I (to look for) it everywhere", he said. 23. Their engagement (to announce) and a number of parties (to give) for the young couple. 24. Our garden

was all weeds, but the one next door (to look) after to perfection. 25. The boy who (to put) a frog in the teacher's desk (to ask) to return the frog to the pool. 26. When she woke up, Jennie (to tell) me she (to have) no food for two days. 27. Do you realize that these animals (to use) to save men's lives, perhaps your own lives? 28. He went into the bedroom. The bed (to turn) down for the night by the maid many hours before. 29. Somewhere from far away in the town came the sound of shots. "Somebody (to kill)," I said.

Exercise 7. Translate the sentences into your mothertongue.

1. We were invited to come to their party. 2. This room has not been properly dusted. 3. All sorts of tools have been required for that kind of job. 4. It is two years since he went away and he has never been heard of since. 5. This book must be read by every student in the group. 6. His hesitation was put an end to. 7. He doesn't like anything being interfered with. 8. As there was no room at the hotel, we were given lodgings in a private house. 9. This poem has been written by a young Azerbaijan poet. 10. The full moon that had been shining since the evening now was covered by thick dark clouds. 11. I was told that they would be punished for their behavior at the cinema. 12. He said that the article would have been translated by that time the next day. 13. As a rule the child is put to bed at nine o'clock.

Exercise 8. Translate into English.

1. Bu şəkillər on səkkizinci əsrdə yaşamış rəssamlar tərəfindən çəkilmişdir. 2. Sabah bu vaxta qədər kitab müzakirə edilmiş olacaq. 3. Məktub dünən yazılıb və yola salınıb. 4. Sizi səhər imtahan ediblər? 5. Bu fabrikdə çox gözəl çantalar hazırlanır. 6. Uşaqları evdə tək qoyublar. 7. Bizim evimiz indi təmir edilir. 8. Bu kitablar otağa nə zaman və kim tərəfindən gətirilib? 9. Bu tapşırıq qırmızı qələmlə də yazıla bilər. 10. Bu məqaləni bütün qrup oxumalıdır. 11. Biz evə çatana qədər

süfrəyə çay verilmişdi. 12. Mən evə gələndə çay hazır olacaqmı? 13. Keçən il bu vaxt bu bina tikilirdi. 14. Hər il bağımızda çoxlu güllər əkilir.

Exercise 9. Translate the following text and use the correct tense and voice.

- Biri var idi, biri yox idi – deyə oğlan aramla sözə başladı. – Uzaq Afrikada gözəl bir ölkə var idi. Bu ölkə yadellilərin əsarətindən yenicə asad olunmuşdu. Gərək onun öz dövlət himni olaydı. Ölkənin başçıları bir yerə yığışıb dedilər ki, gəlin müsabiqə keçirək, hansı əsər yaxşı olsa onu himn edərik. Razılaşıdılar. Az bir müddətə müsabiqəyə çoxlu əsər gəldi. Bunların ən yaxşısını seçdilər. Dedilər himnimiz bu olacaq. Sonra bütün ölkəyə car çəkdilər, filan gün, şəhərin filan meydanında böyük bəstəkara mükafat veriləcək. Bəli, deyilən vaxtda hamı gül-çiçəklə meydana topladı. Bəstəkarın adı olan zərfi açdılar. Oradan kiçik bir məktub çıxdı. Dedilər ki, bəstəkarın ad-familiyası burada yazılıb. Ucadan oxuyaq. Onu hamı tanısın. Sonra da ona mükafat veriləcək. Bir nəfər kürsüyə çıxıb kağızı oxudu: “Mənim əsərim bəyənilərsə, onun doğma xalqıma az-çox faydası dəyərsə, elə zənn edirəm ki, mən xoşbəxtəm, bu məndən ötrü ən böyük mükafat olar.” Vəssalam, zərfdə özgə heç nə tapmadılar.

Deyirlər ki, hər gün o himn səslənir, insanlara onu yazan bəstəkarın şöhrətindən danışır, amma heç kəs onu tanımır – eyni zamanda hamı da onu tanıyır. (*Gəray Fəzli*)

Exercise 10. Translate the following sentences into English.

1. Этот вопрос сегодня обсуждаться не будет. 2. В прошлом году на нашей улице построили новый магазин. 3. Эта книга еще не переведена на русский язык. 4. Этого лектора всегда слушают с интересом. 5. Ему еще ничего об этом не говорили. 6. Больного не будут оперировать без его согласия. 7. Вам задавали дополнительные вопросы на экзамене? 8. Почему здесь так холодно? - Зал только что проветривали. 9. Покажите

мне, где в нашем городе строится новый театр. 10. Со мной так никогда еще не разговаривали. 11. Книги, которые хорошо читаются, редко найдешь на полках библиотеки. 12. Объяснили ли вам, почему вам не разрешили принять участие в этих соревнованиях? 13. Когда мы приехали в Киев, это здание было только что восстановлено. 14. Мне еще ничего об этом не говорили. 15. Ваш проект уже принят? – Нет, он все еще рассматривается.–Сколько же времени его уже рассматривают? 16. Ничего удивительного, что цветы погибли: их не поливали целую неделю. 17. Его нигде не видели в течении всей недели. Он болен? 18. Пожар начался ночью, и пламя было видно издалека. 19. Город, в котором родился Низами, был основан в IX веке. 20. Телеграмму послали поздно вечером, так что она будет получена только утром. 21. В этот момент обсуждался очень важный вопрос и все внимательно слушали. Он обсуждался уже более двух часов. 22. Домой они пришли очень поздно, все двери были уже закрыты. 23. Почему такая работа не напечатана? 24. Меня попросили прийти через несколько дней. 25. Мне задали несколько вопросов, на которые я не сразу мог ответить. 26. На нее можно положиться? 27. За машиной послали, как только вещи были уложены. 28. Зимой в этом доме никогда не жили. 29. В нашей стране дети обеспечены всем необходимым. 30. Ребенка положили в больницу, где за ним очень хорошо ухаживали. 31. С такими серьезными вещами не шутят.

THE SEQUENCE OF TENSES

Exercise 1. Use the appropriate form of the verb.

1. She asked me what I (to do) with myself during the

summer. 2. She said your husband (to leave) you. 3. At first I thought that they (to be) brother and sister, they (to be) so much alike – small, dark, with snub noses and big mouths. 4. My husband said he (to go) to the club three or four nights a week to play bridge. 5. We believed that we (can) get seats in a first class compartment. 6. The teacher explained that there (to be) six continents in the world. 7. He didn't know when the train (to start). 8. I knew that we (to have) to have a snack at the station as there (to be) no buffet-car on the train. 9. I thought you (to have) better sense. 10. We came to this part of the country in the hope that the bracing air (to have) a good effect upon him. 11. The door opened suddenly, and a young fellow came in, with the air of one who (to be) the master. 12. The pupil didn't know that there (to be) four seasons in a year. 13. At ten o'clock he telephoned again, saying that he (to change) his mind. 14. I invited them all to come and spend a week with me, and my cousin said her mother (to be) pleased to see them. 15. He says he (to be) free tomorrow. 16. Little Hans was very much distressed at times, as he was afraid his flowers (to think) he (to forget) them. 17. Rosa told herself that this (to be) the day that (to decide) her fate. 18. He thought how beautiful and serene their life (to be). 19. When I found out that Mr. Bennett (to leave) his house, I thought I (to find) him here. Of course, he had told me that he (to consult) you. 20. I was thinking that if any stranger (to come) in here now, he (to take) us for man and wife.

Exercise 2. Translate into English paying attention to the sequence of tenses.

1. Bələdçi dedi ki, qatar iki saatdan sonra yola düşəcək. 2. Firmanın direktoru dedi ki, bu gün bütün poçtaya baxıb. 3. Mən söz verdim ki, onlar qayıdana kimi bu kitabı tərcümə etmiş olacam. 4. Onlar bildirdilər ki, iki ildir ki, roman yazırlar. 5. Ana bilirdi ki, uşaqları sahildə oynayır. 6. Bələdçi turistlərə dedi ki, yayda Bakıda isti olur. 7. O başa düşdü ki, mən ondan incimişəm və bizim dostluğumuz başa çatıb. 8. Mən öyrəndim ki, Əli 5 ildir ki,

Bakıda yaşayır. 9. Əmin idim ki, o məni unutmayacaq və mənə məktub yazacaq. 10. Kənan dedi ki, o idmanla məşğul olmaq niyyətindədir. 11. Bacım deyir ki, əgər onu görsə dərhal tanıyacaq. 12. Qonşumuz dedi ki, o bizim ona etdiyimiz yaxşılığı heç vaxt unutmayacaq. 13. Yad adam mərkəzi poçta gedən yolu ona göstərməyi xahiş etdi. 14. Balaca qız gülümsəyərək dedi ki, iki üstə gəl iki dörd edir. 15. Leyla məndən yayı harada keçirəcəyimi soruşdu. 16. Onun qardaşı dedi ki, hələ də saati yoxdur. 17. Katibə cavab verdi ki, firmanın prezidenti indi telefonla danışır. 18. Firma xəbər verdi ki, danışıqlar sabah baş tutmayacaq. 19. Müəllim dedi ki, balinalar okeanlarda yaşayır. 20. Qaraca qız gördü ki, Ağca xanım da skamyada oturub kitab oxuyur. 21. Mən otağın qapısını açanda gördüm ki, müəllim artıq gəlib və tələbələr imla yazırlar. 22. Mən bələdçidən soruşdum ki, qatar növbəti stansiyaya nə vaxt çatacaq.

Exercise 3. Translate the following sentences into English paying attention to the sequence of tenses.

1. Он был уверен, что они работают вместе. 2. Он думал, что его товарищи работают с утра. 3. Он думал, что его товарищи работают, и не хотел мешать. 4. Он знал, что они никогда не работали прежде. 5. Он полагал, что они будут работать вместе. 6. Она знала, что они обычно встают в 8 часов. 7. Она не знала, что они ее уже ждут. 8. Она не знала, что мальчик интересуется историей. 9. Она сказала, что этот профессор читает лекции по истории. 10. Он сказал, что профессор читает лекцию. 11. Мне сказали, что лекция начнется в 5 часов. 12. Я не знала, что вы тоже любите музыку. 13. Я думала, что они знают друг друга с детства. 14. Она сказала, что идет дождь и что нам лучше сидеть дома. 15. Она сказала, что думает, что завтра будет хорошая погода. 16. Вчера я написала статью, которую буду читать в конце месяца на заседании кафедры. 17. Школьникам

сказали, что вода состоит из двух газов. 18. Я думала, что моя сестра их хорошо знает. 19. Я думала, что она их давно знает. 20. Мне сказали, что вы читаете эту книгу уже больше месяца; пора вам вернуть ее в библиотеку. 21. На днях Елена получила письмо, которое ее очень расстроило, но в котором, я уверена, она никому не сказала.

Exercise 4. Make the actions in the following object clauses a) simultaneous with those of their principal clause.

1. I was surprised you (to know) my name. 2. She cannot imagine what he (to do) there. 3. The last two weeks she had been saying to everyone who phoned her that she (to be) unwell and (not to leave) home. 4. When I knew him better he admitted that he (to feel) lonely in London.

b) prior to

1. David said that he (to ask) permission from the director for me to watch the dress rehearsal. 2. I knew that for the past 25 years he (to buy) the same paper each morning. 3. Indeed it was whispered that the headmaster (to receive) a telegram from the boy's father. 4. You'll see what I (to write) about you. 5. Then he admitted that he (to live) since the summer in his father's house. 6. Her mother had once confided to her that she (to want) to be an actress.

c) posterior to

1. He decided that he (to go) to Berlin as soon as possible. 2. He had written to her that he (to come) home. 3. I sent them a telegram this morning to say I (to go) to England and that I (to write). 4. They wondered if he (to come) back. 5. Before leaving the house in the morning, she had told her mother she (to work) in the hospital that afternoon. 6. It was understood that he (to invite) us to lunch on Saturday.

Exercise 5. Translate the following text into English.

Qədir bilirdi ki, əynində təzə kostyum var, təmiz köynək var,

başmaqlarının da təzə və təmiz olduğunu bilirdi. Qalstukunu özü bağlamamışdı, bilirdi ki, bağlamayıb. Qədirin bir alnının qarısından xəbəri yox idi, bir də gözlərindən. Alnındakı zədənin heç olmasa ağrısını hiss eləyirdi – bilirdi ki, alnı çarpayının dəmirinə dəyib, gözlərindənsə Qədir tam xəbərsiz idi.

Onda ki, Qədir arxı qazırdı, köynəyi çıxarırdı, narın dibini bel-ləyirdi, onda ki Səltənət gəlməmişdi, getməmişdi, onda ki göyün tən ortasında dayanmış Günəş vicdansız və zalım deyildi, onda Qədir elə gəlirdi ki, bu həyətdə yüz il yaşaya bilər, o Günəşin işığını yüz il ala bilər. Ancaq elə ki Səltənət gəldi, getdi, elə ki Qədir evə cumub yerə sərildi və üstəlik başını da çarpayının dəmirinə çırpandan sonra, ayağa durub, yan-yörəsinə baxanda hiss elədi ki, burada dayanmaq mümkün deyil. Başmağını geydi, pencəyini geydi, alnının qarısından, bir də gözlərindən xəbərsiz küçəyə çıxdı... (*Əkrəm Əylisli*)

NON-FINITE FORMS OF THE VERB

THE INFINITIVE

Exercise 1. Supply the missing forms of the following infinitives.

To have been done, to be spoken to, to curl, to be breaking, to have nodded, to drive, to be ruined, to be rubbing, to land, to be spoken to, to turn, to have been sleeping, to be got, to be running, to have been read, to be said, to arrive, to be telling, to translate

Exercise 2. Use the appropriate form of the infinitives in brackets.

1. I'm so dreadfully sorry (to bother) you in this stupid way. 2. Good-bye. So pleased (to meet) you. 3. He's a talented engineer. He's supposed (to work) at a new invention. 4. She seems (to work) at her course paper since spring and says she has still a lot (to do). 5. I've just seen him passing the entrance

door, so he can't (to work) at the laboratory as you say. 6. The next morning he seemed (to forget) it all. 7. She seemed at times (to seize) with an uncontrolled irritation and would say sharp and wounding things. 8. She seemed (to pay) no attention to what was going round her. 9. Good-bye, Mr. Jackson. Glad (to be of service) to you. 10. There are a great many things (to take into consideration). 11. "We are very sorry (to disturb) you," began Peter. 12. That woman is still sitting. She seems (to wait) over an hour. 13. Well, funny things seem (to happen). 14. There was nothing (to do), but to wait for the next express, which was due at four. 15. He is supposed (to work) at the translation of the book for two years. 16. The only sound (to hear) was the ticking of the grandfather's clock downstairs. 17. The book was believed (to lose) until the librarian happened (to find) it during the inventory. It turned out (to misplace). 18. The strength of the metal proved (to overestimate) by the designer. The engineer claimed (to warn) against its use for the purpose all along as he had been always sure it was likely (to deform) under great load. 19. We seem (to fly) over the sea for quite a time and there is yet no land (to see). 20. We don't seem (to acquaint), at least I can't remember ever (to meet) him. 21. This book is said (to sell) out already. 22. Every feature seemed (to sharpen) since he saw her last.

Exercise 3. Put *to* where necessary before the infinitives.

1. The teacher made me ___ repeat it all over again. 2. Will you help me ___ move the table? 3. He is expected ___ arrive in a few days. 4. You had better ___ make a note of it. 5. I heard the door ___ open and saw a shadow ___ move across the floor. 6. He told me ___ try ___ do it once again. 7. There is nothing ___ do but ___ wait till somebody comes ___ let us out. 8. You ought not ___ show your feelings. 9. Why not ___ wait a little longer? 10. I felt her ___ shiver with cold. 11. You are not ___ mention this to anyone. 12. Rose wanted them ___ stop laughing, wanted the curtain ___ come down. 13. Look here, Jane, why ___ be so cross?

14. He was seen ___ make a note of it. 15. What made you ___ deceive me? 16. He was not able ___ explain anything. 17. The brave boy helped the partisans ___ find the way to the railway line in the dead of night. 18. He would sooner ___ die than ___ betray his friends. 19. Why not ___ start out now? We cannot wait for the weather ___ change. 20. Have you ever heard him ___ complain of difficulties? 21. He was made ___ do his work independently. 22. I thought I would rather ___ get to the gallery alone, but I was obliged ___ accept his company. 23. I'll have him ___ tell the truth. 24. Get them ___ come as early as possible. 25. There is hardly anything ___ do but ___ work out an alternative plan. 26. Do you think I plan ___ spend the rest of my life in the same situation? I would rather ___ die! 27. He did nothing from morning till night but ___ wander at random. 28. Ever since I came into this silly house I have been made ___ look like a fool. 29. The poor boy was absolutely broken up. It made my heart ___ bleed. I couldn't ___ let him ___ go without a word of comfort. 30. English women in our station have duties, but we, strangers in a strange land have nothing ___ do but ___ enjoy ourselves. 31. At first I tried ___ excuse myself, for the present, on the general ground of having occupation ___ attend to, which I must not ___ neglect. I then said that I had much ___ learn myself before I could ___ teach others.

Exercise 4. Translate the following sentences into your mothertongue, paying attention to the use of particle *to*, which implies the verb already mentioned.

1. He hadn't wanted to laugh then, nor did he want *to* now. 2. You needn't say anything if you don't want *to*. 3. She always kept her mouth shut when told *to*. 4. It was my fault. I'm sorry. I didn't want *to*, I didn't mean *to*. 5. I know I should have come to you and told you about it, but I was afraid *to*. 6. I'd be glad to see you. Come any time you like. – Darling, you know I long *to*. But I can't. 7. I couldn't do what I wanted *to*.

Exercise 5. Paraphrase the sentences so as to use the infinitive as adverbial modifier.

1. He must have got into a pretty fix if he had to take a risk like that. 2. The girl waved her handkerchief that she might be taken notice of. 3. The father came home late and did not switch on the light lest the child should wake up. 4. The man made in my direction as if he was going to stop me, then turned abruptly and walked away. 5. She did not have courage enough, otherwise she would have said it to your face. 6. The foreigner was very careful to pronounce every word distinctly for fear of being misunderstood. 7. His behaviour was so bad that it aroused everybody's indignation. 8. On hearing me say that she shrugged her shoulders as though she wanted to express her indifference. 9. If you hear him speak, you might think he had never been in the wrong. 10. He turned to me as if he were going to say something.

Exercise 6. Replace the subordinate clauses by attributive infinitives.

1. There weren't many children in the neighbourhood who we could play with. 2. He fell asleep with full determination that he would go and see for himself. 3. He is a man one can trust. 4. He was the first person who came to the bar and the last who left it. 5. He will always find something that makes him laugh. 6. There's nothing that we might discuss now. Everything is settled. 7. No doubt it was the best time when he could find them all at home. 8. A good housewife will always find something that must be done about the house. 9. The old general wanted nothing but a grandson who could dandle on his knee.

Exercise 7. Make up sentences, using the following phrases with attributive infinitives.

A lot to do, no time to lose, a passage to translate, a man to trust, a rule to remember, the work to do, the distance to

cover, a chance not to be missed, a nice town to live in, an easy person to deal with, nobody to speak to, nothing to trouble about, nobody to rely on, nothing to be afraid of, a poem to learn, the first to break the silence, the last to band in the test.

Exercise 8. Paraphrase the following sentences so as to use infinitives of result.

1. It was so dark that he could see nothing before him. 2. You are so experienced, you ought to know better. 3. His English vocabulary is very poor; he can't make himself understood. 4. She knows English so well that she can read Maugham in the original. 5. Mr. Burton was so cruel that he could send a man to death. 6. The man was not very strong and was unable to swim the distance. It was very late, nobody could save him.

Exercise 9. State the functions of infinitives in the following sentences.

1. He came into the room to shut the windows. 2. He seemed to know all about influenza and said there was nothing to worry about. 3. I made a note of the time to give the various capsules. 4. They said the boy had refused to let anyone come into the room. 5. It took me about five minutes to work out how much a suit at nine and a half guineas would cost. 6. The British Museum is much too big to be seen in an hour or so. 7. Father decided to take a holiday from his office so as to help in celebrating the day. 8. It was necessary to make it in a day, just on Monday. 9. She was sitting near enough to see his face. 10. A railway station is the most difficult of all places to act in. 11. Thank you for your very kind invitation to visit and stay with me. 12. It made our mouths water to hear him talk about such tasty things. 13. A man must have something bigger than himself to believe in. 14. To cut a long story short, the child that's just gone out of the room is not your son. 15. Nobody asked you to come out here. I didn't ask you to stay. I told you

to go while it was daylight. 16. It was too hot to go out into the town. 17. He had been one of the first to become interested in the development of the street-car system. 18. To make the real decisions, one's got to have the real power. 19. Her large eyes were so pale as to be almost white. 20. To lie is not my custom. Too much complication and uncomfot. 21. Strickland isn't the man to make a woman happy. 22. To die for one's country is to live for ever.

Exercise 10. Point out the Objective and Subjective Infinitive Constructions stating their functions.

1. The pills my doctor has given me make me feel rather odd. 2. I want you to say to yourself that he died a gallant death in the service of his country, and we must be proud of him. 3. I had seen my father leave the house that very morning. 4. We didn't expect him to come back so soon and were wondering what had happened. 5. I'd like it to be done as quietly as possibly, without attracting anybody's attention. 6. She didn't seem to notice his unfriendly tone. 7. The number to which I had been directed turned out to be a house standing a little by itself, with its back to the river. 8. He was heard to say that it would rain and ordered the door to the balcony to be shut. 9. He is said to have been a sailor in his youth. 10. You're not likely to keep us company, Jim, are you? 11. It was the first time he had ever seen her weep. 12. There was a rumour that at last they were likely to be married. 13. You make me think of spring flowers. 14. She watched him go up the street and enter a yard. 15. She doesn't seem to want to do anything I suggest. 16. He turned out to have no feeling for his nephew. 17. I can't bear any one to be very near me but you. 18. At any moment he was expecting Eric to pull a gun and rob the firm. 19. You can easily get in through a window if the door happens to be locked. 20. He was said to be one of the most promising of nuclear physicists. 21. He then ordered her horse to be put into the gig.

Exercise 11. Paraphrase, using the *for-to* Infinitive Construction.

1. She held out the telegram so that I might see it. 2. It's quite natural that you should think so. 3. The first thing he must do is to ring them up. 4. This is a problem you should solve by yourself. 5. I shall bring you the article that you may read. 6. He spoke loudly so that everyone might hear him. 7. There is nothing that I may add. 8. It is very unusual that he should have said such a thing. 9. It's high time you knew Grammer well. 10. This is a boy you can play with. 11. Here is a book that you always keep on your writing-desk. 12. A woman should be always dressed in good taste. 13. We stopped the bus so that the tourists might get on. 14. The climb was too dangerous. We could not risk our lives.

Exercise 12. State the functions of the *for-to* Infinitive Construction. Translate these sentences into your mothertongue.

1. There was no home for him to go to. 2. He waited for me to sit down. 3. It seemed almost a shame for anyone to be as pretty as she was tonight. 4. There's nothing for us to do but amuse ourselves. 5. But the pain in James' head asserted itself too cruelly for him to think of anything else for the moment. 6. Some trouble with the authorities had made it necessary for him to be much abroad. 7. There were plenty of papers for him to read. 8. Since you are so anxious for me to distinguish myself I have concluded to do so. 9. It is impossible for me to write about that time in detail. I can't bear to. 10. She longed for night to come to bring sleep to her. 11. It was really warm for May, and still light enough for him to see his cows in the meadow beyond the river. 12. The idea is for us to give a special concert at the Festival Hall. 13. My house is always ready for anyone to come into. 14. He waited for Bert to say something.

Exercise 13. Make up sentences, using the following infinitive phrases parenthetically.

To cut a long story short, to put it mildly, to crown all, to tell you the truth, to say the least of it, to say nothing of, to begin with, to judge by her appearance.

Exercise 14. State the functions of the infinitives and Infinitive Constructions. Translate these sentences.

