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## PART I

### GENERAL INFORMATION ABOUT THE PARTS OF SPEECH

According to their meaning, morphological characteristics and syntactical functions, words fall into certain classes called **parts of speech**.

According to the **classification** words fall into the following groups:

1. **Notional parts of speech.** They are *the noun, the adjective, the pronoun, the numeral, the verb, the adverb*.

2. **Functional parts of speech.** They are *the conjunction, the preposition, the article, and the particle*.

3. **Free parts of speech.** They are *the interjection, and the modal words* (including the words *yes* and *no*).

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

**The functional parts of speech** express relations between words or sentences. They do not perform any independent function in the sentence.

**The free parts of speech** do not enter the structure of the sentence; they emphasize the meaning of words or sentences.

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## THE VERB

**The verb** is a part of speech which denotes an action or a state. The verb has the following grammatical categories: person, number, tense, aspect, voice and mood. Verbs may be transitive and intransitive. Verbs have finite forms which can be used as the predicate of a sentence and non-finite forms which cannot be used as the predicate of a sentence.

According to their **morphological structure** verbs are divided into:

1. simple (live, read, etc.);
2. derived (to rewrite, to untie, to signify, to mistrust, etc.);
3. compound (daydream, browbeat, etc.);
4. composite (sit down, go away, give up, etc.).

The basic forms of the verb are the Infinitive, the Past Indefinite and the Participle II: to speak-spoke-spoken.

According to the **syntactic function** verbs are divided into notional verbs, auxiliary verbs and link verbs.

1. **Notional verbs** have a full meaning of their own and can be used without any additional words as a simple predicate such as *to write, to read, to answer*, etc.

Examples: He *wrote* and *sent* the letter.

We *read* the article yesterday.

There *is* a woman in the room.

2. **Auxiliary verbs** have lost their meaning and are used only as form words. They only have a grammatical function such as *to do, to have, to be, shall, will, should, would*, etc.

Examples: He *does* not cancel the meeting.

They *are* doing their homework at the moment.

3. **Link verbs** are verbs which to a smaller or greater extent have lost their meaning and are used in the compound nominal predicate. *To be, to look, to feel, to turn, to appear, to become, to grow, to die, to come, to fall, to get*, etc. can be given as examples to the link verbs.

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Example: He *looked* very tired.  
She *is* a doctor.

**The category of tense.**

The category of tense in English, as well as in Azerbaijani, expresses the relationship between the time of the action and the time of the speaking. There are three tenses in English: the past, the present and the future. There are four tense groups. They are *indefinite*, *continuous*, *perfect* and *perfect continuous*. There are sixteen tense forms in contemporary English.

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## THE PRESENT INDEFINITE TENSE FORM

### The formation of the Present Indefinite

It is formed from the infinitive without the particle *to*. In the third person singular the ending *-s* is added. After a sibilant represented in spelling by *s, ss, ch, sh, tch, x, z* and after the vowel *o*, *-es* is added: *he writes, he reads, he speaks; he passes, he pushes, he watches, he teaches; he goes, he does.*

The interrogative and negative forms are formed by means of the Present Indefinite of the auxiliary verb *to do* and the infinitive of the notional verb without the particle *to*.

Affirmative	Interrogative	Negative
I work.	Do I work?	I do not work.
He works.	Does he work?	He does not work.
She works.	Does she work?	She does not work.
It works.	Does it work?	It does not work.
We work.	Do we work?	We do not work.
You work.	Do you work?	You do not work.
They work.	Do they work?	They do not work.

### The use of the Present Indefinite

The Present Indefinite Tense form is used to denote:

1. Customary, repeated actions.

They go to the seaside every spring.

The repeated character of the action is often shown by adverbials such as *every day, often, usually, sometimes, often*, etc.

1. I **seldom** switch the TV on.
2. I **often** play the piano.
3. I **usually** read books.
4. I **always** listen to the latest news.
5. I **often** take a walk.
6. I **never** have my supper late.

1. Ann **seldom** switches the TV on.
2. Ann **often** plays the piano.
3. Ann **usually** reads books.
4. Ann **always** listens to the latest news.
5. Ann **often** takes a walk.
6. Ann **never** has her supper late.

2. Universal truths. It means that something is eternally true.

The oceans **move** in circular currents.

The earth **turns** 360° every day.

The moon **orbits** the earth.

Antartica **is covered** with ice.

Magnet **attracts** iron.

The earth **goes** around the sun.

3. Actions going on at the present moment. This use is found with verbs not used in the Continuous form.

I **see** the children in the street.

He **hears** somebody knock. Go and open it.

**Here is a list of some common verbs which are not often used in progressive forms.**

*Believe, doubt, feel, imagine, know, dislike, love, hate, prefer, realize, recognize, remember, see, suppose, think, understand, want, wish, appear, hear, look, see, seem, smell, sound, taste, agree, deny, astonish, disagree, impress, mean, please, promise, satisfy, surprise, belong, concern, consist, depend, fit, involve