1. It was then an easy matter for me to go to Paul's room and make an appropriate signal to Kitty, and she turned back, up the street to disappear round the corner into Church Square. 2. She made a curious, fumbling gesture towards me, as if to convey a sort of affection. 3. It was charming to see him play with the two children. 4. To tell you the truth, I did not want Aileen to leave your home at all. 5. I happen to know that he was supposed to come to the wedding. 6. Gertrude gave a long soft exhalation. It made the young man smile at her again, and this smile made her blush a little. 7. Your shortest way will be to follow the boulevard, and cross the park, but it is too late and too dark for a woman to go through the park alone. 8. They hardly expect him to recover consciousness, it was a terrible knock. But if he does, he's sure to want to see you, even if he can't speak. 9. To accept too many favors from Ramona was dangerous. He might have to pay with his freedom. 10. To be frank with you, he didn't pay. That's the truth. 11. The thing to do is to gain time. 12. It was not customary for her father to want to see her in his office. 13. I happen to be pretty comfortably placed. 14. There's only one thing for her to do, and that's to divorce him. 15. His salary was fifty dollars a week, and he was certain soon to get more. 16. Our final decision is to have a conference tomorrow afternoon, before which each one is to think the matter over. 17. He turned out to be the most efficient clerk that the house of Waterman and Tom had ever known. 18. The delay didn't seem to affect him.

Exercise 15. Read the following text and find out infinitives and constructions with the infinitive stating their functions.

I was born in London. My mother died when I was five years old. She died fifteen minutes after my sister Polly was born. As my father worked from morning till night, he had no time for us to look after, so he married again soon. He married Mrs. Brown. She was said to be much younger and more good-looking than my mother. But I didn't want my stepmother to live with us. So we began to hate each other, but she didn't show her hatred when my father was at home. She beat me very often and she made me work very hard. From morning till night she found work for me to do. I looked after the baby, cleaned the rooms, went shopping, etc.

One day a woman came to see my stepmother and they drank a lot of gin. All the money for us to have dinner was spent. When the woman went home, my stepmother said to me in tears, "Oh, what shall I do, Jimmy, dear, what shall I do? Your father will come home soon, and there is no dinner for him to eat. He will beat me cruelly!" I was sorry for her, she had tears in her eyes and she called me "Jimmy, dear" for the first time. I asked her if I could help her and she said at once, "Oh, yes, you can help me. When your father comes home in the evening, Jimmy, dear, tell him that you lost the money he left for our dinner. I shall not let him beat you, you may be sure. Here is a penny for you, go and buy some sweets with it!"

So I went off and spent my penny on sweets. When I came back and opened the door, my father was at home and waiting for me with his waist-belt in his hand. I wanted to run out of the room, but he caught me by the ear and asked where the money was. I told him what my stepmother had asked me to tell him. I was not much surprised that he wasn't likely to believe my story. But my stepmother's words surprised me very much. "Yes, he told me the same thing," she said, "but he is a liar! He has spent your money on sweets. I can't beat him, he is your child, but you can give him a good beating!" and she stood

by while my father beat me with his belt till the blood showed. I hated my stepmother so much now that I wanted her to be dead.

Exercise 16. Translate the following sentences into English, paying attention to the translation of the infinitive.

1. Belə bir ağır işi qısa müddətə etmək qeyri-mümkündür. 2. Əsas məsələ həqiqəti etiraf etmək idi. 3. Oxumaq öyrənmək deməkdir. 4. Aktyorlar son tamaşada bütün göstərişlərə əməl edəcəklərinə söz verdilər. 5. Düşünmək – yaşamaq deməkdir. 6. Ata oğlunu səhvini etiraf etməyə məcbur etdi. 7. Mən onun belə gözəl oxuduğunu heç vaxt eşitməmişdim. 8. İş vaxtında görmək – müvəffəqiyyətin yarısıdır. 9. O, bacısını köynəyini təzədən ütüləməyə məcbur etdi. 10. Mənim içəri girdiyimi heç kəs görmədi və mən sakitə çemodanı stolun üstünə qoydum ki, açım. 11. Ən böyük arzum vətən torpağını azad görməkdir. 12. Bu qədər çox vaxtınızı aldığımıza görə üzr istəyirəm. 13. Biz səyahət üçün götürüləsi əşyaların siyahısını hazırladıq. 14. Kapitan otaqların sərnəşinlərə göstərilməsinə əmr etdi. 15. O, şəhərimizdə məşhur həkim kimi tanınır. 16. “Sənin yatmaq vaxtıdır, yoxsa səhər yuxudan qalxa bilməyəcəksən,” – ana dedi. 17. Sən həmişə mən yatmaq istəməyəndə mənə yatmağa, yuxulu olanda isə qalxmağa məcbur edirsən, ana. 18. Mühərribələri dayandırmaq həmişə insan övladının həll etməli olduğu ən vacib problem olub. 19. Düşmənlərin vətənimizin sərhədlərinə yaxınlaşdıqları xəbər verildi. 20. Düzünü desək, bu iki şəxsi zövqlərinə görə müqayisə etmək qeyri-mümkündür. 21. Sözü qıyası, mən sənə ora getməyini istəmirəm. 22. Bu kitabın əhəmiyyəti haqqında danışmaq hələ çox tezdir. 23. Mən məqalənin iki günə qəzetdə çap olunmasını istərdim.

Exercise 17. Translate the following sentences into English.

1. В этот момент ей хотелось только одного – чтобы ее оставили в покое. 2. Он знал язык не очень хорошо, и ему приходилось напрягать все свое внимание, чтобы не терять нить разговора. 3. Я слишком слабый шахматист, чтобы давать советы. 4. Он повернулся ко мне, как будто хотел что-то сказать. 5. Га-

зетные заголовки иногда очень трудно переводить. 6. Он не ожидал, что я так быстро уйду. 7. Его письма обычно заставляли ее смеяться. 8. Она бы хотела, чтобы я навестила их в воскресенье. 9. Она пыталась заставить его носить перчатки. 10. Вам нужно позаботиться о муже и не разрешать ему слишком много работать. 11. Он наблюдал, как жена налила ему кофе и поставила чашку на стол. 12. Говорят, что он лучший доктор в нашем городе. 13. Видели, как он перевернул страницу и начал читать. 14. Оказалось, что я его хорошо знаю. 15. С того времени, вы кажется очень сильно изменились. 16. Видели, как сверкнули его глаза, но он ничего не сказал. 17. Он, кажется, также помогает и другим студентам. 18. Она говорила достаточно громко, что все могли ее хорошо слышать. 19. В восемь часов дети вошли, чтобы сказать спокойной ночи, и подошли к матери, чтобы она могла их поцеловать. 20. Я почувствовал, что кто-то тронул меня за плечо. 21. Было приятно гулять в лесу в такой жаркий день. 22. Он достаточно хорошо знает английский язык, чтобы перевести эту статью. 23. Никогда не поздно признать свою ошибку. 24. Короче говоря, их вина осталась недоказанной. 25. Я не ожидал, что вы уедете так скоро. 26. Он, по-видимому, хорошо знает английский язык; наверное, он изучал его в детстве? 27. Певицу заставили повторить арию. 28. Я подчеркнула эти предложения, чтобы вы проанализировали их. 29. Мне очень хочется, чтобы вы поступили в университет. 30. Самое лучшее, что вы можете сделать, - это поехать в санаторий. 31. Маленькая Нелл и ее дедушка были очень одиноки; у них не было никого, кто мог бы о них позаботиться. 32. Они долго ходили из деревни в деревню и, наконец, случайно пришли в большой промышленный город. 33. Он не стал ждать, пока они ответят ему, и взял Нелл на руки.

THE GERUND

Exercise 1. Point out the gerund and comment on its nominal and verbal characteristics. Translate the sentences into your mothertongue.

1. He stopped writing and ran out into the bathroom. He started washing with great speed. He was two minutes late already. 2. I don't like being lied to – and that, I think, is what you are trying to do. 3. I feel a good deal of hesitation about telling you this story of my own. 4. Would you mind waiting a moment in the hall? 5. He was accused of having entered the country illegally. 6. The boy spent half the night in writing to his people. 7. Travelling abroad can be exciting enough, but just now it is more exciting being here. 8. The host broke the awkward silence by inviting the guests to proceed to the dining-room. 9. On being told the news she gave a gasp of surprise. 10. He had the most irritating habit of joking at the wrong moment. 11. I was annoyed at being interrupted every other moment. 12. The equipment must go through a number of tests before having been installed. 13. The matter is not worth speaking of. 14. The boys were punished for having broken the window. 15. The boy was afraid of being punished and hid himself. 16. After thoroughly being examined by the doctor, the young man was admitted to the sports club. 17. She reproached me for not having kept my promise. 18. He liked to do things without disturbing anyone or being disturbed. 19. When engaged in eating, the brain should be the servant of the stomach.

Exercise 2. Use the appropriate form of the Gerund of the verbs in brackets.

1. (to speak) without (to think) is (to shoot) without aim. 2. Do you know what is peculiar about the English rule of (to drive)? 3. I'm glad to say that the lady didn't keep us (to wait). 4. I remember (to take) to Paris when I was a very small child.

5. Excuse me for not (to write) more at the moment. 6. She never lost the power of (to form) quick decisions. 7. She denied (to see) me at the concert though I'm sure I saw her at the stalls. 8. Are you going to keep me (to wait) all day? 9. They reproached us for (not to come) to the party; they were waiting for us the whole evening. 10. He suspected her of (to give) the police information about him while the workers were on strike. 11. There is very little hope of the work (to do) in time. 12. The coat showed evident signs of (to wear) on the preceding night. 13. (to avoid) the use of the perfect gerund is quite common if there is no fear of (to misunderstand). 14. He did not go without (to congratulate) by Amy. 15. I had to sound as if I didn't mind (to insult), as though I had no temper of my own. 16. Even a criminal must be told the nature of his crime before (to convict). 17. No woman looks her best after (to sit) up all night. 18. I'm tired of (to treat) like a silly fat lamb. 19. I know everyone who's worth (to know). 20. I just couldn't stand (to be) away from you any longer. 21. I remember (to see) him with her and Marner going away from church. 22. When I told him that I meant to live in Paris for a while, and had taken an apartment, he reproached me bitterly for not (to let) him know. 23. Let me tell you whose house you've come into without (to ask) or (to want).

Exercise 3. Insert the correct preposition before the gerund where necessary.

1. "I hated the idea ___ your going," he said simply. 2. She said: "Excuse me ___ coming in ___ knocking." 3. The others insisted ___ accompanying them. 4. I am tired ___ being old and wise. 5. We'll look forward ___ seeing you. 6. I'm afraid I shan't succeed ___ being as sympathetic as you have the right to expect. 7. Both windows needed ___ cleaning. 8. We wouldn't mind ___ being poor again. 9. I didn't at all like the idea ___ going to the station in the luggage cart. 10. He looked at me for a long time ___ answering. 11. I thought you had just been blaming me ___

being neutral. 12. If you won't tell me what's wrong, what's the use ___ my being here?

Exercise 4. State the function of the gerund. Translate the sentences into your mothertongue.

1. It was no good taking the little darling up to town, she got only tired. 2. What he loves best in the world is playing football. 3. The main thing to do in this situation is getting away as soon as possible. 4. The kind woman started crying before the boy had finished his sad story. 5. However hard he tried he could not stop thinking about it. 6. I can't afford buying this expensive hat. 7. Oh, how I dislike being interrupted! 8. He was in the habit of dozing after dinner in his favourite armchair. 9. On reading her letter he had once more a feeling of disappointment. 10. He greeted me noisily, but I cut him short by giving him the telegram. 11. "She cannot sleep without seeing and speaking to you once more," I said, "She does not like the thought of leaving you". 12. Well, it's no use my telling you a lie. 13. Petra sat through her first lesson without saying a word paying much attention to the lecture and the examples on the blackboard. 14. It is awfully hard work doing nothing. 15. She tried by staring into the glass, to see what the expression was on the man's face. 16. Little Hans nodded and smiled, and felt very proud of having a friend with such noble ideas. 17. Nobody around could help laughing on hearing his jokes. 18. You can't act without feeling.

Exercise 5. Point out Gerundial Constructions and comment on their functions in the following sentences.

1. His breathing heavily when he greeted her was the result of running up two flight of stairs. 2. She was startled by the noise of the outer door being opened. 3. I can't bear the thought of the children staying there alone. 4. Your being so indifferent irritates me a great deal. 5. We've got a lot of questions to settle before your leaving. 6. What annoyed me most of all was his

accepting their proposal quite readily. 7. Nick was very much excited about his favourite cake getting spoiled. 8. I remember in school days he couldn't answer the teacher's questions without my prompting him. 9. His having failed at the entrance examination was a great disappointment to his mother. 10. Uncle Julius insists on my coming to keep him company. 11. You must excuse my being so breathless, I'm not really breathless, it's just the excitement. 12. The maid said something about the American lady's having come back to Rodnik. 13. It was easy to imagine Cave sitting silent. 14. She was interrupted by her father's voice and by her father's hat being heavily flung from his hand and striking her face. 15. Besides, there's no danger of it happening again. 16. Jack laughed. Their being bothered amused him. 17. He was wakened by someone knocking at the door. 18. I was not surprised by Caddy's being in low spirits. 19. She laughed at the thought of her husband and Jonny looking after the house. 20. He felt almost a gloomy satisfaction at the thought of all these disasters happening at once.

Exercise 6. Use the gerund or the infinitive of the verb in brackets. Insert prepositions where necessary.

1. I regret (to miss) the show. 2. I regret (to say) I am not coming. 3. He is quite able (to take care) of himself. 4. He is capable (to do) things you would least expect of him. 5. He would not stop (to ask) questions until he thought he was clean about everything. 6. I don't like your way (to talk). This is not the way (to talk). 7. It was very useful (to hear) the different opinions. 8. It's no use (to argue) when the matter is settled. 9. You can hardly count (to find) everything as you would like it to be. 10. He felt they were hiding something from him, and he demanded (to tell) the truth. 11. Shall we have a chance ever (to see) you here again? 12. His time was up, but he still went on (to talk). 13. After saying a few words about the author himself, the

lecturer went on (to speak) of his works. 14. The print is too small, I need a magnifying glass (to read) it with.

Exercise 7. Translate the following sentences into English using the gerund or the infinitive.

1. Siz mənim verdiyim məktubu yola salmağı unutmamısınız ki? 2. Əlini cibinə salarkən o, məktubun orada olduğunu hiss etdi və başa düşdü ki, onu göndərməyi unudub. 3. Kitabın birinci səhifəsini təzəcə oxumuşdum, xatırladım ki, mən bu sözləri artıq haradasa oxumuşam. 4. Mən səhərdən bəri lüğətimi axtarırdım, birdən onu kiməsə verdiyimi xatırladım. 5. Kitabı kitabxanaya qaytarmağı unutma. 6. Mən həmişə onu itirməkdən qorxurdum. 7. Anam çox acıqlı idi, ona görə də onunla danışmaqdan qorxdum. 8. Xəstəlik elə ciddi idi ki, baş həkim bütün həkimlərin toplanmasını təklif etdi. 9. O, söz verir ki, tezliklə bizim klubun ən məşhur şahmatçılarından biri olacaq. 10. O sizə kömək etmək üçün sözünün üstündə durdu mu? 11. Kitabın ikinci fəslində müəllif ölkənin iqtisadi vəziyyətini təsvir etməkdə davam edir. 12. Kitabın ikinci fəslində ölkənin iqtisadi vəziyyətini qısa təhlil etdikdən sonra müəllif ölkənin müasir iqtisadi durumunu təsvir edir. 13. Bələdçi sərgiyə baxmağa avtobusla onun ərazisini gəzməkdən başlamağı təklif etdi. 14. Biz zavodun yoxlanmasını bu səxdən başlamağı təklif edirik.

Exercise 8. Translate the following sentences into English using the gerund or the infinitive.

1. Вы не забыли опустить письмо, которое я вам дал? 2. Сунув руку в карман, он обнаружил там письмо, которое он забыл отпустить. 3. Эдва я прочел первые строки, как вспомнил, что я уже где-то читал эти слова. 4. Я совсем забыл, что одолжил кому-то свой словарь, и долго искал его на полках. 5. Случай оказался серьезным, и врач предложил созвать консилиум. 6. Видя наши затруднения, он предложил выручить нас. 7. Во второй главе автор продолжает описывать экономическое положение страны. 8. Во второй главе, после краткого анализа экономики страны, автор описывает современную

политическую обстановку. 9. Экскурсовод предложил начать осмотри выставки с автобусной поездки по ее территории. 10. Насколько известно, они намеревались выехать во второй половине дня. 11. Мы полагали начать обследование завода с этого цеха. 12. Я не мог даже и думать о том, чтобы оставить его одного в таком состоянии.

Exercise 9. Point out gerunds and verbal nouns. Translate the sentences into your mothertongue.

1. He may have noticed my goings out and comings in. 2. Remember at school one was always kept waiting for a beating. 3. Now and again came the clear hammering of the woodpecker or the joyless call of a crow. 4. Upon reading this letter he had noticed once more a sense of being exploited. 5. She tried to speak lightly, but there was a lump in her throat and a tightening at her heart. 6. She went quickly past him and out of the room without looking back. 7. He looked at us with a kind of cheerful cunning. 8. He began tidying the cabin, putting away his clothes and straightening the bed. 9. He reached his rooms at midnight so exhausted that, without waiting to light up, he dropped into a chair. 10. There was a splashing of big drops on large leaves and a faint stirring and shaking in the bush.

Exercise 10. Translate the sentences into English.

1. Bu məsələni indi müzakirə etməyin heç bir mənası yoxdur. 2. Qonaqları hava limanında qarşılamaq ideyasına İlkin etiraz etmədi. 3. Səyahət keçmişdə çox vaxt aparır, lakin çox maraqlı olurdu. 4. Heç bir söz demədən o, kağızlarını yığışdırdı və qapıya yönəldi. 5. İngiliscə bədii əsərlər oxumaq lüğətini zənginləşdirəcək və şifahi nitqini təkmilləşdirəcək. 6. Bəzi adamlar macərə filmlərinə baxmaqdan həzz alırlar, elə deyilmi? 7. Sizinlə mübahisə etməyin mənası yoxdur, siz həmişə öz sözlünüzün üstündə təkid edirsiniz. 8. Sərin yay axşamlarında ulduzlu səmaya baxmaqdan xoşum gəlir. 9. Pianonu bir xeyli çaldıqdan sonra qız anasına kömək etmək üçün mətbəxə keçdi. 10. Cərdəni təkrar etmək məqsədilə biz 28 cümlə

yazdıq və onları tələbələrə təqdim etdik. 11. Həyat öz çətinlikləri ilə mənalıdır, onu yaşamağa dəyər. 12. Atam mənim təklifə etirazımı bəyənmədi. 13. O, nəticələri yoxlamaq üçün təcrübənin təkrar olumasını təkid etdi. 14. Əli öz nitqinə şimal rayonlarındakı vəziyyəti izah etməklə başladı. 15. Qonaqlar bizim məsələni müzakirə etməyimizə etiraz etdilər. 16. Bu hadisənin yenidən baş vermə təhlükəsi yoxdur. 17. Sənin bu məsələni ədalətli həll etməyinə etibar edə bilərəmmi? 18. Bu çox vacib məsələdir, onu müzakirə etməyə dəyər. 19. Komanda çox gözəl oynadı. O, təriflənməyə layiqdir. 20. Məsləhət görürəm ki, təklifi rədd etməzdən əvvəl onun haqqında yaxşıca düşünesiniz. 21. Uşaq qorxurdu ki, onu cəzalandıracaqlar. 22. Mənə elə gəlir ki, bu məsələni müzakirə etməyə dəyməz.

Exercise 11. Translate the following sentences into English.

1. Я была тронута, что он навестил меня. 2. Простите меня за беспокойство. 3. Они сидели в течение некоторого времени не разговаривая. 4. Я не могла не улыбнуться, когда маленький Джон вошел в ботинках отца. 5. Когда я вошел, он уже собирался уходить. 6. Мне не нравится идея дать маленькому Тому ключ от комнаты. 7. Джек продолжал стоять с чашкой кофе и разговаривать с гостями. 8. Он выслушал приказ, ни о чем не спрашивая. 9. Не было смысла об этом думать. 10. Он опять рассмеялся, не дождавшись от нее ответа. 11. Я помню, он однажды был в Москве. 12. Клайд избегал говорить о своем прошлом с Сондрой и ее друзьями. 13. Миссис Чивли делала вид, что вернулась в Лондон, потому что ей надоело жить за границей. 14. Леди Чилтерн вспомнила, что когда-то учились вместе с миссис Чивли. 15. Больше всего леди Базилдон не любила, когда ее поучали. 16. Об этом стоит написать. 17. Не то что у него нет чувства юмора, просто ему сейчас не до шуток. 18. Неизвестно, как долго бы продолжался этот лесной пожар, если бы не пошел сильный дождь. 19. Раз увидеть лучше, чем сто раз прочесть, - гласит народная пословица. 20. Когда обмениваешься мнениями, это позволяет лучше

сформулировать свои собственные мысли. 21. Я не сержусь, когда меня критикуют, если это критика по существу. 22. Сидеть на боковых местах неудобно, потому что не видно всей сцены. 23. Вот это деловой разговор. 24. Увидев карикатуры, все рассмеялись. 25. Вы ничего не имеете против того, чтобы я открыл окно? 26. Мальчик не отрицал, что потерял книгу, взятую в библиотеке. 27. Эту книгу стоит почитать. 28. Преподаватель возражал против того, чтобы студенты пользовались словарем, переводя этот текст. 29. Я устала от того, что со мной обращаются как с ребенком. 30. Мать горячо поблагодарила доктора за то, что он спас ее ребенка. 31. Все были удивлены, что этот трудный вопрос был так быстро разрешен.

Exercise 12. Point out the infinitive, the gerund and predicative constructions with them stating their functions.

1. I hoped to have finished my work in three days. 2. I wish him to come as soon as possible. 3. We stood on deck and watched the sun go down. 4. He was ordered to give up smoking. 5. It was too late for us to continue our work. 6. I shall leave the book for you to read. 7. He was seen to enter the house early in the morning. 8. We postponed our visit because of John's being ill. 9. I don't like the idea of us starting so early. 10. Do you mind Henry helping us? 11. I can't bear the thought of your leaving us so soon. 12. Don't let anyone prevent you from coming. 13. Before writing you should clean your fountain-pen. 14. It is quite unbelievable for him to have said such a thing. 15. I am waiting for them to go before I speak the matter. 16. I don't like you to repeat the nonsense. 17. Come and help me spread the rugs in the hall. 18. He is known to take very sudden decisions. 19. He lowered the rope ladder from the deck for him to climb. 20. We haven't had a single moment to spare since Monday. 21. I could not speak for laughing. 22. We reached the river by crossing the field. 23. Her aim is mastering English in the shortest time. 24. There is no getting rid of that

troublesome person. 25. I bought twenty apples for each child to get one.

THE PARTICIPLE

Exercise 1. Use the appropriate form of Participle I of the verb in brackets.

1. (to look) out of the window, she saw there was a man working in the garden. 2. The carriage was almost full, and (to put) his bag up in the rack, he took his seat. 3. (to know) that she couldn't trust Jim, she sent Peter instead. 4. (to finish) his work, he seemed more pleased than usual. 5. He left the room again, (to close) the door behind him with a bang. 6. (to return) from the expedition he wrote a book about Central Africa. 7. (to confuse) by his joke, she blushed. 8. (to inform) of their arrival the day before, he was better prepared to meet them than anyone of us. 9. Derek, who had slept the sleep of the dead, (to have) none for two nights, woke (to think) of Nedda. 10. The street was full of people, (to laugh) and (to go) home. 11. The gypsy smiled, (to show) his teeth. 12. While (to obey) my directions, he glanced at me now and then, suspiciously, from under his frost-white eye-lashes. 13. (to turn) my back on him I started down the steps. 14. There was only one candle (to flicker) on the rough board table. 15. (to wash) his hands and (to pass) a towel over his face, he followed her down the stairs of the hushed house. 16. Abraham was back at the end of three weeks, (to ride) an extra eighty miles. 17. Then swiftly (to look) neither to left nor right, she returned to Asrian. 18. (to see) that no one else was coming, Mr. Lincoln rose. 19. (to finish) dinner, Soames lighted the second of his two daily cigars, and took up the earpieces of the wireless. 20. The children looked wonderingly at the elephant, never (to see) such a huge animal. 21. Not (to want) to go deeper into the matter, he abruptly changed the conversation. 22. (to work) as a taxi-driver for twenty years, he knew every little corner of the town.

Exercise 2. Paraphrase the parts in bold type using Participle I.

1. I've received a letter from him **which says** that he is coming next month. 2. He couldn't fall asleep because of the noise **that was coming from the street**. 3. He threw aside the letter **that was lying on the top** and picked up the next. 4. **When I saw** that it was useless to argue with him, I dropped the subject. 5. **After they had repaired the car**, they drove on, though it was past midnight. 6. They were old friends, **they had been at school together**. 7. **When he arrived at the station**, he didn't find anyone to meet him. 8. For an hour or so he watched a lovely film that he knew by heart, **as he had seen it at least ten times**. 9. **As he entered the garden**, she saw her father repairing the car. 10. **He saw his mistake** and stopped arguing. 11. **As she was very tired**, she felt asleep the moment her head touched the pillow. 12. They looked at the house **which was being built on the other side of the river**. 13. He decided to change his job, **because he was not fit for it**. 14. "I would rather start for the station immediately," she said and **looked up at the clock**. 15. She answered all my questions calmly and **tried to look indifferent**. 16. **As he was not allowed to read**, he mostly spent his time listening to the radio. 17. He stopped before the house where he grew as a child and **thought of many things**. 18. He asked for additional explanation **as he was not satisfied with the answer**. 19. He smoked all the time and **usually lighted a fresh cigarette from the end of the last**. 20. When he was told that he would go there by plane, he felt excited, **as he had never travelled by air before**. 21. The experiment **which is being made in our laboratory** will be very important for our future work.

Exercise 3. State the form and the function of Participle I.

1. He wished to say something sympathetic, but, being an Englishman, could only turn away his eyes. 2. She was always to him a laughing girl, with dancing eyes full of eager expectation. 3. I'm afraid it's the moon looking so much like a slice of melon. 4. Lying he spoke more quickly than when he told the truth.

5. I hadn't slept the night before, and having eaten a heavy lunch, was agreeably drowsy. 6. While eating and drinking they talked loudly in order that all present might hear what they said. 7. I sat on the doorstep holding my little sister in my arms thinking over my chances of escaping from home. 8. As he wrote, bending over his desk, his mouth worked. 9. There was a tiny smile playing about the corners of his mouth. 10. He had a beautiful old house in Queen Anne Street, and being a man of taste he had finished it admirably. 11. Dona Carlotta covered her face with her hand, as if swooning. 12. Turning in anger, she gave John a shove, spilling his tea. 13. Judging him by his figure and his movements, he was still young. 14. Placing his drink upon the mantelpiece the ex-convict stood for a moment observing the young man out of the corner of his eye. 15. Being very tired with his walk however, he soon fell asleep and forgot his troubles. 16. He raised his eyes, looked at her as though peering over the top of spectacles. 17. There were four girls sitting on the wooden benches of the agency's front room. 18. Having shaken hands with them, he brought his own hands together with a sharp slap. 19. While pondering this problem, I sat in the dormitory window-seat. 20. Abraham appeared at noon the next day, bringing with him two hundred dollars in cash. 21. Much of the afternoon I looked out of the window, as though thinking, but not really thinking. 22. He was thoughtful for a moment while leaning perilously close to the fire. 23. Having breakfasted, out I went. 24. He looked at his father listening with a kind of painful desperation. 25. She recrossed her legs comfortably, as though preparing for a long session on the sofa.

Exercise 4. Point out Participle II and state its functions in the sentence.

1. The child kept silent and looked frightened. 2. He lived in a little village situated at the foot of a hill. 3. He fell asleep exhausted by his journey. 4. In the coppice they sat down on a fallen tree. 5. She entered the drawing-room accompanied by her

husband and her father. 6. Locked in her room, she flung herself on the bed and cried bitterly. 7. Stirred by the beauty of the twilight, he strolled away from the hotel. 8. All the country near him was broken and wooded. 9. For a moment the trio stood as if turned to stone. 10. Through the dark hall, guarded by a large black stove, I followed her into the saloon. 11. He spoke when spoken to, politely and without much relevance. 12. Miss Brodrick, though not personally well known in the county, had been spoken well of by all men. 13. Prepared, then for any consequences, I formed a project. 14. Thus absorbed, he would sit for hours defying interruption. 15. As directed, I took the lead, almost happily. 16. He looked at her for a moment as though amazed at her friendliness. 17. Fancy, a married woman doomed to live on from day to day without one single quarrel with her husband. 18. He bowed low when presented to Dinny. 19. Displeased and uncertain Brande gazed from his son to the Spanish gardener.

Exercise 5. Paraphrase the parts in bold type using Participle II.

1. The first thing that attracted his attention was a big vase *that was filled with beautiful roses*. 2. We sat down on the ground *that was covered with dry leaves*. 3. I reached for the glass *that was held out to me*. 4. He looked around the coffee-shop *that was packed with people* and moved to the table *that was marked "Reserved"*. 5. Entering the station I saw a hurrying man *who was followed by a porter*. 6. They all had to obey the instructions *that were given by the head clerk*. 7. He acted on the plan *that had been worked out a long time ago*. 8. She didn't want to see him for reasons *that had already been mentioned*.

Exercise 6. Replace the attributive clauses in the following sentences by phrases with Participle II where possible.

1. The slogan which was made by Mike's brother attracted everybody's attention. 2. The child that was left alone in the large room began to scream. 3. I have a letter for you which was received two days ago. 4. They were all pleased with the results

which were achieved by the end of the month. 5. The boy who had broken the windowpane ran away and did not appear till the evening. 6. He said that the book which I had chosen belonged to his grandfather. 7. Everybody felt that in the farewell dinner there was sadness which was mingled with festivity. 8. We were all looking at his smiling face which was framed in the window of the railway-carriage. 9. There was another pause which was broken by a fit of laughing of one of the old men sitting in the first row. 10. The English people love their green hedges which are covered with leaf and flower in summer, and a blaze of gold and red in autumn. 11. Tennis is one of the most popular games in England which is played all the year round. 12. They say that in their college, as well as ours, the students have lots of exams which are held at the end of each term. 13. There was a peculiar silence in the room, which was broken only by the crackle of paper. 14. The melancholy tune which is being played by the band brings back all the sweet memories of my youth. 15. The machinery which has been ordered from abroad will be delivered by ship. 16. The opinions that were (are) expressed by the critics greatly differ.

Exercise 7. Open the brackets using the correct form of Participle I or Participle II.

1.(to read) half the book, he fell asleep. 2. The wind (to come) from the North was bitterly cold. 3. She didn't pay any attention to the (to ring) telephone. 4. They sat around the fire (to stare) at it in silence. 5. I noticed him give her a (to surprise) look. 6. In the middle of the night he woke up (to shake) with cold. 7. She opened the telegram with (to shake) fingers. 8. He wanted to have the luggage (to pack up) on the way to the station. 9. I don't really see what can be done about the (to ruin) picture. 10. The path (to lead) to the house was covered with yellow leaves. 11. He walked out of the room, (to leave) the door open. 12. They were worrying about the child (to leave) alone in the house. 13. (to look) forward to that moment for a

long time, he felt no pleasure now that it had arrived. 14. Why not throw away the (to break) sunglasses, we are not likely to repair them. 15. While waiting for a flight at the airport a passenger can have his hair (to cut), his suit (to press), shoes (to shine).

Exercise 8. Replace the attributive and adverbial clauses in the following sentences by participle phrases.

1. We were tired and thirsty, for we had been on the road since eight o'clock in the morning, and it was a hot day. 2. One day towards evening when both the old people were sitting in front of their cottage, they caught sight of a young girl with a bundle in her hand. 3. I hailed the first taxi that passed by and reached the station at ten minutes to three. 4. "May I come in?" she said as she pushed the door a little wider open. 5. As he did not know the way to the station very well he often stopped to ask people who were passing by. 6. The old woman told me with pride that the healthy-looking child that was playing beside us was her grandson. 7. She returned presently and brought a tray with a jug of milk.

Exercise 9. Fill in the blanks with the correct form of Participle I or Participle II.

It was reported in the press that certain car dealers have been bugging their automobile showrooms so that they can hear what people, who have come to buy a car, are saying while the salesman is in the back office, (to make) it easier for the salesman to know what the intentions of the buyers are.

A couple (to leave) alone in the showrooms have been looking at a brown Panda for some time when the salesman comes out of the back office (to say):

"Well, Fanny, how do you like our new Panda?" (to point) at the car.

(to look) at the salesman in great surprise the woman asks: "How did you know my name was Fanny?"

“Your husband Kinley told me.”

The husband says: “I never told you her name. And how did you know my name was Kinley (never to meet) me before.”

The salesman says: “Well, honestly, I did not know but I took a wild guess. You look like a Fanny and a Kinley. Now let’s talk about the car. You want to have a brown car with brown leather seats.”

Fanny says (to look) at the salesman: “You must be a mind reader.”

“(to be) in this business for many years I know that certain people like certain colours.”

“Let’s get out of here,” says Fanny (to feel) nervous.

Kinley asks (to turn) to the salesman: “Can I talk to my wife alone?”

“Of course,” the salesman answers (to walk) off to the back office and (to leave) the couple alone.

“Let’s tell him we’ll think it over and be back next Tuesday,” Kinley starts (to whisper) to his wife.

(to rush) out of the back office the salesman shouts: “Could you make it Wednesday. I don’t work on Tuesday, and I hate to lose the sale.”

Exercise 10. Point out the Objective Participial Constructions with Participle I and Participle II stating their functions and translate the sentences.

1. He felt his irritation mounting. 2. With amusement they watched them going. 3. We heard her walking on the stairs by the cellar. 4. For the first time she found herself wondering about him. 5. The moon came fully through a cloud, and he was startled as he suddenly saw her face looking at him. 6. Then in the complete silence of the night he heard somebody opening the door quietly. 7. As I was looking this over I heard the doors which led on to the main corridor being opened. 8. In the midday quiet of the bush she heard a small bird singing. 9. All the while she felt her heart beating with a vague fear. 10. For

their New Year's Eve party she had all the furniture moved out of the parlour and sitting-room. 11. Get your things packed. 12. Temple heard the woman fumbling at the wall. 13. She had her bed moved to the corner of the porch. 14. Mary could feel Elizabeth reviewing their hopes and dreams, their relationship as sisters. 15. She averted her eyes each time she found herself being stared at. 16. She heard the musicians turning up in the back parlour. 17. He had his luggage sent to the station. 18. How often do you have your carpets cleaned? 19. Have you got your watch repaired? 20. I want it done as soon as possible. 21. We decided to have our photos taken after the final exam. 22. Get the rooms dusted and aired by the time they arrive. 23. I haven't had my nails polished yet. 24. I'm having a new dress made. 25. He thought it necessary to have the ceiling of the room whitewashed. 26. They found the door locked. 27. Mrs. Mooney watched the table cleared and the broken bread collected. 28. He heard his name called from behind.

Exercise 11. Point out the Subjective Participial Constructions stating their functions.

1. The taxi could be seen waiting outside. 2. Somewhere a long way off a telephone bell rang and a voice could be heard speaking. 3. The two men were heard descending. 4. The din in the entrance hall continued, and more vehicles could be heard arriving at the door. 5. When the car was heard approaching the people fled anywhere to avoid the police. 6. She may have found the note because she was seen looking through the book. 7. I think you'd like to know, sir, that the train has been heard whistling. 8. When they were getting into the car he was heard wishing good luck to the girl. 9. From the hill a man could be seen running half a mile away. 10. Renny was heard whistling gaily in his room. 11. She was heard turning the light on. 12. "You were seen taking the ring," "but I didn't steal it."

Exercise 12. Point out the Nominative Absolute Participial Constructions and translate the sentences into your mothertongue.

1. She had sunk into a chair and was sitting there, her small fingers curling and uncurling themselves nervously. 2. The door being opened, and Bunter having produced an electric torch, the party stepped into a wide stone passage. 3. Men, their caps pulled down, their collars turned up, passed by. 4. The patient's leg having been amputated, there was no doubt of his recovering soon. 5. The voices had receded, and James was left alone, his ears standing up like a hare's, and fear creeping about his inwards. 6. The weather being dark and piercing cold he had no great temptation to loiter. 7. Out in the shadow of the Japanese sunshade she was sitting very still, the lace on her white shoulders stirring with the soft rise and fall of her bosom. 8. His tale told, he put his head back and laughed. 9. This being understood, the conference was over and he got up to join his guests. 10. The next morning, it being Sunday, they all went to church. 11. They went down the stairs together, Aileen lingering behind a little. 12. For the moment the shop was empty, the mechanic having disappeared into a room at the back. 13. She paused listlessly, her head dropping upon her breast. 14. Sir Henry was deep in his papers, his long, white, unringed hands moving nervously in rhythm with his thoughts. 15. This done, and Sikes having satisfied his appetite, the two men laid themselves down on chairs for a short nap. 16. She rose from the bed and removed her coat and stood motionless, her head bent, her hands clasped before her. 17. There being nothing eatable within his reach, Oliver replied in the affirmative.

Exercise 13. Point out the Absolute Constructions and state what kind of adverbial modifier they express. Translate the sentences into your mothertongue.

1. Then she sprang away and ran around the desks and benches, with Tom after her, and took refuge in a corner at last, with her little white apron to her face. 2. In the afternoon, with the wind from the South, the big canoes had come drifting

across the waters. 3. The concert over, the lottery came next. 4. Dinner being over, Bathsheba had asked Liddy to come and sit with her. 5. Dinner over, Carrie went into the bathroom where they could not disturb her, and wrote a little note. 6. Now he sat down in an armchair opposite Charlie, sat bolt upright, with his hands on his knees, and looked hard at Charlie. 7. She sat on the steps, with her bare arms crossed upon her knees. 8. With the watch in her hand she lifted her head and looked directly at him, her eyes calm and empty as two holes. 9. He stood shamefully hesitating, the strength of his resolution exhausted in his words. 10. The door of the opposite parlour being then opened, I heard some voices. 11. Catherine looked at me all the time, her eyes happy. 12. I admired her, with love dead as a stone. 13. Now this Miss Barbary was extremely close for a female; females being generally rather given to conversation. 14. Constantia lay like a statue, her hands by her sides, the sheet up to her chin. She stared at the ceiling. 15. Four seconds later Dixon was on the way out of the hotel into the sunlight, his shilling in his pocket. 16. The man remained standing, with his hands in his pockets. 17. His eyes on the window, he ran on tiptoe across the bare space between the coppice and the wall.

Exercise 14. Point out the gerund, the participle and Predicative Constructions with them stating their functions.

1. On trying the door of the girl's room, she found it still locked. 2. I wouldn't say such a thing without being sure. 3. "You are young yet, you could go back to the cities and better yourself without lifting more than an eyelid," he said. 4. She didn't move leaning lightly against the wall, her arms folded. 5. You must go and lie down. It's no good making yourself ill. 6. In the heart of forests great trees grew almost a hundred yards high, their lowest limbs sprouting out two hundred feet from the ground. Through the densest portions a man would lose an hour in moving a few hundred steps. 7. Seeing me he stood irresolute,

his eyes dark and mournful. 8. Mechanically he went to the telephone. He found the number with difficulty, his eyes being misty. 9. He stopped angrily, as if looking for words. 10. Being your husband is only a job for which one man will do as well as another. Being my wife is something quite different. 11. From somewhere toward the rear they could hear a dinner table being set, and a woman's voice singing obviously to a small child. 12. Then came the loud ringing of a bell, mingled with the noise of fire-arms, and the sensation of being carried over uneven ground. 13. But it was lovely walking in the woods. 14. She was angry with herself for letting her voice become hoarse. 15. Warden looked over at him, almost startled, without moving, a look of actual real hurt coming on his face.

Exercise 15. Translate into English.

1. Böyük Nizaminin yazmış olduğu əsərlər ölməzdir (immoral), çünki onlar yüksək tərbiyə məktəbidir. 2. Açılmış pəncərədən içəri dolan günəş şüaları sanki divarlarda rəqs edirdi. 3. Meh əsdikcə, yarpaqların pıçılıtsı gözəl bir musiqi yaradır. 4. Qapının ağzında dayanmış iki kişi direktorun nə vaxt gələcəyini öyrənmək üçün katibəyə yaxınlaşdı. 5. Toxunma (knitted) yun jaketi götürməmişəm, evdə qalıb. 6. Çap olunmuş təzə məqalələri rəfdən götürün və mənim yazı masamın üstünə qoyun, qayıdanda onların üzərində işləmək fikrindəyəm. 7. Zəhmət çəkilmədən əldə edilən müvəffəqiyyət şirin olmur. 8. Qəfil xəbərdən həyəcanlanmış üzlərdə bir narahatlıq sezilirdi. 9. Nənələrin nağılları ilə böyüyən uşaqlar güclü hafizəyə malik olurlar. 10. Bayırdan danışmaq səsləri eşidən ana pəncərəyə tərəf tələsdi. 11. Mən adımın çəkildiyini eşidib geri döndüm. 12. Gecəni yaxşı yata bilmədiyindən ertəsi gün o, çox solğun görünürdü. 13. Xoşbəxtlikdən professorun məsləhət gördüyü kitabı kitabxanada tapa bildim və dərhal işə başladım. 14. Feli sifəti bilmədən ona aid tərkibləri təhlil etmək qeyri-mümkündür. 15. Arzumdur ki, yenə də əzəli torpaqlarımızda yandırılmış ocaqların üstünü görün! 16. Təcrübə sona çatdığından onlar nəticəni müzakirə etməyə başladılar. 17. Uzun müddət xaricdə yaşadığından o, vətənə

qayıdanda çox sevinirdi. 18. Dostuma bu sual veriləndə o, gözlərini üzümə zilləyərək cavab verməkdən imtina etdi. 19. Redaktora ünvanlanmış məktub cavabsız qaldı. 20. Bu əsəri yazan yazıçı çox cavandır. 21. Dərstdə iştirak etmiş tələbələrin çoxu zala dəvət olundu. 22. Məktub göstəriləndə o, hər şeyi inkar etdi. 23. Konfrans qurtardıqdan sonra onlar öz işləri haqqında danışmağa başladılar. 24. Əməliyyat olunmuş xəstə hələ də huşsuz idi. 25. Siz onların o biri otaqda mübahisə etdiklərini eşidirsinizmi? 26. Onu dostu ilə mübahisə edərkən görüblər. 27. Hava imkan versə, gələn həftə Londona getmək fikrindəyəm.

Exercise 16. Translate the following sentences into English.

1. Он осторожно сел на диван, который был напротив буфета.
2. Закрыв за ней дверь, он вернулся в свою комнату.
3. Она еще раз позвонила, затаив дыхание.
4. Выйдя из машины, он вошел в коричневое каменное здание.
5. Я хочу, чтобы вы опять послушали музыку, которую мы вместе слушали на концерте.
6. Я видела, как вы проехали мимо нашего дома в своей машине.
7. Она открыла окно и наблюдала, как ее дети играли во дворе.
8. Он чувствовал, как мать гладила его руку.
9. Они видели, как ее мать ходила взад и вперед по комнате.
10. Она слышала, как ее муж тяжело спускался по лестнице.
11. Когда Джек увидел, как Том пересекал улицу, он помахал ему рукой.
12. Видели, как мальчики из нашей школы играли в крикет.
13. Молодая женщина казалась испуганной.
14. Он заметил, что она покраснела и выглядела смущенной.
15. Она посмотрела на него испуганными глазами и вышла из комнаты, ничего не сказав.
16. Когда к ней обратились, она показала нам самый короткий путь к вокзалу.
17. Моя мама была одной из четырех женщин, сидевших за столом.
18. Он смог бы сделать гораздо больше вас, если бы он был лучше информирован.
19. Мы не могли позволить, чтобы дети оставались на улице в

такое время. 20. Он приказал доставить ее в аэропорт ровно в девять часов. 21. Можно для меня вызвать такси? 22. Он вошел в комнату с чемоданом в руке. 23. Когда мама предложила обедать в саду, все быстро вышли из дома. 24. Он вошел без стука, так как дверь была открыта. 25. Он спокойно лежал на диване с книгой в руках. 26. Он шел быстро, с опущенной головой, не глядя по сторонам. 27. Если погода улучшится, мы сможем поехать за город завтра. 28. Она спокойно ждала друзей около театра, спрятав подбородок в меховой воротник. 29. Получив телеграмму, моя сестра немедленно выехала в Москву. 30. Девушка поставила в вазу цветы, присланные ей в день рождения. 31. Я переделала свое зимнее пальто. 32. Вам уже побелили потолок? 33. Где вы починили велосипед? 34. Так как было очень тепло, дети спали на открытом воздухе. 35. Корабль медленно плыл вдоль берегов Белого моря; сотни птиц кружились над ним. 36. Было очень темно, так как на небе не было ни одной звездочки. 37. Оставшись без денег, он очень страдал от голода и холода. 38. Рассказав ей свою печальную историю, Давид не выдержал и разразился слезами.

Exercise 17. Translate the following text into English.

Возле небольшого мостика, стонавшего от страшной тяжести, стояла легковая машина, переживавшая, пока пройдут пушки. Шофер, привыкший, очевидно, к такого рода остановкам, с улыбкой оглядывал пьющего из каски бойца. Сидевший рядом с ним батальонный комиссар то и дело смотрел вперед - виден ли хвост колонны. Вскоре машина снова бежала среди прохладных тенистых лесов, по мостикам, пересекавшим извилистые речушки, по заполненным туманом долинам, мимо тихих прудов, отражавших звездное небо. Шофер, долго молчавший, вдруг негромко сказал: "Товарищ батальонный комиссар, помните бойца, пившего из каски, сидя

на орудии? Почувствовал я в нем брата своего. Вот почему он меня так заинтересовал.”

REVISION EXERCISES

Exercise 1. Fill in the blanks with the correct form of a verbal (gerund, participle or infinitive).

1.a) I heard the door behind me __ . b) The gates were __ only twice a day. c) I waited for the door __ (to open). 2.a) She didn't answer him, suddenly __ of her brother's warnings. b) I don't like __ him of his duties (to remind). 3.a) The town has changed to a __ degree. b) The first moment was so much __ that he couldn't speak. (to surprise) 4.a) Nobody noticed the __ look on her face. b) I don't want you __ her by any word or action.c) Her __ remarks were not left unnoticed (to hurt). 5.a) Nobody would listen to the stories __ by him so many times. b)Michael was amusing Kate by __ her little stories about some of the guests (to tell). 6. I felt the weight __ from my shoulders (to lift). 7. It was not the sort of thing __ over the telephone (to say). 8. I won't waste time in __ to the point (to come). 9. After __ a few words with the stranger she understood that he was a foreigner (to exchange). 10. He took the decision without __ me (to consult). 11. He showed no surprise as though he were used to __ like that (to treat). 12. It makes me __ ashamed for what I said to you earlier this evening (to feel). 13. He denied __ in the matter (to concern).

Exercise 2. Fill in the blanks with the correct form of a verbal (gerund, participle or infinitive).

Saturday. It was the day on which he had promised (to pay) his landlady. He had expected something (to turn) up all through the week. Yet he had found no work. All he could do now was (to tell) her that he could not pay the bill. But he hadn't the courage (to face) the woman.

It was the middle of June. The night was warm. He made up his mind (to stay) out. (to walk) down the Embankment, he kept (to say) to himself that he had always tried (to do) what he thought best, but everything had gone wrong. He was ashamed of (to tell) so many lies to his friends. It had been absurd (to led) his pride (to prevent) him from (to ask) for assistance. Now his lies made it impossible for him (to turn) to anyone for help. But it was no good (to think) about it.

Exercise 3. Insert *not+participle* or *without+gerund*.

1. Dr. Wallace filled a pipe from the bowl on his desk, then put it down (to light) it. 2. I won't go abroad (to see) you. 3. (to know) what to reply, I remained silent. 4. Would she have gone away (to see) you if she loved you? 5. (to like) to leave him in the club, I offered to take him home to my wife, or to go with to his own house, deserted now. 6. He stopped, (to know) how to continue and stood shifting from one foot to the other. 7. They sat there (to talk) for several minutes. 8. (to love) him greatly, she could not be jealous in a disturbing way. 9. I kept silent (to wish) to attract attention. 10. (to have) noticed the mistake he could not understand why they were laughing at him. 11. I hung up the phone (to wait) for her answer.

Exercise 4. Find out verbals and Predicative Constructions with them stating *their* functions.

1. The girl being really weak and exhausted, dropped her head over the back of a chair and fainted. 2. At that moment footsteps were heard coming across the hall. 3. She frowned a little as though puzzled. 4. His meal over, and numerous questions from his mother answered, he turned from the table to the hearth. 5. She looked at me shyly as if concealing something. 6. She found Abraham pacing the house, his head down, his hands clasped behind his back. 7. I never saw a woman so altered. 8. Rosa's voice could now be heard rising above the din. 9. The floor, though regularly swept every evening, presented a

littered surface. 10. Temple held the child, gazing at the woman, her mouth moving. 11. One evening he was seen going into this very house, but was never seen coming out of it. 12. He sat alone, with hate curled inside him, and envied them all, the shouting children, the barking dogs, the lovers whispering. 13. She saw Abraham coming up the street carrying a blue cotton umbrella. 14. And still she sat there, her hands lying loosely in front of her, staring at the wall. 15. In the afternoon, with the wind from the south, the big canoes had come drifting across the waters. 16. The concert over, the lottery came next. 17. Then, with her heart beating fast, she went up and rang the bell. 18. She sat on the steps, with her bare arms crossed upon her knees. 19. Abraham too looked well, his cheeks filled out, his eyes cheerful. 20. I remember laughing aloud, and the laugh being carried by the wind away from me. 21. There came the sound of the door closing then being locked. 22. He never ceased talking. 23. It's no use my telling you a lie. 24. Only the other day, they had been talking about something happening and now it had happened to him. 25. He was angry with me for bringing the news. 26. Being alone in your own country is worse than being alone anywhere else. 27. She thought of her father sitting on the veranda. 28. I have got your drawing framed and hung above my bureau, and very jolly it looks. 29. Mechanically he went to the telephone. He found the number with difficulty, his eyes being misty. 30. He stopped angrily, as if looking for words. 31. Although they loved each other, their minds were like two countries at war, with the telegraph wire down and the rails torn up. 32. Being a doctor he knows that he won't live much longer and he's afraid of dying, which, being a doctor, he ought not to be. 33. The next thing to be done is to move away from this house. 34. He paused as if to find a way to phrase his next thoughts. 35. It was too hot to go out into the town. 36. To make the real decisions, one's got to have the real power. 37. But the heat of the afternoon was, to say the least, oppressive. 38. There was no taxi to be seen outside the hotel. 39. I happen

to know that he was supposed to come to the wedding. 40. They hardly expect him to recover consciousness. 41. Paul waited for Harriet to say something about the bar, but she didn't even seem to notice it. 42. There was a sandy little garden and a stone wall high enough to keep the children safe but not too high for her to lean upon. 43. Now I don't choose her to be grateful to him, or to be grateful to anybody but me.

Exercise 5. Find out Predicative Constructions and state their functions.

1. Breakfast over, he went to his country house. 2. I don't like the idea of your leaving here. 3. Don't forget to bring the book before your leaving for Moscow. 4. There is nobody here for him to play with. 5. The question being settled, we went home. 6. Then he looked out of the window and saw clouds gathering. 7. She was considered to be a great scientist. 8. We happened to meet in Guba. 9. The strange greetings over, old Jolyon seated himself in a wicker chair. 10. I felt somebody put his hand on my shoulder. 11. You can get your clothers made in Europe. 12. He was heard singing a folk song in the garden. 13. She noticed my face change from fear. 14. I have left a message for you to read. 15. It is too difficult for me to believe that he has said such a thing. 16. The sportsman appears to be very strong. 17. Annette's being French might upset him a little. 18. He stood with his eyes fixed on her. 19. The same evening, Charles being absent, Mrs. Harter sat listening to the wireless with feverish impatience. 20. He walked rapidly, his head bent, looking neither to the right nor left. 21. Get a blanket spread and make them hold it tight. 22. The wind having ruined our hut, we were obliged to rebuild it. 23. The hunters were seen walking and hunting in the forest yesterday. 24. He rose and strolled out on the lawn, all the dogs following him. 25. Sikes, with Oliver's hand still in his, softly approached the house.

Exercise 6. Analyse the Predicative Constructions and translate these sentences.

1. The sound of the door opening made him start like a guilty thing. 2. After all these years it really is not worth while for you to play hide-and-seek with one another. 3. Day after day through the spring no rains fell, and farmers, waiting for the floods of the rainy season to fall their rice-fields, saw their young crops dry up before their eyes. 4. We had heard planes coming, seen them pass overhead, watched them go far to the left and heard them bombing on the main high road. 5. I never knew, when we planned to meet, in what mood I should be likely to find her. 6. Carefully and slowly, with his eyes fixed on her, he stepped down. 7. He watched her at evening, sitting by the lamp, with the mending on her lap, in the shabby living-room.

Exercise 7. State the functions of the verbals and Predicative Constructions.

1. He and the poet are now in the office, trying to make the poet go to bed, and the poet refusing. 2. She loved receiving at formal parties. Her pleasure at being surrounded by these close friends made her eyes sparkle. 3. She was thinking of Roger coming to her, marrying her. 4. Waiting for his turn, he stared out at the vague rows of faces and found his thoughts wandering. 5. We happened then to cross the street, and the traffic prevented us from speaking. 6. He's got sense enough to know that there's nothing to be gained by making a scandal. 7. The sound of the telephone ringing seemed to have woken every nerve in my body. 8. He had stopped to look in at a picture shop. 9. He stopped speaking. He glanced up to see the chairman watching him. 10. He arose very cautiously, as if fearing to find every bone broken. 11. But I don't like to think of you going into danger. 12. She had something to say to him, but she kept it back for fear of irritating him. 13. Next morning, meeting me in the hall, she told me that she was too tired to go

out with the guns. She was still enough herself to give me instructions.

Exercise 8. Point out verbals and Predicative Constructions with them stating their functions.

A few months after Arthur had lost his job he came home and found his wife giving tea to a round-faced man. They appeared to have a good time. "Good Lord. It's Soames!" cried Arthur. Soames was his wife's cousin who was known to have been in love with Adelia once. But she married Arthur and Soames went to the village to join his and Adelia's uncle. Arthur and Adelia were quite happy, but Arthur still continued hating Soames though there was no reason for his hating him. Twice in the past year they had got letters from Soames. And each time, the letters having been sent to Adelia, he tore them to pieces and threw them into the fire without reading them. He didn't want Adelia to be disturbed by Soames' letters, so he explained it to himself at the time, with his pipe in his hand.

Exercise 9. Read the following text and state the verbals and Predicative Constructions with them stating their functions.

He followed the direction of her glance. They stood facing the windows that led out on the verandah. They were shuttered and the shutters were bolted. They saw the white china knob of the handle slowly turn. They had heard no one walk along the verandah. It was terrifying to see that silent motion. A minute passed and there was no sound. Then, with the ghastliness of the supernatural in the same stealthy, noiseless and horrifying manner, they saw the white china knob of the handle at the other window turn also. It was so frightening that Kitty, her nerves failing her, opened her mouth to scream, but seeing what she was going to do, he swiftly put his hand over it and her cry was smothered in his fingers. Silence. She leaned against him, her knees shaking, and he was afraid she would faint. Frowning, his jaw set, he carried her to the bed and sat her down upon it.

Exercise 10. Translate the following text into English.

Şabalıdı rəngli dəmir darvazamızın balaca qapısını aralayıb ehtiyatla içəri girdim. Sol tərəfdəki alçaq tövlənin kandarında uzanıb mürgüləyən Alabaş hənirtimi alan kimi hürə-hürə üstümə cumdu. Tez də məni tanıyaraq, kəsik qutruğunu oynada-oynada üst-başımı yalamağa başladı. Eyvanda eyni zamanda iki qapı açılıb-örtüldü: qonaq otağının, bir də mətbəxin. Birindən Gülnaz, o birindən atam çıxdı. Mən ikisini də eyni həyəcanla süzdüm və başa düşdüm ki, heç biri bu qəfil gəlişimi gözləmir. Lakin yox, Gülnaz deyəsən özünü tamam itirib. Nə edəcəyini bilmir. “Bəlkə bacım mənimlə axmaq, mənasız bir oyun oynamaq istəyib, indi özü də buna peşmandı” – deyə xəyalımdan keçirdim. (*Gəray Fəzli*)

MODAL VERBS

Exercise 1. Explain the meaning of *can* in the following sentences.

1. But the next day she was not well. She could not leave the cabin. 2. What on earth induced her to behave as she did, I never could understand. She could have married anybody she chose. 3. I ate the next course grimly to an end, she couldn't have been enjoying her meal much either. 4. What can have happened to change him so much? 5. Can there have been any misunderstanding in our first encounter? 6. The teacher said they could all go home. 7. A policeman arrived and told him he couldn't park there. 8. Can he have changed now? Do you think it possible? 9. How did he get to know it? Who can he have been talking to? 10. You and I are in charge of a great business. We cannot leave our responsibility to others. 11. He could not take his eyes off her. 12. You can't take the knowledge you gave me. 13. He was so weak that he could not lift his head. 14. Oh! It can't be true! 15. Anne can't mean that, it's not like her. 16. He couldn't have done it by himself. Somebody helped him, I'm sure. 17. Can you believe the girl? Can it be true? 18. What is

done cannot be undone. 19. I don't believe a single word of his, he can't have failed to learn the news before us. 20. You can take a horse to the water, but you cannot make him drink. 21. Could this old woman be Louise? She can't have changed like that. 22. She can't have failed to notice this mistake. 23. He offered his help in good time. Nothing could have been more useful to her at the moment. 24. Can they have failed to let her know that they were not coming?

Exercise 2. Use the required form of the infinitive after *can* (*could*) in the following sentences.

1. Have you got a friend whom you can (to trust)? 2. What can Freddy (to do) all this time? He has been working for twenty minutes. 3. He can (not to be) her father, he is too young. 4. Could he still (to sleep)? It seems to me they simply don't want us to see him. 5. You can (not to forget), I don't believe you. 6. Her face was quite unlined and she could not (to be) more than thirty. 7. I'm wondering if something can (to do) about it. 8. Her friend said quickly: "I know where you can (to get) your bike fixed." 9. It's impossible. He can't (to do) it. 10. Harry's story disappointed him because if the girl had been with him at half past eight she couldn't (to be) at Hexley at the same time. 11. She lay, raised up rather high upon the pillow, her eyes closed and her hair undone. She couldn't (to sleep), though it would have been hard to say quite how this was evident. 12. He couldn't (to hear) the news at dinner because his sister hadn't arrived yet. 13. For several seconds Bolt stared at her, terrified. "I can't (to die). I don't want to die." 14. You could (not to see) him at the meeting. He was ill. 15. He can (not to forget) your address; he has visited you several times. 16. I don't believe her, she can (to fail) to recognize me. 17. Why didn't you ask me? I could (to do) it for you.

Exercise 3. Explain the meanings of *may* in the following sentences.

1. It may be so or it may be not ... I don't know and what's more, I don't care. 2. You may want a friend some day. 3. Jane may have met him at her uncle's. 4. They may not have come back yet. Let's ring them up and find out. 5. He had known before he looked, but a vague hope that he might have been misaken had encouraged him. 6. I think you might work harder! 7. Let's go a little further. I'm afraid they may hear us from the house. 8. He might be seen in the club any night of the year. 9. May I talk to you sometimes? I know I'm not a bit clever but I'll try not to be bore. 10. Of course I'm too young to be a really good writer yet, but I try hard, and one day I may achieve something. 11. I asked him if I might come over to remove something that I had left in a book. 12. "What's happened to the dog?" "It isn't here. Dan may have taken it with him." 13. Harry might often be seen sitting on the porch with a pipe in his mouth. 14. Arthur looked touchingly white and weak. He had been through a hard time. He might have died. 15. "Then may I send Kate to you?" "But of course." 16. She longed for a letter from John. It might contain an explanation of why he had gone away. 17. There was so much they had shared together and so much more they might have shared that they had not. 18. Darling, I'm sorry I was so drunk yesterday; I may have seemed churlish, but don't think I'm not deeply grateful for your concern. I may yet need your help. 19. "The door was open," he said. "Might I see your wife for a minute?" 20. It was some special occasion. I don't remember what. It may have been my birthday. 21. A faint wind moaned through the trees, and Tom feared it might be the spirits of the dead.

Exercise 4. Use the required form of the infinitive after *may* (*might*) in the following sentences.

1. On the whole there was less said than might (to expect).
2. Don't turn on the light. This fellow may (to lurk) outside the

house door. 3. You've acquired a great deal of experience. You might (to write) a book. 4. There was no sign of Jhon in the street. Of course, I said to myself, he might (to detain) at his office. 5. "Who said Mr. Sorrel had gone to America?" "He might (to tell) it himself." 6. Strickland is very ill. He may (to die). 7. Jack had the feeling that Maurice might one day (to break down). 8. But what you tell me may not (to be) true. 9. I was deeply shocked and worried. "It is no easy matter to find the man," the doctor said to me. He might (to read) my thoughts. 10. Mr. Fox said something about it once, but I might not (to understand) him properly. 11. "Then why on the earth all this secrecy?" "One never knows who may (to listen)." 12. Both of you behaved very badly. You might (to give) me a little encouragement. 13. May I (to ask) you to explain the rule once more? 14. I'm afraid it may (not to stop) raining by the evening. 15. Don't be angry with her. She might (to do) it by mistake. 16. You should not feel offended, they may not (to notice) you. 17. Tell him he might (to warn) me and not (to put) me in such an awkward position. 18. He might (to walk) a long distance, he looks tired. 19. He may still (to hesitate) about the offer, you should help him to make a decision. 20. You might (to consult) the doctor a long time ago, by putting off your visit to the doctor you make things still worse. 21. You might (to punish) him somehow to make him realize his guilt. He behaves as if he were a hero.

Exercise 5. Fill in the blanks with *can (could)* or *may (might)*.

1. When they told me I was cured and __ go, I __ tell you I was more afraid than glad. 2. You've done me a great service. I knew I __ trust you. 3. He looked at the lighted window of the cottage. He __ see into a kitchen where two women were sitting by the table drinking tea. 4. She has attractive eyes. There's something about them that holds you. She __ have been pretty once. 5. When he married her she __ not have been more than sixteen. 6. He boasted and told the most extraordinary stories

which I'm sure __ not possibly have been true. 7. You __ not have proved that I wrote the letter because I didn't. 8. It never occurred to me that I __ get measles. 9. He thought it likely that Blair __ have got away unnoticed. 10. You have acted very irresponsibly and you __ find yourself in serious trouble. 11. After all we don't even know if your sister is proposing to stay in London. She __ be just passing through on her way to somewhere else. 12. One __ not get anything done nowadays. 13. But I really feel that the late Mr. Evans __ not have been a nice man. 14. It was one of those days when nobody __ tell whether it was going to rain. 15. I was driving along when I spotted a telephone box and thought I __ as well give you a call. 16. I wished to be rid of my companion and said, "Thank you. I __ look after myself now." 17. Mrs. Castle looks familiar to me. Where __ I have met her? 18. She came to ask her mother if she __ stay and dance a little longer. 19. __ this old man be Tom Brown? He __ not have changed so much! 20. People __ chatter about her, but they don't know anything definite against her. 21. You __ tell me what he said! I have a right to know. 22. You __ have warned me beforehand! 23. I __ do these things sometimes in absence of mind; but surely I don't do them habitually. 24. A fool __ ask more question than a wise man __ answer. 25. I __ not imagine her teaching children, she used to be so impatient; but who knows, time changes people, she __ have become quite different. 26. He __ have warned us. It's so much like him to leave without saying a word. 27. I __ not have been waiting for more than ten minutes but to me it seemed an age.

Exercise 6. Explain the meanings of *must* in the following sentences.

1. A man must stand up for his rights. 2. Must it be done before tomorrow? 3. She must work from morning till night to earn her living. 4. Give him something to eat. He must be hungry. 5. That fellow must be made of steel. He's never tired. 6. It's quite a charming letter. It must have taken the poor young

man an hour to write it. 7. I hear somebody's steps on the stairs. She must be coming! 8. Judging from the books and papers on his writing table he must have been working for several hours. 9. The children must brush their own shoes. 10. His mind turned to the incident. It was the kind of thing which must not occur again. 11. Dear Paula, there is no point in delaying the happy news. I know how much you must have been waiting and expecting. 12. It's lovely to have you home. We must have a party to celebrate. 13. You must give it back to me before you go. 14. You mustn't tell anyone about it. You must change your shoes. I won't have you in here with muddy feet. 15. I have brought your man – not without risk or danger; but every one must do his duty. 16. Something must have happened. He behaves quite differently to me, he's cold and he looks at me in such a terrifying way as if he were thinking about killing me. 17. You must be dying with curiosity. Take a peep. 18. "You must speak out. You must not allow your father to take such a mad step. You must prevent it, Agnes, while there's time." 19. We must have met somewhere, your face seems very familiar to me.

Exercise 7. Use the required form of the infinitive after *must*:

1. Both sisters must (to be) ashamed of having spoken as they had in front of a third person. 2. The night porter was very good-looking and it must (to take) him a half-hour to comb his hair into such shining black perfection. 3. "You must (to be) right," I said. 4. They must (to hear) that the fellow was in London. 5. But at last he rose realizing dully that he had work which he must (to do). 6. He had a faint feeling of satisfaction in the thought that Mait must (to wonder) why they had gone off together. 7. I must (to sit) there for a quarter of an hour waiting and thinking about it before I saw the letter. 8. Mrs. Cromwell took us round the yacht. There was no doubt that it must (to cost) her a lot of money. 9. At half-past two I heard Hudson grunt, put down his book and switch out the light. He must (to read) since midnight. 10. "I must (to get) old," she said,

“to be talking like that.” 11. There were a lot of mirrors that must (to buy) at the sale of some old restaurant. 12. When I jumped up the thing fell off my knee. It must (to lie) there yet. 13. Look! People are hurrying along the street with collars and umbrellas up. It must (to rain) hard. 14. You must (to follow) my advice. There is no other way out for you. 15. She must (to be) angry with you. She does not even look in your direction. 16. She must (to be) ill, otherwise she would have come. 17. Mary must (to fall) ill. She looked so pale and tired last night. 18. The roads and streets are wet. It must (to rain). 19. The house must (to build) in the middle ages. The walls are very thick and the windows narrow. 20. Something serious must (to delay) him. He should have been here at least an hour ago. 21. She must (to be fed up) with his rough manner, that’s why she lost her temper.

Exercise 8. Paraphrase the following sentences using *can*, *may* or *must*:

1. The boy was evidently reading something funny. He was smiling all the time. 2. I don’t think he did it by himself. 3. Perhaps you’re right. 4. It is possible that they forgot it in the car. 5. Is it really true? 6. I don’t believe he has been meaning to do it. 7. It is impossible that he should have refused your request. 8. Evidently he has not read the book. 9. I shan’t bother you any longer; no doubt you are tired of my talking. 10. I’m certain that he has heard the song. 11. It was some special occasion, I’m sure. 12. He looks wet and muddy. I’m sure he has been fishing. 13. No doubt, she is out shopping. 14. It’s possible that he doesn’t know we are here. 15. It was clear the family were expecting some guests: the mother was bustling about the house tidying up the rooms. 16. It is possible that the news is being broadcast on all the channels. 17. “I don’t now see him driving his car. Is it possible that something has happened?” “Evidently his car is undergoing repairs.” 18. Then the firing began again. This time it was impossible for it to be more than a

mile away. 19. Let's give her a call again. It is possible that she was asleep and didn't hear the telephone. 20. You have used up all the money I gave you, I suppose. 21. He surely did not find out the real reason for their silence. 22. Is it not in your power to change the time-table?

Exercise 9. Explain the meanings and forms of *have to* and *be to* in the following sentences:

1. I had to have someone to show me the way from the station. 2. Now will you please show me the room where I am to work. 3. Now I've had to listen to a lot of lying. And I never watch faces. I look at hands and listen very carefully to the tone and tempo of speech. 4. The children are not to touch anything in the room. 5. There was a special order that no one was to come to the station to see the battalion off. 6. "What do you have to do to earn so much money?" Barber asked. 7. He was to have had a music lesson in the morning but the teacher called up to cancel it. 8. I didn't have to turn around to know they were coming down the street. 9. He looked about him for his daughter but she was not to be seen. 10. The rope was so strong that he had to take a knife to cut it. 11. They will have to do what they are told. 12. What am I to do now? 13. Something must have happened. He was to have come at eight. 14. He had to wait at the station till it stopped raining. 15. He lost all his money at the races and I had to lend him five pounds. 16. Wake up, do you hear! You are to wake up at once. 17. So Frank has come? – Oh, yes; quite unexpectedly. He was to have stayed a week longer. 18. Eliza, you are to live here for the next six months, learning how to speak beautifully, like a lady in a florist's shop. 19. Soames would often come down to watch with secret pride the building of the house which was to have been his home. 20. There are two kinds of speeches: there is the speech which a man makes when he has something to say, and the speech when he has to say something. 21. Large sums are now being spent on educational developments and still larger sums

are to be spent in the near future. 22. They had to repeat what they were doing several times before the engine burst open and started. 23. Why are you late? You were to have come an hour ago. 24. How is anybody to know that you are well brought up if you don't show it by your manners?

Exercise 10. Fill in the blanks with *have to* or *be to*:

1. At nightfall the ship put in at a small port where they ___ to load three hundred bags of coffee. 2. They ___ to light a fire to cook their supper. When I got home I found I had left my olive oil in front of the notice-board and I ___ to return in the afternoon to collect it. 3. He made all arrangements for the marriage, which ___ to take place on the day of his mother's arrival. 4. For the next few weeks I ___ to stay in bed. Everyone came to visit me, and brought me presents, and I ___ (not) to do the cooking. 5. That day, however, I had a pupil waiting for an English lesson and I ___ to cut my visit short. 6. The snow which had lain so thick and beautiful when I left the country ___ scarcely to be seen in the city. 7. I distinctly told you to stay with her every minute I was away. You ___ not to be trusted. 8. There are some things that ___ to be said sooner or later, and I'd rather hear them from you than from anybody else. 9. There were thirty poems in the collection and he ___ to receive a dollar apiece for them. 10. She trembled that day as she prepared to go down to the wedding. She ___ to be a bridesmaid.

Exercise 11. Fill in the blanks with *must*, *have to* or *be to*.

1. She ___ go to bed at eight o'clock to be up in time for the first train. 2. At this boarding school the children ___ go to bed at eight o'clock. 3. "I've told my husband he ___ (not) smoke in the drawing-room." "And I ___ (not) tell my husband such things; he's a born gentleman." 4. He ___ stay the night with us. I won't let him drive to the country in this rain. 5. He ___ to stay the night with us because he has missed the last train. 6. He ___ to stay the night with us and tomorrow he sets off on his tour to

Europe. 7. You __ take the dog away. I won't have it here any longer. 8. They __ take the dog along with them because there was no one who could look after it. 9. What a pity you __ go. I know it's time for you to catch your train. 10. My bike is under repair and I __ walk here this morning. 11. My bike was under repair and I __ collect it that afternoon. 12. My bike is under repair and I __ have collected it yesterday. 13. He told me that I __ (not) repeat what I had heard. 14. He told me that I __ (not) use the words which I didn't know. 15. He told me that I __ learn by heart some twenty lines in order to know English well. 16. My mother was unwell, and I __ go to the chemist's. 17. There is no one to help him so he __ move the furniture himself. 18. Don't worry about that. You __ do as you think best. 19. By that time of evening only a few persons __ be seen on the wet streets and most of the shops and stores were dark and closed for the night. 20. I saw that I __ speak louder to make myself heard.

Exercise 12. Explain the difference in meaning between the two sentences in the following pairs.

1. a) The plane was not to take off at night as the weather was too bad. b) The plane was to have taken off at night, but the weather was too bad. 2. a) There was to be an interesting concert last night, but I didn't feel well and had to stay at home. b) There was to have been an interesting concert last night, but the singer fell ill and the concert had to be postponed. 3. a) The order came that we were not to leave the village before dawn. b) We were not to have left the village before dawn, but by the time the order came we were two miles away from it.

Exercise 13. Explain the meanings of *ought to*.

1. I think for your wife and children's sake you ought to have a try. 2. There are people who think they ought to be reformed. 3. We all know that things are not always what they ought to be. 4. Have I said anything I oughtn't? 5. I suppose

she is right. I oughtn't to have tried to speak to her! 6. It'll be lovely round there today. – Yes, it ought to be quite nice. 7. What do you think we ought to do about babies? 8. He had been wrong to let the boy get away with that letter; he ought to have kept him under his eyes from the start! 9. I'll tell you something I think you ought to know. 10. When their visitor had disappeared Jon and his mother stood without speaking, till he said suddenly: "I ought to have seen him out." 11. He ought to see that the door is properly locked every night. 12. You oughtn't to be doing anything like that. 13. Ought he not to have immediately reported what he had heard to the police? 14. I ought never to have let you make me those presents. 15. I don't really know whether I ought to say it or not. 16. He ought to have phoned Simkin earlier, knowing his habits. 17. "Land ought to be very dear about there," he said. 18. The girl cannot be blamed. She was behaving naturally, as others ought to have behaved. 19. With his straight delicate nose, his fine brow and well shaped mouth he ought to have been good-looking, but surprisingly enough he was not. 20. "I could have my tea here with you," she suggested. "I'd love it," replied Jhon. "Only I feel, you ought to be with the other guests, oughtn't you?"

Exercise 14. Explain the meanings of *should*.

1. Can you show me any English woman who speaks English as it should be spoken? 2. I confess I did not foresee this turn of events. But I should have foreseen it. 3. You have discovered what I intended you should never have known. 4. He should not have said it. The moment the words crossed his lips he knew it was not the right thing to say. 5. "You should come here often," he said to Shelton. "You ought to come here often," he repeated to Shelton. 6. "You ought to finish your work before going out." – "I know I should." 7. I should have hated that, but I enjoyed going there so awfully. 8. You shouldn't go out without an overcoat. 9. If you are interested in pictures you should look in at the British Museum. 10. I suppose

he shouldn't have touched anything at all. 11. You should read a receipt carefully before you sign it. 12. Do you know that an officer should be with his troops? 13. Soames thought: "Why is all this? Why should I suffer? What have I done? It is not my fault!" 14. Bosinney looked clever; but he should be easy to deal with in money matters. 15. And suddenly Lanny remembered on the Highveld one did not speak to a white man till he spoke to you. He should have remembered. 16. "I shouldn't have missed the chance," he reproached himself.

Exercise 15. Explain the meanings of *shall*.

1. You shall not search my rooms. You have no right to do it. I forbid you! 2. He hasn't seen you and he shan't. 3. The police shall take you up. 4. All right, if she wants to be opened up, she shall be. 5. You shall go up and down and round the town in a taxi every day. 6. You shall have all the news I can send you. 7. "Shall I order the taxi?" he asked. 8. That shall be put an end to now and for ever! 9. You shall sit by me, and amuse me. 10. Shall I tell you why these men could not live with me? 11. They shall not touch me ever again. 12. I made a mistake about this afternoon. It shall not occur again. You shall enjoy your solitude. 13. I'll tell you the story of my life and you shall tell me all about Buntinghom. – How's that? 14. Then you shall come; and you will come too, Basil, won't you? 15. Let snobbish people say what they please, Barbara shall marry not the man they like, but the man I like. 16. The victory of peace can and shall be won. There shall be no war. 17. He shall do it whether he wants it or not. 18. "As long as I'm alive and have this house over my head," said Peggotty, "you shall find it as if I expected you here directly minute."

Exercise 16. Explain the meanings of *ought to*, *shall* and *should* in the following sentences.

1. I think I ought to let your parents know we are here.
2. You should have gone to the concert. Why should you miss

the music? 3. Oughtn't you to be more careful? 4. "How can you know what his feelings are?" "I ought to know, for he's always telling me about them." 5. When Charles saw Anne playing tennis, he came up and said: "Are you sure you ought to be doing that?" 6. Shall I get you some fresh coffee, Ed? 7. The responsibility is entirely mine. I acted very wrongly indeed. I ought not to have let this relationship start. 8. "When is he going back?" "How should I know?" 9. You shall have no cause to complain of me, dear. There shall be no difficulty about money. 10. George did not see why he should not discuss the matter with his chief. 11. I should be grateful if you would keep your hands off my business in future.

Exercise 17. Use the required form of the infinitive after *ought to* and *should*.

1. But we ought (to have) your brother here, to tell us exactly how far we can go. 2. Tea is between half-past five and six, and it should (to be) ready now. 3. He couldn't see anything. He thought that he ought (to bring) a torch. 4. Should the baby (to play) with a box of matches? 5. If you're in love it ought (to make) you happy. You ought (to laugh). 6. The doctor said it was appendicitis and she ought (to operate) on. 7. You should (to see) him yesterday on horseback. 8. One day the headmaster came on Jack, who should (to sweat) on the sports ground, sitting comfortable in a gardener's shed reading a book and eating a large piece of cocoa-nut ice. 9. "Your father and you should (to arrange) everything before I came here," he said. 10. Oughtn't you (to answer) that letter now? 11. "Well, I'm very glad to know at last what it was all about." "You ought (to tell) before." 12. Anything we can do to clear up this miserable affair ought (to do). 13. Although it was unpleasant to her, she ought (to tell) him that he was wrong.

Exercise 18. Fill in the blanks *ought to* or *should*.

1. You ___ (not) eat so much bread, you will gain weight, which is not good for your heart. 2. She ___ (not) speak about such things in the child's presence. Now you see the results. 3. Though it is a very unpleasant mission, I feel I ___ tell you the truth. 4. He looked more than ever out of place; he ___ have stayed at home. 5. I don't think people ___ gossip like that about other people. 6. My mother frowned at him and shook her head in a way that meant that he ___ (not) say things like that in front of me. 7. After she had gone I found myself wondering whether I ___ do anything for her. 8. The children were out dancing when they ___ have been learning their lessons. 9. I realize now I ___ (not) have said anything. 10. He felt very bad and I thought I ___ do all I could to cheer him up. 11. Don't contradict her, you ___ to respect her age.

Exercise 19. Explain the meanings of *will* and *would* in the following sentences.

1. Each time we went out together he would show me something new, something interesting. 2. I will say it again and again. 3. Bring him back, if he'll come. 3. She was the sort of girl any man might be glad to bring to a dance if she would come. 4. When he returned I repeated my offer of food, but he would take nothing. 5. Often, after dinner, he will settle down in an armchair to read the paper. Would you really do it for me? 6. He would smoke a pipe before going to bed. 7. "He talked of his new car the whole evening." "He would." 8. I am afraid – if you will excuse me – I must join my wife. 9. Arthur, would you mind seeing if Mrs. Rlyne has come back? 10. No, no! I will go back, let Arthur do with me what he pleases. 11. You did want to come, although you wouldn't say so. 12. She'd like you to ring her up this afternoon, before five-thirty, if you would. 13. I knocked more than once but she wouldn't let me in. 14. He would sit on the bed beside him and watch him for hours. 15. I smoke like a chimney! And my lighter won't work. 16. If you

will let us we'll come back when supper's over. 17. You have only to ask me and I will show you the rooms. 18. My feet, I can't move them. I fell so damn silly. My feet won't move! 19. I tried to speak, but the words wouldn't come. 20. Would you like a drink of water? 21. I gave him books to read, but after a page or two he would put the book down and stare miserably into space. 22. I'd be very glad if you would stay and have a bit of dinner with me. 23. She gave a frightened movement and clutched the letter to her heart as though I would take it. 24. A year ago I hadn't a relative in the world except two or three that wouldn't speak to me. 25. You are talking like a failure. If you would only make up your mind to try instead of being so damn proud and remote!

Exercise 20. Fill in the blanks with *should* and *would*.

1. I ___ not have spoken of it, only you seemed so keen about it. 2. I swore that I forgave her everything, but she ___ not listen! 3. If you ___ not mind I ___ like to come. 4. When he grew blind he ___ sit hour after hour in those two rooms that he had painted, looking at his works with sightless eyes. 5. Sometimes we ___ simply drink tea and talk like friends. 6. I ___ like you to call me Eliza now, if you ___. 7. I ___ be very much obliged if you ___ have a talk to him. 8. I asked him one or two questions but he ___ not answer. 9. I wanted to refresh my memory so that I ___ be in a position to tell you everything you wanted to know. 10. Never forget that we ___ always think of others and work for others. 11. I had that door painted only last week, you ___ be more careful. 12. A man ___ always have an occupation of some kind. 13. "Why didn't you come before?" he said. "You ___ have come, instead of writing." 14. I left the young man to go where he ___ with my box and money. 15. I was awkward enough in their games, and backward enough in their studies (at school); but custom ___ improve me in the first respect, I hoped, and hard work in the second. 16. "Don't look at the clock," Sarrie told herself over and over again. But her eyes ___ stray to the clock; ___

watch the slowness of the minutes, __ count them in their weary, unhurried journey. 17. A voice said: "I don't see any footprints. The snow would have covered them."

Exercise 21. Fill in the blanks with *shall* or *will*.

1. Can you walk as far as the car or __ I bring it round? 2. I __ not come down with you. I __ go home. 3. If I've got him they can't take him. He __ not go. I __ not let him. 4. You've asked for my opinion and by God you __ have it. 5. Come down and stop frightening us or, by heaven, you __ have no tea. 6. I've never had a ring. There, it __ go over my knuckle. 7. I am going to marry him, of course, if you __ let me. 8. Then you __ send the servants to bed and cook supper for the gentlemen and myself. 9. It's my fault, I ought to have stopped it all. But you __ have your revenge, I promise that. 10. Let me come in. I __ not say anything, I just want to listen. 11. Then you __ find him for me! 12. "By God, she __ have the part," she said out loud. 13. __ you tell me what belongs to me and what doesn't? 14. I ask your advice; and I am waiting for it. I __ not have all the responsibility thrown on my shoulders. 15. I am yours for ever and ever. Nothing can or __ divide me from you, unless you stop loving. 16. "Martin, darling, you've drunk," said Antonia. " __ I order you a taxi to go home?" 17. "Your master is a true scoundrel!" I replied. "But he __ answer for it." 18. "No harm __ be done to your child. I __ see to it." The doctor tried to soothe the mother. 19. May I go on with the work or __ I wait for further instructions. 20. He __ sit for hours reading, paying no attention to what was going on around him. 21. Don't worry, everything __ be arranged as you want, I promise you. 22. We waited for two hours, but the rain __ not stop. 23. He __ always say something which makes us laugh. 24. He put the money in his pocket, and kindly told me not to make myself uneasy; he __ take care, it __ be all right.

Exercise 22. Explain the meaning of *need* in the following sentences and translate them into your mothertongue.

1. "Why don't you go and look at the snake?" her mother suggested. "You needn't go up close." 2. Angela opened the door and walked in. Her daughter was still up. "You needn't have stayed up, waiting for me," said Angela. 3. "Do you remember what you did when you were twenty-five?" "You need not have reminded me of it." 4. Need we insist upon the date? 5. Need you bring your girl-friend with you? 6. She said that if he didn't like to come to her parties he needn't come at all. 7. I was rather afraid that he might act as though we were intimate friends, which would have been embarrassing. But I need not have worried. 8. Need it be finished by Saturday? 9. You needn't have carried all these parcels yourself. The shop would have delivered them if you had asked them. 10. Looking back I can see exactly how it happened. It need never have happened. 11. And he was always careful to have money in his pocket, and to be modish in his dress, so that his son need not blush for him. 12. I must go at once, but you needn't. 13. I need hardly say I would do anything in the world to ensure Gwendolen's happiness. 14. Need you bother about such trifles? 15. You needn't have gone into so many details. The report was too long. 16. Why need my name have been dragged in?

Exercise 23. Paraphrase the following sentences using the modal verb *need*.

1. I see no reason why we should argue. 2. It was not necessary for her to carry the bags all by herself; there were porters at the station. 3. Is it so very necessary that you should go there at all? 4. There is no use worrying about her; she is quite able to take care of herself. 5. What's the use of reproaching yourself. 6. I don't think there is any need to bother them. 7. It was quite unnecessary for you to do the work instead of him.

Exercise 24. Explain the meaning of *dare* in the following sentences and translate them into your mothertongue.

1. He felt he dared not reply. 2. Her face bore an expression of such ferocity that no one dared come near to speak with her. 3. I dare say you're a little tired after your walk, dear. 4. He dared not look into her face. 5. I did not dare to ask him to call off his trip. 6. She was aware that they were too intent upon their business to think that anyone was watching them, but she dared not move. 7. Who dares to jump over the stream? 8. She did not dare to leave the house in case he telephoned. 9. How dare you address me as dear Sir, Sir? How dare you look me in the face and do it, Sir? 10. I think you are wrong, Uriah," I said. "I dare say there are several things that I could teach you, if you would like to learn them."

Exercise 25. Fill in the blanks in the following texts with suitable modal verbs.

Text: A

"The house is absolutely full of gas. Whatever have you been doing?" I asked the maid, entering her bedroom.

"I have done nothing," she said, weakly.

"Oh, then, who was it?" I said, trying to open the windows. "You ... have been dead. I ... (not) think what you ... have been doing. The gas oven was on. I suppose it ... have been Flora. Was she playing in the kitchen?"

"Yes. She ... have done it. What a naughty girl, trying to kill us all."

"Do you mean," I said, "that you didn't even notice? That since seven o'clock you haven't noticed a thing?"

"I did not notice anything, no."

"You ... be an idiot," I said. "What if I had stayed out all night, you'd probably all have been dead by the morning."

Text B:

“Hallo, Tim. What have you been doing?” Mary called to the boy.

“I’ve been up at the station,” Tim said, “watching the trains. You ... learn a lot there. You ... go up there more often. And I’ve got a message for you.”

“For me?”

“Yes. From Mike. I saw him off back to London. He said he was called away unexpectedly and ... (not) to see you again. He also said if you were in London he’d like you to call on him but he didn’t give me his address, so I ... (not) tell it to you.”

“But he ... (not) have gone,” Mary cried out.

“Why not?” Tim looked puzzled. “I’ve just seen him go.”

Exercise 26. Use the necessary modal verbs and the appropriate form of the infinitive.

Then, as though her mind had been struck by a delicate hammer that jarred her sensibilities into abrupt awareness, she thought: something ... (to be wrong)! He ... (to be home)!

She lay still. What ... (to happen)? ... she (to be) anxious? “But it’s so late!” She answered herself. Princey never came home from his Sunday meetings much after midnight.

And he had said that he would return early that night.

The church bell struck twice, telling her that it was already two. She had forgotten that their clock was a little slow, and somehow the added minutes seemed to make his absence more pronounced. Of course the auto ... (to break down), she thought. Or they ... (to have) an accident? Somewhat tensely she argued against that. If they had had, the police would have notified her, Princey always kept an identification card in his wallet. But what ... it (to be) then? If only people had telephones! It ... (to be) a matter of a minute to clear things up by calling Jess or William Carmichael.

If he came home now, she told herself pettishly, and merely explained that he had been out gassing somewhere, she would

throw the kettle of hot water in his face. How ... he (to upset) her like this?

The church clock struck once for the quarter hour. She ... no longer (to evade) the conviction that something ... (to happen) to him. She began to dress. Why ... she (to sit) at home, worrying, when she ... (to go) over there and find out. It ... (to be) almost two-twenty. She ... (to hurry). If she should miss that bus, there ... (not to be) another until three o'clock.

Exercise 27. Translate these sentences into your mothertongue paying attention to the translation of the modal verbs.

1. If you'll excuse me I will go to my room. 2. You need give me no reason, only say to me "stay" and I will give up the journey. 3. But what we might have expected! 4. Mr. Burton, you must not say "I cannot tell" here, you are bound to answer my questions. - I will not then, if you object to "cannot". 5. You need not be afraid of any unpleasantness, everyone will understand that you are all quite innocent. 6. You'll hardly be able to get to the British museum tomorrow. 7. Edward hoped he might meet the girl again if he came every day to the street she lived in. 8. I needn't tell him that, he knows it. 9. I needn't have told him that, he knew it already. 10. Go on! Call away. I will not come. 11. You shall never see me again. 12. You ought to study your grammar better. 13. We ought to help the old. 14. You saw me and I had to tell you what had happened. 15. Every time I sat on the edge of his bed to listen to him talking or reading to me, I had to fight back my tears. 16. My dear father, if I am to get married, surely you will allow me to choose the time, place and person. 17. He had been wrong to let the boy get away with that letter, he ought to have kept him under his eyes from the start. 18. I don't really know whether I ought to say it or not. 19. I confess I ought to have thought of that. 20. Why should I tell you a lie? 21. "Who is Mrs. Thomas?" I asked. - "How should I know?" 22. "What?" cried Tom,

panting with rage. "You shall not touch him for her telling, you shall not!"

Exercise 28. Translate into English using the necessary modal verbs.

1. Ola bilməz ki, o bu kitabı oxuyub. 2. Ola bilməz ki, o artıq gəlib, mən məktubu dünən göndərmişəm. 3. Vağzala necə gedə bilərəm? 4. Heç kim mənə kömək edə bilmədi. 5. Sənin nənənə cavan olanda üzməyi bacarırdımı? 6. O hava limanına vaxtında çata bilməyəcək. 7. Mənə elə gəlir ki, o bu məsələni həll edə bilməyəcək. 8. Dünən direktor iclasda olmadığından mən onu görə bilmədim, ancaq bu gün işdən sonra görə biləcəm. 9. Əgər paltó geyinməsən xəstələnə bilərsən. 10. Ola bilsin ki, o məşğuldur. 11. Ola bilsin ki, onlar indi bu məsələni müzakirə edirlər. 12. Gəlin bir az da gözləyək. Ola bilsin ki, o gələcək. 13. Bəlkə də o, bu haqda heç nə bilmir. 14. Bu qərib ölkədə bizə çox şey qeyri-adi görünə bilər. 15. Xala, olar mən bir dilim də limon götürüm? 16. Nikə zəng vur. Bəlkə o, təzə filmi atriq görüb. Ondən soruş ki, bu filmə baxmağa dəyərmə. 17. Heç kim telefona cavab vermir. Bəlkə də o hələ işdən qayıtmayıb. 18. Yəqin ki, evdə heç kim yoxdur. 19. Yəqin ki, o xatırlamır ki, bizə kitab gətirməyə söz verib. 20. Gərək ki o, bu barədə heç nə bilmir. 21. Gərək ki o, səni insanların arasında tanımayıb. 22. Ekspedisiya bazar ertəsi qayıtmalı idi, bu gün isə şənbədir. 23. Onun başqa seçimi olmadığına görə, bizimlə razılaşmalı oldu. 24. Ümid edirəm ki, onu uzun müddət gözləməli olmayacaqsınız. 25. Tələsməyinizə ehtiyac yoxdur, biz piyada stansiyaya vaxtında çata bilərik. 26. Siz həkimsiniz, gərək xəstəliyin əlamətlərini biləydiniz. 27. Siz gərək bu məsələ barədə əvvəlcədən düşünəydiniz, indi daha gecdir. 28. Siz həftədə üç gün idmanla məşğul olmalısınız, bu sizin sağlamlığınız üçün çox əhəmiyyətlidir. 29. Yəqin ki, o sizi düz başa düşməyib, yoxsa evə vaxtında gələrdi. 30. Mən günahkar deyiləm, sən məni əvvəlcədən xəbərdar edə bilərdin. 31. Məni bağışlayın, söz verirəm ki, bu hadisə bir daha təkrar olunmayacaq. 32. Mən imkan vermərəm ki, mənimlə belə danışasınız. 33. Artıq çox gec idi, biz

evə qayıtmaq istəyirdik, maşın isə işə düşmürdü ki, düşmürdü.
34. Siz bu tapşırığı evdə yazılı tərcümə etməlisiniz.

Exercise 29. Translate the following text into English paying attention to the translation of modal verbs.

Balaca Nəzrin yatmışdı. O həmişə günorta yeməyindən sonra yatırdı, bu onun adəti idi. Bacısı Sona onu oyatmaq istəyirdi. Anası Sonadan xahiş etdi ki, Nəzrinə oyatmasın. İş elə gətirmişdi ki, ana həmin gün iclasda olmalı idi. Sona dedi: “Yəni Nəzrin hələ də yatır? Yəni o bir saatdır ki yatır? Ola bilməz ki, o bir saat yatmış olsun. Ana, olar mən onu oyadım? Mən onunla oynamaq istəyirəm.” Ana dedi: “Əgər onu oyandırsan sən cəzalandırılacaqsan, çünki mən işə tələsirəm, saat 2-də işdə olmalıyam, əgər o oyansa mən işə gedə bilməyəcəm.”

Sona anasının sözüne qulaq asa bilərdi, amma o, Nəzrin üçün də çox darıxırdı. Bu zaman telefon zəng çaldı. Ana telefonun dəstəyini götürmək üçün tələsdi. Bunu görəndə Sona sakitcə qapını açmağa çalışdı, qapı isə açılmadı ki, açılmadı. Elə bu an otaqdan Nəzninin səsi gəldi. Sonanın onu oyatmağına ehtiyac yox idi, o telefonun səsndən oyanmışdı. Qapı açılmadığından anası Sonaya kömək etməli oldu. Ana Sonaya dedi: “Sən mənim sözümə qulaq asa bilərdin. Gərək onu oyatmayydın. Mən saat 2-də iclasda olmalı idim.” “Ana, üzr istəyirəm. Söz verirəm ki, bir də belə şey baş verməyəcək,” – deyərək Sona başını aşağı saldı. Nəzrin bacısını görəndə çox sevindi, amma ana həmin günü işə gedə bilmədi.

Exercise 30. Translate the following text.

Axır vaxtlar Şahnazda bu bir adət olmuşdu. Mən nə vaxt günah iş tutsam, azacıq bir yalan danışsam, o gəlib qulağımı çəkər, məni cəzalandırırdı. Günahımın ağır və yüngüllüyündən asılı olaraq, o məni birdən otuza qədər, qırxa qədər, bəzən lap yetmişə qədər saymağa məcbur edərdi. Gah ağır-ağır sayardım, gah da tez-tez. Pilləkəndən qalxanda, yaxud düşəndə pillələri nə cür sayırlarsa gərək o cür sayardım. Kəndimizdə ən uzun pilləkən Eldar pilləkəni olduğu

üçün mən ağır günah işləyəndə gərək birdən yetmişə qədər sayaydım. Bu pilləkən mənim yaşdım idi, mən anadan olan ili anamın sudan korluq çəkdiyini görəndə atam qayaları çapıb pilləkən düzəltməli olmuşdu. Adını da “Eldar pilləkəni” qoymuşdu. (*Gəray Fəzli*)

Exercise 31. Translate the following sentences into English paying attention to the translation of modal verbs.

1. Это был последний автобус. Теперь вам придется идти на станцию пешком. 2. Наверное, она получила неприятные известия. Она так расстроена. 3. Ты могла бы позвонить и сказать, что задержишься! Мы так волновались. 4. Он давно ушел и к пяти часам должен вернуться. 5. Это должно было случиться. Никто не мог этому помешать. 6. Напрасно вы волновались. Все прошло отлично. 7. Вам следовало бы принять во внимание все подробности, когда вы обсуждали этот вопрос. 8. Когда должен начаться концерт? – В 7 часов. 9. Я обещаю, что все будет сделано. Не нужно беспокоиться. 10. Неужели он действительно отказался вам помочь? 11. Ты никуда не пойдешь, пока не сделаешь уроки! 12. Он предложил, чтобы собрание назначили на пять часов. 13. Замок никак не закрывается! Ты мог бы починить его в конце концов! 14. Я сделаю вас счастливой. Вы будете делать, что хотите, и тратить, сколько угодно. 15. Не может быть, чтобы она прочла эту книгу за два дня; возможно, только просмотрела его. 16. Не может быть, чтобы вы потеряли билет, вы могли положить его в карман. - Нет, я могла выронить его в трамвае. 17. Не может быть, что он уже приехал, я получила телеграмму только вчера. 18. Неужели он не получил моего письма? 19. Ваши часы, возможно, спешат; не может быть, чтобы сейчас было девять часов. 20. Он не мог получить книгу, потому что библиотека была закрыта. 21. Я останусь дома, она, возможно, будет мне

звонить. 22. Где ключ? – Не знаю, Ольга могла взять его с собой по ошибке. – Нет, не может быть она его взяла, у нее ничего не было в руках, когда она уходила. 23. Наконец-то вы пришли! Вы могли прийти пораньше, ведь вы же знали, что я больна. 24. Не возвращайте пока книгу в библиотеку; она может вам понадобиться для доклада. 25. Можно мне взять вашу книгу? 26. Можно употреблять здесь настоящее продаженное время? 27. Он, должно быть, уже ушел. – Не может быть, что бы он ушел, не повидав меня. 28. Где Мария? – Она, должно быть еще спит. 29.Собрание должно было состоятся вчера, но не состоялось. 30. Мне придется пойти к ней, у нее испорчен телефон. 31. Вам бы следовало сделать то, что я вам говорила, тогда вы не оказались бы в таком глупом положении теперь. 32. Вы должны были мне сказать, что вы больны. 33. Я должен был прийти к ней в два часа, но я оставил дома ее адрес, и мне пришлось вернуться; поэтому я опоздал. 34. Вам следует помочь ей, она ведь очень устала. 35. Помочь вам? – Нет, спасибо, я сделаю все сама. 36. Не может быть, чтобы он уже вернулся, ведь он вчера только уехал в Москву. Вы, должно быть, ошиблись. 37. Вы не должны ей позволять читать в сумерки, она может испортить глаза. 38. Тысячу раз просила ее не хлопать дверью, когда я занимаюсь, но она все равно хлопает. 39. Вам не к чему брать зонтик, на небе нет ни облачка. 40. Вам незачем идти на почту, я отправлю ваше письмо. 41. Джордж должен был вчера у нас обедать, но он не пришел. 42. Доктор велел лежать в постели, но она и слышать об этом не хотела. 43. Концерт должен был быть пятого февраля, но был отложен из-за болезни дирижера. 44. Не может быть, чтобы он потерял интерес к работе, не может быть, чтобы он думал только о деньгах, - думала она. 45. Вы можете не

приносить статью сегодня, хотя я и собирался прочесть ее вечером. Но завтра утром она должна быть у меня. 46. Ты напрасно спрашивала соседей: я нашел книгу на твоём письменном столе. 47. Ты напрасно не спросил тогда соседей: книга может быть у них, а теперь они ушли. 48. Он мог бы сделать это и один, но вдвоем они закончили работу, конечно, намного быстрее. 49. Могу я видеть капитана Иванова? – Подождите, он должен сейчас прийти. 50. Где я могу найти капитана Иванова? - Он, должно быть, в соседней комнате. 51. Зря вы бросили эту работу и принялись за другую. Ведь вы были так близки к цели. 52. Почему ее нет? Неужели она обиделась и решила не приходить? 53. Нужно было бы мне спросить у вас об этом раньше. Оказалось, что я зря ездил на вокзал и стоял в очереди. Билеты можно было заказать по телефону. 54. Почему ты так рано? - Нам не пришлось долго заседать: все вопросы решили быстро. 55. Сторонники мира не прекратят своей благородной борьбы на благо человечества, несмотря на все происки поджигателей войны. 56. Трудящиеся всего мира заявляют, что никакие угрозы не заставят их прекратить борьбу за мир.

Exercise 32. Translate the following text into English using the modal verbs.

В воскресенье утром я должна была пойти в библиотеку, чтобы готовиться к докладу, который мне предстояло делать на уроке английского языка. Но я не смогла получить нужной мне книги, так как пришла поздно. Очевидно, какой-то другой студент взял ее до меня. Мне следовало прийти по раньше. Было досадно, что теперь мне придется прийти сюда еще раз. Когда я уже собиралась уходить, ко мне подошла высокая

женщина лет тридцати и сказала: Ваше лицо кажется мне знакомым. Должно быть, мы с вами встречались, но я не помню где. Я тоже не помню, - сказала я. – Возможно, мы встречались летом в каком нибудь доме отдыха. Возможно. Не может быть, чтобы мы работали или учились вместе. Тогда мы бы должны были помнить друг друга лучше.

DIRECT AND INDIRECT SPEECH

Exercise 1. Put the following statements into *Indirect Speech*.

1. The mother said: "The children are in the nursery, doctor." 2. "You speak English very well," said the woman to me. 3. "I'm sure I'll still be sleeping when you start. I don't want to get up so early," said Alice. 4. "I've left some books on the table," said Peter, "I think you'll find them useful. You can keep them as long as you need them but I'd like them back when you've finished with them." 5. "I booked a double room on the first floor," said Mr. Jones. 6. "The plans have been changed. We're going tomorrow. I want you to meet me at Victoria tonight," says Paul. 7. "You must leave a note for your mother," said Peter, "otherwise she'll be terribly worried when you are not in at your usual time." 8. "The lake will probably freeze tonight," said Tom. "It is much colder than last night." 9. "I bought this bag in Milan," I said to my friend. 10. "I usually take my dog out for a walk when I come home from work," says Leila. 11. "We've been here for two and a half years," said the man who had spoken first, "and we're going to stay another six months." 12. "I'm going out now, but I'll be in by nine," she said. 13. "The ice will soon be hard enough to skate on," she said. 14. "I'm living with my parents at present," she said, "but I hope to have a flat of my own soon." 15. "I must hurry. My father is always furious if any of us are late for meals," he said. 16. Nick said: "I have never been to London. I

think I shall go there next year.” 17. My friend said: “A friend in need is a friend indeed.” 18. The old man said to the girl: “You can sing perfectly, I think you will be a famous singer.” 19. The instructor said: “At this time tomorrow the first group of tourists will be coming to our camp.”

Exercise 2. Put the following general questions into *Indirect Speech*.

1. I said to Mike: “Have you packed your suitcase?” 2. I said to Kate: “Did anybody meet you at the station?” 3. I said to her: “Can you give me their address?” 4. She said to the neighbour: “Can you call a taxi for me?” 5. She said to me: “Have you sent them a telegram?” 6. She asked: “Will you still be discussing my proposal if I come in half an hour?” 7. “Are you quarrelling again?” he asked, “Mother will be angry with you.” 8. “Do you want to see the cathedral?” said the guide. 9. “Would you like to come with us?” they said. 10. “Have you been here long?” the other students asked him. 11. “Are there any letters for me?” says Mary. 12. “Have you ever seen a flying saucer?” said the man. 13. “Did any of you actually see the accident happen?” said the policeman. 14. “Shall we have dinner somewhere after the theatre?” said Peter to his friend. 15. “Would you like to come with us?” they said. “There’s plenty of room in the car.” 16. “We can’t discuss this over the phone. Shall we meet here in my flat tomorrow?” I said. 17. She says: “Shall I be able to read English newspapers without a dictionary in a year?” 18. Nelly asked her: “Will you invite me to your birthday party?” 19. “Is it true that in England the grass remains green all the year round?” asked the boy.

Exercise 3. Put the following special questions into *Indirect Speech*.

1. “What did you miss most when you were in prison?” Mary asked the ex-convict. 2. “How long have you been learning English?” the examiner said. 3. “Why aren’t you taking the exams?” said Paul. 4. “Who do you want to speak to?” said

the telephonist. 5. "What shall I do with this cracked cup?" Mary asked. 6. Ben asked: "When did you join our circle?" 7. The mother asked her son: "Why have you spent so much money on sweets?" 8. Robert asked his friend: "Where are you going for the week-end? I hope you won't stay indoors all the time." 9. She said to me: "What must I do if the lights go out?" 10. He said: "Why didn't you wait for me, Bill?" 11. I said to my friend: "How do you feel after a holiday?" 12. "Davis, Davis," he called, "what is the time? My watch has stopped." 13. "Tom," she said timidly when they were out of doors, "how much money did you give for your rabbits?" 14. "Why don't you put an advertisement in the local paper?" they suggested to me. 15. Susan said to me: "What's the climate like in your country? Does it rain a lot?" 16. "Why, Tom," Jane said with a smile. "Your face is burning red. What's the matter? Are you ill?"

Exercise 4. Put the following sentences into *Indirect Speech*.

1. "Come in and look round. There's no obligation to buy," said the shopkeeper. 2. "You pressed the wrong button," said the mechanic. "Don't do it again. You might have a nasty accident." 3. "Hurrah! I've passed the first exam," he exclaimed. "Congratulations!" I said, "and good luck with the second." 4. "All right, I'll wait for a week," she said. 5. She said: "If you feel faint sit down and put your head between your knees." 6. "When you are driving always look in your driving mirror before turning right," said my inspector. 7. "Write a note and push it under the door," I said. 8. "As soon as you find a hotel, ring up and give the address to me," he said. 9. "Many happy returns of your birthday!" we said. "Thanks," said the boy. 10. "I'll wait for you, I promise," he said to me. 11. "I'm sorry I'm late," she said. "The bus broke down." 12. "Let's have a rest," said Tom. "Yes, let's" said Ann. 13. "Ugh! There's a slug in my lettuce. Waiter!" he cried. 14. "Daddy, oh, Daddy", the girl said, "oh, let me stay." 15. "The lake is lovely," said Arthur. "Suppose we go for a sail," she replied taking his hand. 16. "Oh,

how can you be cruel like that!” she cried. 17. “Oh, please forgive me, Tom; my heart will break,” said Maggie. 18. “There is no good in my going to see little Hans as long as the snow lasts,” the Miller used to say his wife, “for when people are in trouble they should be left alone, and not be bothered by visitors. That at least is my idea about friendship, and I am sure I am right. So I shall wait till the spring comes, and then I shall pay him a visit, and he will be able to give me a large basket of primroses, and that will make him so happy.” “You are certainly very thoughtful about others,” answered the wife. 19. “Have you mended the hole in the roof yet, little Hans?” cried the Miller in a cherry voice. “It is quite mended,” answered little Hans. “Oh!” said the Miller, “there is no work so delightful as the work one does for others.” “It is certainly a great privilege to hear you talk,” answered little Hans, “but I am afraid I shall never have such beautiful ideas as you have.” 20. He said: “I was born in 1987.” 21. He said to me: “I had been working for two hours by that time.” 22. Ann said: “By the 1st of May I shall have been studying English for six months.” 23. “My machine is being repaired,” said the pilot. 24. She said to her girlfriend: “I was in London two years ago.” 25. He said: “When I entered the room, the guests had already gone.” 26. My elder brother agreed with me and said: “Wisdom is not attained with years, but by ability.” 27. The old man said: “Everything is good in its season.” 28. He said to me: “When the dynamite explodes in the water the fish are killed. It is forbidden.”

Exercise 5. Put the following dialogue into *Indirect Speech*.

- Why do you look so worried, Helen?
- The news of my daughter’s engagement has nearly killed me in fact.
- I thought you liked John.
- I hardly know him. All that was so unexpected.
- You’ll learn to love him when you know him better. I’m sure he’ll prove to be a good husband and an affectionate son.

I've known him for years.

– But he looks so strange. So very tall, with a small head flat at the top, too large green eyes, big ears and that long sharp nose of his. Besides he looks old for his age.

– Oh, you are exaggerating things. True, he's a bit too tall but his big green eyes are clever, intelligent eyes.

– I wish his face were not so ugly.

– Why, I like his face. He isn't ugly at all, especially when he smiles and shows those perfect teeth of his.

– I thought Elia would choose Henry. He is serious and handsome. They would make such a nice couple.

– You'll never make me agree with you. Henry is good-looking, indeed, but there's something unkind in the look of his grey eyes. I always feel uncomfortable when he looks at me. It's wise of your daughter to have chosen John. Remember: appearances are deceitful, a fair face may hide a fool soul.

Exercise 6. Put the following sentences into *Direct Speech*.

1. They offered me some more wine and I accepted. 2. He asked what the weather had been like during my holiday and I said that it had been awful. 3. He said that if I didn't like escalators I could go up the emergency staircase. I thanked him and said that I would do that. 4. She said that she had tried to ring up her mother several times on the previous day but had not succeeded in getting through. 5. I told her to stop making a fuss about nothing. 6. I stopped a man in the street and asked him to help me with my car. The man asked if it would take long, explaining that he was on his way to catch a train.

THE ADVERB

Exercise 1. State the morphological composition of the following adverbs.

Where, abroad, too, tenfold, nowadays, inside, quickly, underneath, once, homeward, seldom, nowhere, heartily, afoot,

headlong, twice, beyond, then, eastward, otherwise, upstairs, rarely, late, outside, ahead, forever, so, beneath, forward, fast, scarcely, sometimes, good-naturedly, at once, slowly, enough, beautifully, soon, little, somehow, to and fro, one by one, calmly.

Exercise 2. Give the *comparative* and *superlative* degrees of the following adverbs.

Hard, long, often, early, easily, well, little, near, far, clearly, late, slowly, fast, quickly, knowingly, much, closely, close, heavily, cheerfully, shyly, dryly, happily.

Exercise 3. Use the correct form of the adverbs in brackets.

1. The (much) you read the (soon) you enlarge your vocabulary. 2. Am I speaking (loud) enough or shall I speak (loud)? 3. "How long can I stay with you?" "You can stay as (long) as you like." 4. Then the bus began to run, (fast) still, through a long avenue. 5. He was (well) educated than the others. 6. I suppose actions speak (loud) than words. 7. She spoke very (sadly) and (slowly). 8. Yesterday he came home (late) than usual. 9. Becky sharp said she had been treated (badly) than any servant in the kitchen. 10. The boy's greatest ambition was to become a pilot and fly (high) and (fast) of all. 11. We were far from our homes, but Mary suggested that we should go still (far), saying there were beautiful places in this neighbourhood. 12. We envied John, for he lived (near) of all; it took him the least time to get to the office. 13. Each time the words were screamed (loudly) than before. 14. How long have you been here? A child of five after two lessons would draw (well) than you do. 15. We all ran pretty fast, but Sam ran (quickly) than I, Dick ran (fast), however. 16. I like this picture (well) of all. 17. There is no better death than dying to save the one you love (much) of all. 18. Mr. and Mrs. Carey were (frankly) shocked at Philip's idea of being an artist. 19. Then he dismissed the thought as unworthy and impossible, and yielded himself (freely) to the music. 20. She was the one who was being

hurt (deeply). 21. Felix's eyebrows rose (high) than ever. 22. You're driving too (fast). Could you drive a bit (slowly)? 23. I'm fed up with waiting. I'm not waiting any (long). 24. The more time you spend in the Crimea, the (soon) you will recover.

Exercise 4. Choose the correct word in brackets.

1. The birds were flying (high, highly) and low. 2. He was (high, highly) intelligent. 3. I'm sure you know how (deep, deeply) I sympathize with you. 4. With her beautiful expressive eyes she looked (deep, deeply) into his. 5. He looked at her (sharp, sharply). 6. This word is (wide, widely) used in spoken English. 7. Through a space in the trees I could see the house door; it was (wide, widely) open. 8. His heart beat so fast that he could (hard, hardly) breathe. 9. The doctor answered him (short, shortly). 10. The mechanic (close, closely) examined the machine. 11. He approached me (closer, more closely) to hear me well. 12. He was (near, nearly) run over by the car. 13. He lives quite (near, nearly). 14. I have seen very little of him (late, lately). 15. You've come too (late, lately). 16. She always came (pretty, prettily) dressed. 17. It is (pretty, prettily) difficult to speak to her. 18. The train passed by whistling (loud, loudly). 19. Do I speak (loud, loudly) enough? 20. He couldn't explain it (clear, clearly). 21. He has been working (hard, hardly). 22. You can speak (free, freely) in front of him. 23. My friends are (most, mostly) students. 24. He came back (late, lately). 25. Take it (easy, easily). 26. I understood his English (easy, easily). 27. He pulled the strings (tight, tightly). 28. It was (near, nearly) midnight. 29. They differed (wide, widely) in opinions. 30. He bought it (cheap, cheaply). 31. He turned round (sharp, sharply). 32. It was ten o'clock (sharp, sharply). 33. She kissed me (light, lightly) on the cheek.

Exercise 5. Underline all the adverbs, state to what group they belong: *adverbs of time, place, etc.*

1. She talked to them naturally, sang a little song to them.

2. Patients insist on having microbes nowadays. 3. As soon as Annette found herself outside, she began to run. 4. I think sometimes there is nothing before me but hard work. 5. She consulted her husband at once. 6. A week later I am visited by a very stylishly dressed young woman. 7. They had been dancing together. 8. He remembered her birthday well – he had always observed it religiously. 9. Soames looked at her hard. 10. The boy was due to go tomorrow. 11. He had never had a love of music. 12. He spoke little and listened much. 13. I wish he could write more plainly, so that I could read his letters easily. 14. They walked fast to cover the distance before the breakfast hour. 15. You think too highly of me. 16. He is extremely careful in his work. 17. We didn't miss the train yesterday. 18. He shouted loud and long but no one came. 19. I think we should work far better to get rid of such mistakes. 20. I'm afraid I can't walk very fast.

Exercise 6. Point out *the interrogative, conjunctive, relative adverbs* and *subordinating conjunctions*.

1. He was free to go off with his easel where and when he liked. 2. What I want to know is when you're going to get married. 3. Thoughtfully he went up the side street to the house where he lodged. 4. This is why he had thought of Bosinney. 5. "How are you, my boy?" 6. This was the place where the money grew. 7. I'd like to know how you're getting on. 8. That was the time when thousands of workers in the area were streaming out of the plants. 9. What is the name of the place where you spent your holiday. 10. He went where the doctor sent him. 11. I have seen the house where Samad Vurgun lived. 12. The reason why he did it is plain. 13. It was known where Strickland was staying. 14. When we came into Conley the rain had stopped. 15. The Gadfly knew how he would make personal enemies. 16. He said: "Why didn't you wait for me, Bill?" 17. I'll ask him to find out where they live. 18. It is uncertain when we shall start. 19. The matter was why they had changed their

decision. 20. When I met with an accident I was unconscious for two hours. 21. When one loves one's art no service seems too hard. 22. The horse stood where it was stopped. 23. John said to his friend: "How long does it take you to come to school?" 24. "How do you feel after a holiday?" he asked me. 25. Where the conference would be held didn't matter much. 26. The day when we woke the sun was shining in at the window.

Exercise 7. Translate the following text.

Hər yerdə dostların, tanışların əhatəsində olan Ulduz çox erkən yaşlarından sərbəstliyə alışmışdı. İstədiyi yerə getmiş, istədiyi işi görmüşdü. Şübhəsiz insan azad, sərbəst olmalıdır. Ancaq bu sərbəstliyi, azadlığı qazanmaq gərək. Həyat təcrübəsi, yaxşını pisdən ayırmaq səriştəsi olmayan adama sərbəstlik vermək qorxuludur. Çünki təcrübəsizlik üzündən bu sürüşkən yolda yıxılıb qolu, qıçı, hətta fəqərə sütununu sındırmaq olar. Dünyada çox sərbəst saydığımız çayın, dənizin də yatağı, sahili var. Çay yatağından çıxanda, dəniz kükrəyib sahilini aşanda fəlakət baş verir. Ulduz isə sərbəstliyi təsadüfi əldə etmişdi. Kənddə böyüyən uşaq daim üzərində nəzarət hiss edir. Burada hamı bir-birini tanıyır, nə etsən, hara getsən, kiminlə danışsan, hər yerdə el gözü səni müşayət edir. El gözünü aldatmaq olmaz.

Şəhərdə isə birdən-birə o, bu nəzarəti itirdi, "olar, olmaz" bilmədi. (*Ələviyyə Babayeva*)

Exercise 8. Translate into English.

1. Дверь была широко открыта, и они вошли не позвонив. 2. Он пришел домой вскоре после того, как мы ушла. 3. Вы так сильно изменились, что я едва вас узнала. 4. Джон порезал большой палец и сильно плакал, когда мать вошла в детскую. 5. Она дышала медленно и глубоко после соревнования. 6. Тихие воды глубоки. 7. Нас считали высокообразованными людьми. 8. Чем скорее вы прочтете книгу, тем лучше. 9. Чем больше он думал о своем путешествии, тем больше оно ему

нравилось. 10. Чем быстрее вы обратитесь к врачу, тем легче будет вылечить вашу болезнь. 11. Письмо пришло вскоре после твоего отъезда. 12. Чем больше вы будете находиться на открытом воздухе, тем лучше у вас будет аппетит. 13. Ты можешь положиться на него. Он сделает эту работу так же быстро, как и я. 14. Если бы мы поехали поездом, а не паромом, то мы добрались бы туда два раза быстрее. 15. Чем дольше я смотрю на эту картину, тем больше она мне нравится. 16. Прежде чем делать какие – либо выводы, вы должны глубоко изучить этот вопрос. 17. Я вас правильно понял? 18. Книга была настолько увлекательная, что я зачитался до глубокой ночи. 19. В этом месяце я истратил денег на покупку книг в три раза больше, чем в прошлом. 20. Подождите, они скоро придут. 21. Больной тяжело дышал. 22. Больной едва дышал. 23. Мы вернулись домой очень поздно. 24. Он недавно вернулся из командировки. 25. Это выражение широко употреблялась в английском языке XVI века. 26. Дверь была широко открыта, и нам было хорошо видно, что делалось внутри.

MODAL WORDS

Exercise 1. Point out *the modal words* and define their meaning.

1. Unfortunately he was brought up by his parents to believe that money was the only thing that mattered. 2. He is certainly an excellent student. 3. Luckily we did not miss the train. 4. He had stopped their mouths, maybe, but at what a cost. 5. She's just engaged to him. Of course she is frightfully excited about it, and naturally he wants her to come away and marry. 6. She was probably dissatisfied just as he

was.7.Knowledge of something kept from her made him, no doubt, unduly sensitive. 8. Thorp was actually too sick to see anybody. 9. Bertine and I are just on our way home, truly. 10.He saw Fleur, standing near the door, holding a handkerchief which the boy had evidently just handed to her.

THE INTERJECTION

Exercise 1. Point out the interjections and say whether they are emotional or imperative.

1. "Oh, yes," I replied. "I know him well." 2. "Tush!" he answered, turning red. "The less said the better." 3. "Now, will you have it?" he asked. 4. "There, there children," father said soothingly. 5. "Ay, ay" he answered, "you told me all that." 6. "Come, come Mary, let's hope for the best." 7. "Why, where's the baby?" 8. "You are five minutes late, George, my boy. What a day, eh?" 9. Well, I'm very glad to hear it. 10. "The Boers are a hard nut to crack, uncle James" "H'm!" muttered James. "Where do you get your information? Nobody tells." 11. "Oh! My eye!" he said looking very low-spirited, "I'm very sorry for that." 12. "Good lord!" said Fleur, "Am I only twenty-one? I feel forty-eight." 13. "Heavens! How dull you are!" 14. "Good Heavens!" cried my mother, "You'll drive me mad!" 15. Alas! The white house was empty and there was a bill in the window. 16. "Who is that?" she cried. "Hush, hush!" said one of the women, stopping over her. 17. Here! I've had enough of this. I'm going.

THE PREPOSITION

Exercise 1. State the morphological composition of the following prepositions.

In, below, during, with regard to, till, in front of, without, behind, under, in view of, outside, into, until, according to,

with, along, up, inside, out of, owing to, at, regarding, to, because of, for, across, between, around, from, towards, after, within, during, about, through, by, upon.

Exercise 2. Insert prepositions where possible and define their meaning.

1. Bitterly tired, he lay down ___ the sofa ___ his fur coat and fell asleep. 2. He looked ___ his watch, ___ half an hour the doctor would be back. 3. He stared ___ her ___ amazement. 4. He reached his house ___ midnight. 5. It all happened ___ a gloomy day ___ winter. 6. I was introduced ___ him ___ the concert. 7. Cuckoos began to call ___ dawn; even in the heat ___ the day they called, flying ___ hedge ___ hedge. 8. The branches ___ the trees were laden ___ ripe apples. 9. ___ the evening when the snow was falling and the door closed and locked, the children would take seats ___ the fire and their mother would read ___ them. 10. It was very kind ___ you to come. 11. I told you once that I have no one ___ the word but you. 12. I spend almost all my free time ___ Nora's, often sleeping there. 13. I took the children ___ the zoo today to compensate ___ the party they missed ___ yesterday. 14. The children are very fond ___ swimming, ___ summer they spend most ___ their time ___ the water. 15. When he gets back ___ the office he expects his wife to meet him ___ the door ___ his slippers, and have a hot meal waiting ___ him. 16. He died ___ heart failure ___ Tuesday night. His wife is still suffering ___ shock. 17. There was an accident ___ the crossroads ___ midnight last night. Two men were taken ___ hospital. I believe one of them is still ___ hospital. 18. I saw Tom ___ the bus stop this morning but couldn't speak ___ him because we were standing ___ a queue and he was ___ the front of it and I was ___ the back. 19. Who is the girl ___ the blue dress, sitting ___ the head of the table? 20. I've lived ___ this street ___ ten years.

Exercise 3. Fill in the blanks with prepositions in the following text.

The Power of Imagination

Mr. Brown got ___ a hotel late ___ the evening ___ a long journey. He asked the hall-porter whether there were any vacant rooms ___ the hotel. ___ that moment another traveller came ___ the hotel and asked the hall-porter ___ a room, too. The only vacant room was a double room, that is, a room ___ two beds ___ it. "Do you mind if you spend the night ___ the room together?" the hall-porter asked. "It'll be less expensive ___ you, you'll each pay half."

___ first the travellers didn't like the idea, but just then it began raining hard, and they were too tired to go ___ another hotel, so they changed their minds. They spoke ___ each other and then told the porter that they agreed to spend the night ___ the same room. Their things were carried ___ and soon the two men went to sleep ___ the accompaniment ___ the rain. Suddenly Mr. Brown was woken up ___ a loud noise. It was quite dark.

"What's the matter?" Mr. Brown asked ___ surprise. "Is anything the matter?"

___ a weak voice the second traveller answered, "I'm sorry, but I had to wake you up. I've got asthma. I feel very bad. ___ addition I've got a terrible headache. If you don't want me to die, open the window quickly."

Mr. Brown jumped ___ bed and began looking ___ his matches, but he couldn't find them ___ the dark, and the sick man went ___ moaning. "Air, air... I want fresh air. I'm dying."

Mr. Brown still couldn't find the matches, so he tried to find the window. It took him some time, and ___ last he thought he had found it. But he was unable to open it. As the voice ___ the traveller grew weaker and weaker, Mr. Brown ___ horror took a chair and broke the window ___ it. The sick man immediately stopped moaning and said that he was very grateful and felt much better. Then the two ___ them slept peacefully until morning.

When they woke up next morning, they were surprised to see that the only window __the room was still closed but the large looking-glass was broken __pieces.

Exercise 4. State whether the boldfaced word is an adverb, a preposition, a conjunction or a postposition.

1. He hadn't thought of that **before**. 2. Don't stand **before** the mirror. 3. The children ran **outside**. 4. Renaldo picked **up** the candle, lit it and went **on** reading. 5. **After** tea she fulfilled that promise to herself and took John **up** the hill. 6. A cool March air came **in** through the revolving door whenever the page-boy passed the guests **in** or out. 7. The travellers went **on** and reached the village **before** the storm rose. 8. He sat **down** on the edge of the bed. 9. A little **before** midnight the thick fog that had been falling over the city became rain. 10. You have never worked at anything like this **before**, have you? 11. But he missed Fluer, who came **down** last. 12. The sun was going **down** and the day was cooling off. 13. Lady Anna stood at the open window looking across at the broad field and the river bank **beyond**. 14. ... there was a little hill and **beyond** a stone wall, an apple orchard.

Exercise 5. Translate the following text into English.

Məclis ged-gedə qızışdı. Yasəmən xalanın rəngbərəng dağ çiçəkləri ilə ətirələnmiş eyvanından mən ancaq onu – süfrənin baş tərəfindəki balaca yemək stolunun arxasında oturan Rəmzini görürdüm. Hamı yerdə – göy otların üstünə sərilmiş xalçanın üstündə, ya da iri mütəkkələrə dirsəklənib oturmuşdu. Təkcə Rəmzi nədənsə bir kürsüdə əyləşmişdi. Qabağında pürrengi çay buğlanırdı. Yanında çoxlu mer-meyvə ilə dolu bir vaza var idi. Atası İlyas əmi qonaqlarla şirin-şirin söhbət eləsə də, bir gözünü oğlundan ayıra bilmirdi. Yayın bu istisində başına iri papaq qoyan, əyninə qara çuxa geyən, üzü saqqallı, savadsız çoban ata və gəlişi ilə bütün kəndi əfsanəvi bir parılıya qər qədən tələbə - oğul! Elə bil quruyub çürüməkdə olan bir palıd kötüyünün üstündə şaxlı-budaqlı bir çinar göyərmişdi. (Gəray Fəzli)

THE CONJUNCTION

Exercise 1. State the morphological composition of the following conjunctions.

For, as well as, unless, now that, and, neither...nor, while, although, not only...but also, provided, as though, supposing, no sooner...than, or, so that, if, both...and, as long as, so, either...or, as...as, when, until, before, after, as if, as soon as, lest, for fear that, notwithstanding, nor, because, since.

Exercise 2. Point out the coordinating conjunctions and define the group each belongs to.

1. The weather was warm and the people were sitting at their doors. 2. He was dressed in grey and his breath was like ice. 3. It was early afternoon, but very dark outside and the lamps had already been turned on. 4. The stranger had not gone far, so he made after him to ask the name. 5. Be quick, or it may be too late. 6. Mrs. Septimus Small let fall no word, neither did she question June about him. 7. Beauty has significance but I never knew its significance before. 8. It was a hot evening in June, and the windows stood wide open. 9. I had promised one of the students to go to a meeting at his lodgings, and they would have been expecting me. 10. We must hurry or we'll miss the train. 11. The teacher is either in the library or in the classroom. 12. The river was not high, so there was not more than a two or three mile current. 13. He could see no one, and he began to believe that either his instinct had deceived him, or else that the shadowing was over. 14. Both French and German are taught at this school. 15. We expect them to arrive neither today nor tomorrow, do we? 16. I didn't know whether to get up or to go on lying on the bed in my clothes. 17. But for a long time we did not see any lights, nor did we see the shore, but rowed steadily in the dark riding with the waves. 18. All the rooms were brightly lighted, but there seemed to be complete silence in the house. 19. How glad I am to have met you then, otherwise we

might have lost sight of each other. 20. She never wrote to Dick, nor did he write to her. 21. He's had the best doctors available but he won't recover unless he has the will to live.

Exercise 3. Point out the subordinating conjunctions and say what kind of subordinate clauses they introduce.

1. Whenever I looked at Susan she gave me a frank full-hearted smile. 2. So the tiny woman closed the shutter of the cottage window and fastened the door, and trembling from head to foot for fear that any one should suspect her, opened a very secret place, and showed the Princess a shadow. 3. They (women) think a man leaves them only because he wants others. 4. I had loved her every minute, day and night, since I first saw her. 5. The girl came in with the tea, and they sat silent till she had gone. 6. I felt that I made them as uncomfortable as they made me. 7. ... and I may say that I had neither friends nor acquaintances until I met that friend who became my wife and the mother of my children. 8. Nell had scarcely settled herself on a little heap of straw in the corner when she fell asleep. 9. Once they reached the open country the car leapt forward like a mad thing. 10. The reference was as plain as it was unexpected. 11. Early as he was, another man was there before him. 12. We're as we're made. 13. They were all smiling widely at me as I came forward them. 14. He was a fattish, worried, untidy man, always looking as if he had slept in the expensive clothes he wore. 15. Give me your promise that this shall be done. 16. In that small room he seemed even bigger than I remembered him. 17. Whatever I intend to do I'll do without advice from the outside. 18. As soon as he had gone, I looked at the clock. 19. When he saw me he stopped and waited until I came down into the hall. 20. The place was so delightful that we stayed there all summer. 21. Nobody blamed Sona as she blamed herself. 22. The waterfall was so much talked about that we decided to go and see it on our way. 23. If you want to have a good laugh, go to see that picture. 24. Although it was late, we did not stop

working. 25. My belief is that you are right.

Exercise 4. Find out all types of conjunctions in the following text.

Michelangelo, the famous Italian sculptor, lived in Florence. Once a beautiful piece of white marble was brought to Florence, and the governor of the city told Michelangelo that he wanted him to make a statue out of the marble. He said that Michelangelo was the only man in Italy who could do it.

The sculptor worked for two years to make the statue as beautiful as possible. When the statue was ready, a lot of people gathered in the square where it stood. Everybody was waiting for the governor. At last he came, accompanied by the richest people of the city. The governor looked pleased, and seeing the expression on his face the people thought that he liked the statue. So they were all surprised to hear him say that he didn't like the sculptor's work at all because the statue's nose was too long.

"Can you make the nose shorter?" the governor asked Michelangelo.

Those who heard the question expected the sculptor to get angry, but to their great surprise Michelangelo answered calmly that he didn't mind changing the shape of the nose.

When the governor was not looking, he picked up a handful of marble dust and went up to the statue. He pretended to work hard. Standing with his back to the governor, he dropped the marble dust he had picked up little by little to make the governor believe that he was really changing the shape of the nose. The governor thought that the sculptor was doing as he had been told, and so when Michelangelo finished working, he said proudly, "Now the statue is wonderful."

The people, who had kept silent while the sculptor was working, realized now that he hadn't done anything to the statue, and shouted with joy.

The statue, which is called David, is one of the

Michelangelo's best works. There is a copy of it in the Pushkin Museum in Moscow.

Exercise 5. Translate the following text into English.

Mən uşaq olanda elə bilirdim ki, Babadağ mənim babamdır. Həmişə qollarını açıb məni gözləyir. Atam da elə buna görə onu çox istəyir, onu öz atası zənn edir, hər səhər yuxudan duran kimi onunla gizləncə nə isə danışır.

Yaşa dolduqca bunun şirin bir xəyal olduğunu dərk eləyirdim, ancaq atamla Babadağ arasında nə isə gizli, bəlkə də sehrlı bir ünsiyyətin mövcudluğuna daha çox inanırdım. Necə də inanmayaydım? Atam hər gün səhər tezdən yemək otağımızın Babadağa açılan pəncərəsi önündə dayanmasa, ona tamaşa eləməyə işə getməzdi. Mən də bizim yataq otağımızın yarıaçıq qapıları arasından onun bu səssiz, bu sözsüz sübh əyləncəsinə göz qoya-qoya düşünürdüm: "Atam öz atası ilə - mənim babamla nə danışır?" (*Gəray Fəzli*)

THE PARTICLE

Exercise 1. Point out *the particles* and define the group each belongs to.

1. Only the students were present. 2. Even he took part in the discussion. 3. It is just the thing I want. 4. To be or not to be, that is the question. 5. It is just because I want to save my soul that I am marrying for money. 6. Rosa feared this power, but she enjoyed it too. 7. Oh, doctor, do you think there is any chance? Can she possibly survive this last terrible complication? 8. We merely want to see the girl and take her away. 9. I shall also try to be there at ten. 10. Don't come any nearer. You're at just the right distance. 11. It is silly to abandon a good job like yours; just because you don't like the coffee in the canteen. 12. He had taken up with it solely because he was starving. 13. Soames was but following in the footsteps of his father. 14. I am interested only in man. Life I love and before death I am

humble. 15. Just then the telephone rang. 16. They did not even look at him. 17. We followed him along the corridor. He never looked back, he never hesitated. 18. He needed the peculiar sympathy that a woman alone can give. 19. She ought to have written at once and told him exactly what had happened.

HOMONYMOUS PARTS OF SPEECH IN ENGLISH

Exercise 1. Define the part of speech the boldfaced words belong to.

1. The *only* thing is to cut the knot for good. 2. I have *only just* come. I have not seen him *yet*. 3. You *never* talk anything *but* nonsense. 4. He could not go *on* living *here alone*. 5. For your suggestion *alone* I could have you court-martialed. 6. The lieutenant's exile was to be *only* a temporary *one*. 7. His tone was different from *that* of his friends. 8. The startling discovery so terrified her *that* she could *hardly* repress a sound. 9. He ate all *that* was placed *before* him. 10. Look *round* this room. 11. They were *only* five at a *round* table and it was very pleasant *indeed*. 12. I have *just* returned from my *round* of medical visits. 13. At that moment the woman at the fire turned *round*. 14. *Once* we got *inside* the dressing-room, Jack lay *down and* shut his eyes. 15. And life, *unfortunately*, is *something that* you can lead *but once*. 16. *If* I don't punish you *this* time, will you promise *never* to do it again?

Exercise 2. Define what part of speech the boldfaced words belong to.

1. It started out as just a casual relationship but one day I realized that we had fallen *in* love. 2. The professor was reported to deliver a lecture, so we all *inned* the hall. 3. He was punished and his father ordered to bring him *in*. 4. Of course they knew the *ins* of the problem. 5. Our guests will come *after* dinner.

6. You speak first, I'll speak *after*. 7. The doctor said that my mother would recover day *after* day. 8. The children left home *after* the snow had stopped. 9. He devoted an *after* part of his life to science. 10. I read this interesting book *for* pleasure. 11. I decided to stop and have lunch *for* I was feeling quite hungry. 12. The president signed a *just* law. 13. He has *just* graduated from the college, but he is already a very skillful specialist. 14. *Just* a word. Will you come to see me tonight? 15. When she went to the milliner's, she did succeed in getting *just* the right hat, in the very latest fashion, or so she says. 16. We must create a *just* society. 17. These facts are *just* the same to me. 18. I saw a lot of singing birds *above* my head. 19. The majority of the students did the *above* exercises perfectly well. 20. You may see these examples *above*. 21. *Above* all I want you to be happy. 22. Please, don't write *below* this paper. 23. They live on the floor *below*. 24. Her work was well *below* average for the class. 25. Families will be better *off* under the new law. 26. The bread is a bit *off*. 27. *Be off!* We don't need you here. 28. They broke *off* their talks. 29. Please, take *off* your coat. It is hot. 30. A duck has soft *down* on its body. 31. The hungry child *downed* the pie in two pieces. 32. When we heard the news, we were a bit *down*. 33. I don't know why the professor has a *down* on the student. 34. The then government easily *downed* the opposition. 35. The old lady said that she was tired of ups and *downs* of life. 36. I can easily fill the pillows with *down*. 37. My boys had been up the river and *down* the river without result. 38. "*Down!*" I shouted to the pupils. 39. *Can* you open the *can*? 40. The *bear* couldn't *bear* looking at her bare butt! 41. I have a *tear* because someone wanted *to tear* my paper up.

Exercise 3. Translate the following text into English.

Sonuncu sözlər elə dərin inamla deyildi ki, Ayxan özü də buna təəccüb etdi. İçində yeni bir şeyin, bəlkə də ölüb getməkdə olan bir qüvvənin təzədən cana gəldiyini hiss elədi. Bu, ona çoxdan tanış olan sehrkar bir qüvvə idi. Bu qüvvə kül altında sönüb

getməkdə olan göz kimi getdikcə kiçilirdi. Amma indi elə bil külün üstündən külək əsmişdi. Közlər as-as qızarmağa başlayırdı. “Yox, bu külək deyil,” - deyə o öz-özünə etiraz elədi. – “Bu, balaca Eldarın nəfəsidir.” Bir ona bax, gör necə məftunluqla baxır mənə... Eh, bu necə də sevimli məxluqdur! Həyatın möcüzələri nə çoxmuş, ilahi! Bu necə sirdi ki, məndən bir as aralı, öz yalın ayaqlarını qucaqlayıb oturan bu uşaq elə bil mənim ürək tellərimi tərpədir. Elə bil isti, balaca əlini sinəm üstə qoyub. Bəs ürəyim, ürəyim niyə belə qovrulur içəridə? Orada nələr baş verdiyini deyə bilmirəm. Bunu sözlə ifadə etmək olmur. Bu heç adı olmayan, necəliyi bilinməyən bir duyğudur. (*Gəray Fəzli*)

GLOSSARY

PARTS OF SPEECH – NİTQ HİSSƏLƏRİ – ЧАСТИ РЕЧИ

- classification** – təsnifat - классификация
to be based on (upon) – əsaslanmaq - основывается на
thingness – əşyalıq - предмет
quality of a substance – əşyanın əlaməti, keyfiyyəti - качество предмета
syntactical function – sintaktik funksiya - синтаксическая функция
predicate – xəbər - сказуемое
predicative – predikativ (*xəbərin ad hissəsi*) - предикатив (*именная часть сказуемого*)
notional parts of speech – əsas nitq hissələri - главные части речи
structural parts of speech – köməkçi nitq hissələri - служебные части речи
free parts of speech – sərbəst nitq hissələri - самостоятельные части речи
relation – əlaqə - связь
to emphasize (*emphasise*) – vurğulamaq, xüsusi əhəmiyyət vermək - выделять
to perform – yerinə yetirmək, icra etmək - исполнять, совершать
parenthetical elements – ara sözlər (*cümlələr*) - вводные слова
sentence - word – söz-cümlə - слово
to be separated by – ayrılmaq - отделяться
punctuation marks – durğu işarələri - знаки препинания

THE NOUN – İSİM - СУЩЕСТВИТЕЛЬНОЕ

- substance** – əşya, maddə, materiya - вещество
lifeless things – cansız əşyalar - неодушевлённые
living beings – canlı, yaşayan, mövcud olan, canlılar - одушевлённые

the category of number – kəmiyyət kateqoriyası - категория числа
the category of case – hal kateqoriyası - категория падежа
the category of gender – cins kateqoriyası - категория рода
masculine gender – kişi cinsi - мужской род
feminine gender – qadın cinsi - женский род
neuter gender – orta cins - средний род
morphological composition (*structure*) – morfoloji quruluş - морфологическая структура
indecomposable – bölünməz - неотделяемый
root morpheme – kök morfem - корневая морфема
productive – məhsuldar - продуктивные
unproductive – qeyri-məhsuldar - непродуктивные
bluebell – 1) qar çiçəyi 2) zəngçiçəyi - колокольчик
pickpocket – cibgir, cibkəsən - карманник
looking-glass – güzgü, ayna - зеркало
forget-me-not – yaddaş çiçəyi - незабудка
merry-go-round – karusel, yelləncək - качели
common nouns – ümumi isimlər - нарицательные существительные
proper nouns – xüsusi isimlər - имя собственное
to be applied to – tətbiq edilmək, işlədilmək - прилагается
countable – sayılan - исчисляемые
uncountable – sayılmayan - неисчисляемые
quality – keyfiyyət, növ - качество
foliage – yarpaqlar, ağacın yarpaqları - листва
machinery – maşınlar, mexanizmlər - машины, механизм
leafage – yarpaqlar - листья
poultry – ev quşları - домашние птицы
cattle – iribuynuzlu mal, qaramal - стадо
gentry – kiçik mülki olan titulsuz zadəganlar - дворянство
clergy – ruhanilər - духовенство
multitude – çoxluq, kütlə, topluluq - множество, толпа
to graze – 1) otlamaq 2) otarmaq - пасти
meadow – çəmənlik, otlaq - луг
crowd – izdiham, dəstə, yığın, camaat, - толпа

crew – ekipaj (*gəminin* və s.) - экипаж
fleet – donanma, flot - флот

SYNTACTICAL FUNCTIONS OF THE NOUN IN THE SENTENCE – İSMİN CÜMLƏDƏ SINTAKTİK FUNKSİYALARI – СИНТАКСИЧЕСКИЕ ФУНКЦИИ СУЩЕСТВИТЕЛЬНОГО В ПРЕДЛОЖЕНИИ

chief syntactical function – əsas sintaktik funksiya - главная синтаксическая функция

subject – mübtəda - подлежащее

object – tamamlıq - дополнение

attribute – təyin - определение

adverbial modifier – zərflik - обстоятельство

prepositional indirect object – sözönlü vasitəli tamamlıq - предложное косвенное дополнение

throat – boğaz, hülqum - горло

drawing-room – qonaq otağı - гостиная

THE CATEGORY OF NUMBER – KƏMİYYƏT KATEGORİYASI – КАТЕГОРИЯ ЧИСЛА

inflexion – fleksiya, şəkilçi - флексия

to coincide – uyğun olmaq, uyğun gəlmək - совпадать

to be pronounced – tələffüz olunmaq - произносится

hoof – dırnaq (*bəzi məməli heyvanlarda*) - копыто

scarf – şərf - шарф

wharf – 1) tərsanə (*gəmi qayrılan və təmir edilən yer*)

2) körpü (*gəminin yan alması üçün*) - пристань

roof – dam, evin damı - крыша

cliff – 1) sıldırım qaya 2) dərin uçurum - скала

cuff – manjet (*paltar qolunun qatlanan hissəsi*) - манжета

muff – 1) mufta 2) səhv, yanlış addım - муфта

cargo – yük (*gəmi, təyyarə və s. ilə daşınan*) - груз

cuckoo – ququ quşu - кукушка

banjo – banco (*America zəncilərini simli musiqi aləti*) - банджо
halo – şəfəq, parıltı, nur, гало - венчик
mosquito – ağcaqanad - комар
colours – bayraq (*ordu bölməsinin, ölkənin, gəminin və s. rəsmi bayrağı*) - знамя
fly – milçək - муха
path – cığır - тропа
bath – vanna, vanna otağı - ванная
oath – and, and içmə, hərbi and - клятва
smith – dəmirçi - кузнец
louse (pl. lice) – bit - вошь
trout – alabalıq - форель
salmon – qızılbalıq - золотая рыба
chaos – хаос; qarma-qarışıqlıq, hərc- mərclik - хаос
damage – zərər, ziyan, korlama - ущерб
basis – bazis, əsas - основа, основание
phenomenon – hadisə, fenomen - явление
stimulus – 1) stimül (*hərəkətverici səbəb*); 2) stimullaşdırıcı təsir - стимул
criterion – kriteriya, meyar, ölçü - критерий
miasma – üfunətli buğ (*buxar*) – миазмы, вредные испорения
terminus – axıncı stansiya, vağzal - конечная станция
breeches – brici, şalvar - бриджи
tongs – kəlbətin, maşa - плоскогубцы
fetters – 1) qandal (*ayaq*) 2) buxov, zəncir - кандалы
scales – tərəzi - весы
handful – ovuc, bir ovuc dolu - горсть
spoonful – qaşıqdolusu, bir qaşiq - чайная ложка
bucketful – vedrədolusu, bir vedrə - ведро
corps – korpus - корпус
head-word – əsas söz - главное слово
passer-by – yoldan ötən, yolçu - прохожий
looker-on – tamaşaçı - зритель
ladybird – parabüzən, xanımböcəyi (*həşərat*) - божья коровка

THE CATEGORY OF CASE – HAL KATEGORIYASI – КАТЕГОРИЯ ПАДЕЖА

dependent genitive – asılı (*isimlə işlənən*) uyulıq hal - зависимая

absolute genitive – müstəqil (*isimsiz işlənən*) uyulıq hal -
абсолютная (независимая)

witch – cadugər, sehrbaz; küpəgirən qarı - ведьма

baker's – çörəkxana, çörək dükanı - хлебный магазин

butcher's – qəssabxana, ət satılan yer - мясной магазин

bishop – yeriskop (baş keşiş) - епископ

the sun's rays – günəşin şüaları - лучи солнца

the river's bank – çayın sahili - берег реки

the world's population – dünyanın əhalisi - население мира

vessel's deck – gəminin göyərtəsi - палуба

moon's surface – ayın səthi - поверхность луны

the city's view – şəhərin görünüşü - вид города

to be at one's wit's end – özünü itirmək, çətin vəziyyətə düşmək -
в затруднении

to have at one's finger's ends – beş barmağı kimi bilmək
(*tanımaq*) - знать как пять пальцев

for old acquaintance's sake – köhnə dostluq xatirinə - ради
старой дружбы

to move at a snail's pace – yavaş hərəkət etmək - действовать с
осторожностью

out of harm's way – xatadan, bəladan (*şərdən*) uzaq - подальше
от греха

for heaven's (god's) sake – allah (*tanrı*) xatirinə - ради Бога

at death's door – can üstə, bir ayağı qəbirdə - на пороге смерти

a hair's breadth – tük boyda, cüzi məsafə - рукой подать

THE ARTICLE – ARTİKL - АРТИКЛЬ

definiteness – müəyyənlik - определённая

indefiniteness – qeyri - müəyyənlik - неопределённая

to preserve – qorumaq, hifz etmək - сохранять

to retain – saxlamaq, qorumaq, qoruyub saxlamaq - сохранять

measure – ölçü - мера
weight – çəki, kütlə - вес
representative – nümayəndə - представитель
at a glance – ilk baxışdan - бегло
to be in a hurry – tələsmək - спешить
as a result of – nəticəsində - в результате
in a whisper – pıçılıtlı ilə - шёпотом
to be at a loss – özünü itirmək - в затруднении
to have a mind to do something – bir iş görməyə meyli
(fikri) olmaq - решить (ся)
to have a headache – başağrısı olmaq, baş ağrmaq - головная
 боль
to have a sore throat – boğazı ağrmaq - боль в горле
to fly into a passion – qəzəblənmək, qəzəbdən alovlanmaq - выйти
 из себя
specification – müəyyən etmə, dəqiqləşdirmə - спецификация
to serve – xidmət etmək, xidmət göstərmək - служить, обслуживать
to single out – seçmək, ayırmaq - выделять
limiting attribute – məhdudlaşdırıcı təyin - уточняющее
 определение
the universe – kainat, dünya, aləm - вселенная
the horizon – üfüq - горизонт
the equator – ekvator - экватор
unique objects – nadir (*tək*) olan obyektlər (*şeylər*) - единственное
 в своём роде
mountain chains – sıra dağlar - горные цепи
mountain peaks – dağ zirvələri - вершина горы
forceful – güclü, qüvvətli – сильный, убедительный
to endure – 1) dözmək, davam gətirmək; 2) sağ qalmaq, ölməmək -
 вынести, терпеть
to keep the house – evi qaydasında saxlamaq - убирать дом
to take smb. by the arm – kiminsə qolundan tutmaq - держать
 (ся) за руки
in the original – orijinalda - в оригинале
it is out of the question – əlbəttə, şübhəsiz, söz ola bilməz - об
 этом не может быть и речи

to be on the safe side – hər halda, hər ehtimala qarşı - на всякий случай
descriptive attribute – təsviredici təyin - описательное определение
temporary state – müvəqqəti hal (*vəziyyət*) - временное состояние
military ranks – hərbi rütbə - воинское звание
relationship – 1) qohumluq; 2) qarşılıqlı əlaqə - связь, отношение
exception – istisna, başqa - исключение
particularizing attribute – xüsusiləşdirici təyin - обособленное определение
to take notice of – diqqət yetirmək - заметить
to be in debt – borcu olmaq - быть в долгу
at first sight – ilk baxışda - с первого взгляда
to appoint – təyin etmək (*vəzifəyə*), təsdiq etmək (*qulluğa*) - назначить
to commence – başlamaq - начать
to elect – seçmək - избирать
apposition – əlavə - приложение
prison – dustaqxana, həbsxana, qazamat - тюрьма
jail – dustaqxana, zindan, həbsxana - тюрьма
church – kilsə - церковь

THE ADJECTIVE – SİFƏT - ПРИЛАГАТЕЛЬНОЕ

positive degree – adi dərəcə - постоянная степень
comparative degree – müqayisə dərəcəsi - сравнительная степень
superlative degree – üstünlük dərəcəsi - превосходная степень
monosyllabic – birhecalı - односложные
disyllabic – ikihecalı - двухсложные
polysyllabic – çoxhecalı - многосложные
qualitative adjectives – əsli sifətlər - качественные прилагательные
relative adjectives – nisbi sifətlər - относительные прилагательные

wooden –taxta, taxtadan - деревянный
woollen – yun, yundan - шерстяной
silken – ipək, ipəkdən - шёлковый
substantivized adjective – isimləşmiş, substansivləşmiş sifət -
субстантивизированные прилагательные
wholly substantivized adjective –tamam substansivləşmiş sifət
полные субстантивизированные прилагательные
partially substantivized adjective – qismən (natamam)
substansivləşmiş sifət - частичные субстантивизированные
прилагательные
eatables – yeməli şeylər, yeməlilər - съедобный
valuables – qiymətli şeylər - ценные вещи
greens – yaşillar – зелень, овощи
adjectives denoting nationality – milliyyət bildirən sifətlər -
прилагательные, обозначающие национальность

THE NUMERAL – SAY - ЧИСЛИТЕЛЬНОЕ

cardinal numerals (*cardinals*) – miqdar sayları - количественные
числительные
ordinal numerals (*ordinals*) – sıra sayları - порядковые
числительные
fractional numbers – kəsr sayları - дробные числительные
decimal fractions – onluq kəsrlər - десятичные дроби
numerator – surət (*kəsrdə bölünən ədəd*) - числитель
denominator – məxrəc - знаменатель
the whole – tam (*hissə*) - целое
nought (*zero*) – sifir (*0*) - ноль
figure – rəqəm - цифра

THE PRONOUN – ƏVƏZLİK - МЕСТОИМЕНИЕ

to point out – qeyd etmək, göstərmək - указывать
personal pronouns – şəxs əvəzliləri - личные местоимения
possessive pronouns – yiyəlik əvəzliləri - притяжательные
местоимения

reflexive pronouns – qayıdış əvəzliləri - возвратные местоимения
reciprocal pronouns – qarşılıq əvəzliləri - взаимные местоимения
demonstrative pronouns – işarə əvəzliləri - указательные местоимения
interrogative pronouns – sual əvəzliləri - вопросительные местоимения
relative pronouns – nisbi əvəzlilər - относительные местоимения
conjunctive pronouns – bağlayıcı əvəzlilər - соединительные местоимения
defining pronouns – təyin əvəzliləri - определительные местоимения
indefinite pronouns – qeyri - müəyyən əvəzlilər - неопределенные местоимения
negative pronouns – inkar əvəzliləri - отрицательные местоимения
conjoint forms – yiyəlik əvəzlilərinin isimlə işlənən forması - зависимая форма притяжательных местоимений
independent (absolute) form – yiyəlik əvəzlilərinin isimsiz işlənən forması - абсолютная форма притяжательных местоимений
to destroy – uçurmaq, dağıtmaq - разрушить
the sense of the sentence – cümlənin mənası - смысл предложения
mutual action – qarşılıqlı hərəkət - взаимное действие
generalizing pronoun – ümumiləşdirici əvəzlik - обобщенное местоимение
similar – oxşar, bənzər - схожий
similarity – oxşarlıq, bənzərlik - сходство
lantern – fənər (*küləkdən qoruyucu şüşəsi olan*) - фонарь
instead of – əvəzinə - вместо
proposal – təklif - предложение
indefinite-personal pronoun – qeyri - müəyyən şəxs əvəzliyi - неопределенно-личные местоимения
word – substitute – söz əvəzləyicisi, əvəzədicilərin söz - слово-

заменитель

choice – seçim - выбор

whoever – kim, kim olursa olsun - кто бы ни

whatever – nə, hər nə (*adv.*), heç bir, heç hansı - что бы ни

whichever – (*pron.*) hansı, hansı olursa olsun - какой бы ни

in reference to – əsaslanaraq, xüsusunda, dair - относительно

to deliver – 1) təhvil vermək, təqdim etmək; 2) paylamaq - доставлять

THE WORDS OF THE CATEGORY OF STATE – HAL-VƏZİYYƏT BİLDİRƏN SÖZLƏR – КАТЕГОРИЯ СОСТОЯНИЯ ГЛАГОЛОВ

temporary state or condition – müvəqqəti hal və vəziyyət -
временное состояние или условие

alive – diri, sağ, canlı - живой

ashamed – xəcalət çəkən, xəcalətli, utanan - стыдиться

ablush – qızaran, qarıxmış - покрасневший

abloom – çiçək içində, çiçək açmış - расцветать, цвести

ablaze – yanan, parıldayan, işığa qərq olan, od içində - гореть,
сверкать

THE VERB – FEL - ГЛАГОЛ

to denote – göstərmək, bildirmək; qeyd etmək - обозначать

by means of – vasitəsilə - при помощи

finite forms of the verb – felin şəxslı formları - личные формы
глагола

non-finite forms (*verbals*) of the verb – felin şəxssiz formaları -
неличные формы глагола

distinction – 1) fərqləndirmə, tanıma; 2) fərq, təfəvüt - отличие,
различие

absolute – mütləq - полный, совершенный, безусловный

relative – nisbi - относительный

simultaneous – eynizamanlı, eynivaxtlı - одновременный

prior to – əvvəlki, qabaqkı - до

simple verbs – sadə fellər - простые глаголы

derivative verbs – düzəltmə fellər - производные глаголы
compound verbs – mürəkkəb fellər - сложные глаголы
composite verbs – tərkiби fellər - составные глаголы
to magnify – şişirtmək, böyütmək - преувеличивать
to daydream – xəyal etmək; şirin xəyala dalmaq - мечтать
to whitewash – ağartmaq, əhəngləmək - белить
postposition – qoşma - послелог
to be associated by – birləşdirmək, bağlamaq - присоединяется
basic forms – əsas formalar - главные формы
notional verbs – əsas fellər - смысловые глаголы
auxiliary verbs – köməkçi fellər - вспомогательные глаголы
link verbs – bağlayıcı fellər - глаголы-связки
modal verbs – modal fellər - модальные глаголы
extent - dərəcə ölçü - степень; *smaller extent* – *kiçik ölçüdə* - в меньшей степени
the speaker's attitude – danışanın münasibəti - отношение говорящего
transitive verbs – təsirli fellər - переходные глаголы
intransitive verbs – təsirsiz fellər - непереходные глаголы
direct object – vasitəsiz tamamlıq - прямое дополнение
indirect object – vasitəli tamamlıq - косвенное дополнение
terminative verbs – hüdudlu fellər - совершенные
non-terminative verbs – hüdudsuz fellər - несовершенные

THE CATEGORY OF TENSE – ZAMAN KATEQORİYASI – КАТЕГОРИЯ ВРЕМЕНИ

relationship – əlaqə - связь
to intermingle – qarışdırmaq, qarışmaq - смешать
to include – olmaq, daxil olmaq - включать

THE PRESENT SIMPLE TENSE FORM – İNDİKİ SADƏ ZAMAN FORMASI – НАСТОЯЩЕЕ НЕОПРЕДЕЛЁННОЕ ВРЕМЯ

to be formed – düzəldilmək - образуется

infinitive – məsdər - инфинитив
to be added – əlavə olunmaq - добавлять
vowel sound – sait səslər - гласные
consonant sound – samit səslər - согласные
voiceless – kar - глухие
voiced – cingilti - звонкие
sibilant sounds – fişiltılı səslər - свистящие звуки
particle – ədat, hissəcik - частица
customary action – adət halını almış hərəkət - привычное действие
repeated action – təkrar olunan hərəkət - повторяющееся действие
universal truth – ümumi həqiqət - общеизвестная истина
completed action – bitmiş hərəkət - совершённое действие
the verbs of motion – hərəkət bildirən fellər - глаголы действия
unless – əgər, –masa, – məsə - пока не
on condition that – əgər, bu şərtlə ki - с условием, что
in case – işdir, əgər - в случае если

THE PAST SIMPLE TENSE FORM – KEÇMİŞ SADƏ ZAMAN FORMASI – ПРОШЕДШЕЕ НЕОПРЕДЕЛЁННОЕ ВРЕМЯ

affirmative – təsdiq - утвердительный
interrogative – sual - вопросительный
negative – inkar - отрицательный
within a period of time – müəyyən vaxt ərzində - в период времени
to be cut off – kəsilmək - отрезать
once upon a time – biri vardı, biri yoxdu - однажды
habitual – adət halını almış - привычный
colloquial – danışmaq ; danışmada çox işlənən - разговорный
literary – ədəbi dildə işlənən - литературный
to knit – hörmək, toxumaq - вязать
succession of actions – ardıcıl hərəkət – последовательность действий

to imply – fikrində tutmaq; güman etmək - подразумевать

**THE FUTURE INDEFINITE TENSE FORM –
GƏLƏCƏK ZAMANIN QEYRİ MÜƏYYƏN FORMASI –
БУДУЩЕЕ НЕОПРЕДЕЛЁННОЕ ВРЕМЯ**

however (*conj.*) – bununla belə, hər halda, hərçənd, baxmayaraq -
однако

to observe – müşahidə etmək - обозревать

tendency – tendensiya, meyl - тенденция

in a day – bir gündən sonra, bir günə - через день

word combination – söz birləşməsi - словосочетание

nearest future – yaxın gələcək - ближайшее будущее

to refer (*to*) – aid etmək, əsaslanmaq - относится к

mainly – əsasən - в основном

reported (*indirect*) **speech** – vasitəli nitq – косвенная речь

**THE CONTINUOUS TENSE FORMS –
DAVAMEDİCİ ZAMAN FORMALARI –
ПРОДОЛЖЕННЫЕ ВРЕМЕННЫЕ ФОРМЫ**

in the required tense form – müvafiq zaman formasında - в
соответствующей временной форме

intention – niyyət, məqsəd, arzu, fikir, səy - намерение

constantly – həmişə, daimi, fasiləsiz - постоянно

interval – interval, fasilə - перерыв

patience – səbir, dözümlük, hövsələ - терпение

to grumble – deyinmək - ворчать

to sneeze – asqırmaq - чихать

to cough – öskürmək - кашлять

impatience – səbirsizlik, hövsələsizlik - нетерпение

irritation – acıqlanma, əsəbiləşmə - раздражение

disapproval – bəyənməmə - неодобрение

the whole day – bütün günü - весь день

all day long – bütün günü - весь день

to be indicated – göstərilmək, ifadə edilmək - указываться, показывается

sense perception – hissi qavrayış - чувство восприятия

mental activity – əqli fəaliyyət - умственная деятельность

abstract relation – mücərrəd əlaqə - абстрактное отношение

possession – sahib (*malik*) olma, sahiblik, yiyələnmə - владение, собственность

PERFECT TENSE FORMS – BİTMİŞ ZAMAN FORMALARI – СОВЕРШЕННЫЕ ВРЕМЕННЫЕ ФОРМЫ

corresponding tense form – müvafiq zaman forması - соответствующая временная форма

lately (*recently*) – bu yaxınlarda - недавно

the whole period of duration – hərəkətin davamını bildirən zaman kəsiyi - период продолжения

starting point of an action – hərəkətin başlanma vaxtı - начало действия

inversion – inversiya - инверсия

for the sake of emphasis – gücləndirmə xətinə - с целью усиления

object clause – tamamlıq budaq cümləsi – дополнительное придаточное предложение

THE PASSIVE VOICE – MƏCHUL NÖV – СТРАДАТЕЛЬНЫЙ ЗАЛОГ

active voice – məlum növ - активный залог

to show – göstərmək - показывать

to act – hərəkət etmək, icra etmək - исполнять, совершать

to be acted upon – icra edilmək - производится кем-то, совершается над кем-то

the doer of an action – hərəkətin icraçısı - исполнитель действия

to be built up – düzəldilmək, qurulmaq - строится, образуется

to mention – bildirmək, adını çəkmək, qeyd etmək - упоминать

unknown – məlum - неизвестный

unimportant – əhəmiyyətətsiz - неважный
to deny – inkar etmək, təkzib etmək - отрицать
to envy – həsəd aparmaq, paxıllıq etmək - завидовать
to forgive – bağışlamaq, əfv etmək - прощать
a great number of – çox, çoxlu - большое количество
to require – tələb etmək, istəmək - требовать, просить
to depend on – asılı olmaq - зависеть от
to rely on – arxalanmaq, güvənmək, bel bağlamaq - полагаться на
phraseological unit – frazeoloji birləşmə - фразеологическое сочетание
to find fault with – yersiz irad tutmaq, töhmətləndirmək, bəhanə axtarmaq - находить ошибки в
to lose sight of smth. – bir şeyi gözdən itirmək - исчезнуть
to make fun of – ələ salmaq - издеваться
to pay attention to – diqqət vermək, diqqət yetirmək - обращать внимание на
to take notice of – görmək, müşahidə etmək - замечать
to take care of – qayğısına qalmaq, müğayət olmaq - заботиться
to announce – elan etmək, bəyan etmək, bildirmək - объявлять
to report – xəbər (*məlumat*) vermək, danışmaq - сообщать
to request – xahiş etmək, rica etmək - просить
to arrange – qaydaya salmaq, düzəltmək, razılığa gəlmək - устроить, организовать

THE SEQUENCE OF TENSES – ZAMANLARIN UZLAŞMASI – СОГЛАСОВАНИЕ ВРЕМЁН

dependence – asılılıq - зависимость
subordinate clause – budaq cümlə - придаточная часть
principal clause – baş cümlə - главная часть
posterior to – sonrakı, sonra baş verən - последующий
political language – siyasi dil - политический язык
attributive clause – təyin budaq cümləsi - определительное придаточное предложение

adverbial clause of cause – səbəb budaq cümləsi -
обстоятельственное придаточное предложение причины
adverbial clause of result – nəticə budaq cümləsi -
обстоятельственное придаточное предложение результата
adverbial clause of comparison – müqayisə budaq cümləsi -
обстоятельственное придаточное предложение сравнения
adverbial clause of concession – güzəşt budaq cümləsi –
обстоятельственное придаточное предложение уступки

NON-FINITE FORMS OF THE VERB (VERBALS) – FELİN ŞƏXSİZ FORMALARI – НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА

the finite forms of the verb – felin şəxsli formaları - личные
формы глагола
the non-finite forms of the verb – felin şəxssiz formaları -
неличные формы глагола
double nature – ikili xüsusiyyət - две особенности
a predicative construction – tərkib - предикативная конструкция
a compound verbal modal predicate – mürəkkəb feli modal xəbər -
- составное глагольное модальное сказуемое
a compound verbal aspect predicate – mürəkkəb feli tərz xəbər -
составное глагольное аспектное сказуемое
the objective with the infinitive construction – tamamlıq məsdər
tərkibi - инфинитивная конструкция с дополнением
the subjective infinitive construction – mübtəda məsdər tərkibi -
инфинитивная конструкция с подлежащим
the for-to infinitive construction – for-to məsdər tərkibi -
инфинитивная конструкция с **for-to**
the gerundial construction – cərənd tərkibi - герундиальная
конструкция
occasionally – təsadüfən, hərdənbir - случайно
the objective participial construction – tamamlıq feli-sifət tərkibi
- причастная конструкция с дополнением

the subjective participial construction – mübtəda feli-sifət tərkiibi
- причастная конструкция с подлежащим

treason – xəyanət, satqınlıq - измена

the nominative absolute participial construction – müstəqil
nominativ feli sifət tərkiibi - номинативная абсолютная
причастная конструкция

the prepositional absolute participial construction – sözönülü
müstəqil feli sifət tərkiibi - предложная абсолютная причастная
конструкция

conciliation – barışdırma, barışiq, sakitləşdirmə - умиротворение

force – güc, qüvvə, zorakılıq - сила

to permit – qoymaq, icazə vermək - разрешать, позволять

the nominative absolute construction – müstəqil nominativ tərkiib
- номинативная абсолютная конструкция

the prepositional absolute construction – sözönülü müstəqil
tərkiib - предложная абсолютная конструкция

MODAL VERBS – MODAL FELLƏR – МОДАЛЬНЫЕ ГЛАГОЛЫ

the speaker's attitude – danışanın münasibəti - отношение
говорящего

possible – mümkün - возможный

impossible – qeyri-mümkün - невозможный

probable – mümkün ola bilən, ehtimal edilən - вероятный

improbable – doğruya oxşamayan, yalan, mümkün olmayan -
невероятно

obligatory – məcburi, icbari, mütləq - обязательный

necessary – gərəkli, zəruri, vacib - необходимый

advisable – məqsədəuyğun, əlverişli, məsləhətli - желательный,
рекомендуемый

doubtful – şübhəli - сомнительный

uncertain – qeyri-müəyün - неуверенный

ability – bacarıq - способность

physical ability – fiziki bacarıq - физическая способность

mental ability - əqli bacarıq - умственная деятельность
possibility – mümkünlük - возможность
prohibition – qadağan - запрет
astonishment – təəccüb - удивление
reproach – məzəmmət, - упрёк
negation – inkarlıq - отрицание
disapproval – bəyənməmə - неодобрение
duty – vəzifə, borc - долг, обязанность
the absence of necessity – lazımlığın itməsi - отсутствие
 необходимости
obligation due to the circumstances – şəraitdən doğan vaciblik -
 вынужденная обязанность
urgent request – təcili xahiş, inadkar xahiş - срочная просьба
supposition – güman - предположение
probability – mümkünlük, ehtimal, həqiqətə uyğunluq - вероятно
evidently – şübhəsiz, ehtimal ki - очевидно, вероятно
to be obliged to – məcbur olmaq, məcburiyyət qarşısında qalmaq -
 быть обязанным
strict order – ciddi əmr - строгий приказ
instruction – göstəriş, təlimat - инструкция
an action that is destined to happen – bəxtlə, tale ilə bağlı olan
 hərəkət - то, что предназначено судьбою
unavoidable – qaçılmaz, labüd - неизбежный
moral obligation – mənəvi borc, vaciblik - моральный долг
threat – hədə, qorxu - угроза
warning – xəbərdarlıq - предупреждение
insistence – təkid - настойчивость
resistance – müqavimət - сопротивление
refusal – rədd etmə - отказ

DIRECT AND INDIRECT SPEECH **– VASİTƏSİZ VƏ VASİTƏLİ NİTQ – ПРЯМАЯ И** **КОСВЕННАЯ РЕЧЬ**

exact words – dəqiq sözlər, olduğu kimi - точные слова

utterance – sözlə demə, ifadə etmə, fikir - высказывание
to replace – əvəz etmək - заменять
quotation marks – dırnaq işarəsi (“ ”) - кавычки
comma – vergül (,) - запятая
colon – iki nöqtə (:) - двоеточие
to omit – buraxmaq, daxil etməmək - опускать
nearness – yaxınlıq - близость
remoteness – uzaqlıq - отдалённость
looseness – boşluq, sərbəstlik - свободный
declarative sentence – nəqli cümlə - повествовательное предложение
to join – qoşmaq, birləşdirmək - соединять (ся)
asyndetically – bağlayıcsız - бессоюзным путём
syndetically – bağlayıcı ilə - союзным путём
statement – fikir, bəyanat, məlumat - заявление, утверждение
word order – söz sırası - порядок слов
general questions – ümumi suallar - общие вопросы
special questions – xüsusi suallar - специальные вопросы
to contain – daxilində olmaq, ehtiva etmək - содержать
imperative sentence – əmr cümləsi - повелительные предложения
exclamations – nida cümlələri - восклицания
to convert – çevirmək - превратить
joyfully – sevinclə - радостно
indignantly – acıqla, hirsə, qəzəblə - негодуяще
leave-taking words – xudahafizləşmə, sağollaşma - слова (для прощаний)
to fetch – gedib gətirmək - принести
to remain – qalmaq - оставаться
unchanged – dəyişməmiş - неизменяемая
necessity arising out of circumstances – şəraitdən doğan vaciblik, zəruriyyət - исходя из обстоятельств
arrangement – qaydaya salma, razılaşma - соглашение, приготовление

THE ADVERB – ZƏRF - НАРЕЧИЕ

adverbial modifier – zərflük - обстоятельство

backward – geri, əks istiqamətə, əksinə - обратно

homeward – evə, evinə, evlərinə, vətənə, gəldiyi yerə - в сторону дома

sideways – yandan, böyükdən, kənarə, çərəkə - боком, сбоку

headlong – dəli kimi, düşünmədən, fikirləşmədən - опрометчивый (*прилаг.*), стремглав

to snore – xoruldamaq - храпеть

adverbs of time – zaman bildirən zərflər, zaman zərfləri - наречия времени

adverbs of place and direction – yer və istiqamət bildirən zərflər - наречия места и направления

adverbs of repetition or frequency – hərəkətin təkrar edilməsini göstərən zərflər - наречия частоты

adverbs of cause and consequence – hərəkətin səbəb və nəticəsini bildirən zərflər - наречия причины и следствия

adverbs of manner – hərəkətin tərzini bildirən zərflər - наречия образа действия

adverbs of degree, measure and quantity – hərəkətin dərəcəsinə, ölçüsünü bildirən zərflər - наречия степени, меры и количества

therefore – buna görə, bunun üçün, odur ki, belə olan surətdə - поэтому, следовательно

consequently – beləliklə, nəticə etibarilə, bu səbəbdən - следовательно

accordingly – müvafiq olaraq, uyğun olaraq, bu yolla, bu qayda ilə - согласно, по

interrogative adverbs – sual zərfləri - вопросительные наречия

conjunctive adverbs – bağlayıcı zərflər - соединительные наречия

relative adverbs - nisbi zərflər - относительные наречия

MODAL WORDS – MODAL SÖZLƏR – МОДАЛЬНЫЕ СЛОВА

reality – gerçəklik, varlıq, reallıq - реальность

possibility – mümkünlük, ehtimal, imkan - возможность

probability – mümkünlük, ehtimal, həqiqətə uyğunluq - вероятность

certainly – əlbəttə - конечно

surely – əlbəttə, şübhəsiz, hökmən, mütləq - конечно, обязательно

undoubtedly – şübhəsiz, şəksiz - несомненно

supposition – güman, fərziyyə, ehtimal - предположение

perhaps – ola bilsin (ki), olsun ki - возможно, может быть

maybe – ola bilsin ki, güman ki - может быть

possibly – ehtimal, ola bilsin, bəlkə - возможно, может быть

probably – ehtimal ki, yəqin ki, güman ki - вероятно, возможно

desirable – arzu olunan - желаемое

luckily – xoşbəxtlikdən, bəxtəvərlikdən - к счастью

fortunately – xoşbəxtlikdən - к счастью

unfortunately – bədbəxtlikdən, tərslikdən - к несчастью

THE INTERJECTION – NİDA - МЕЖДОМЕТИЕ

various emotions – müxtəlif hisslər - разные эмоции

emotional interjections – hiss - həyəcan bildirən nidalar - эмоциональные междометия

imperative interjections – əmr bildirən nidalar - повелительные междометия

tush! – Rədd ol! Yox ol! - Вон!

ugh! – tfu! ax! - Тьфу!

boo! – tfu! uf! - тьфу! фу!

gee-up! – həə... Di ha! Getdik! – но! пошёл! (*окрик, которым погоняют лошадь*)

hang it! – Lənətə gəlsin! Rədd olsun! Rədd olub getsin! - К чёрту!

confound it! – Lənətə gəlsin! - К чёрту!

hush! – Sakit! Sus! Sakit olun! - Тсс! Тише!

hollo! – 1) Ey! Aha! Oho! 2) Çox gözəl! çox yaxşı! Çox pakizə! -
Ага! Отлично!

THE CONJUNCTION – BAĞLAYICI - СОЮЗ

coordinating conjunctions – tabelsizlik bağlayıcıları -
сочинительные союзы

subordinating conjunctions – tabelilik bağlayıcıları -
подчинительные союзы

copulative conjunctions – birləşdirici bağlayıcılar -
соединительные союзы

disjunctive conjunctions – bölgü bildirən bağlayıcılar -
разделительные союзы

adversative conjunctions – ziddiyyət bildirən bağlayıcılar -
противительные союзы

causative-consecutive conjunctions – səbəb-nəticə bildirən
bağlayıcılar - причинно- следственные союзы

THE PARTICLE – ƏDAT - ЧАСТИЦА

limiting particles – məhdudlaşdırıcı ədatlar - ограниченные
частицы

intensifying particles – qüvvətləndirici ədatlar - уточняющие
частицы

connecting particles – bağlayıcı ədatlar - соединительные
частицы

negative particles – inkar ədatlar - отрицательные частицы

solely – yeganə, tək, tək-cə, bircə, yalnız, ancaq - исключительно,
лишь, всего лишь

merely – yalnız, sadəcə olaraq - просто, только

barely – ancaq, güclə, vur-tut - едва, еле-еле, чуть

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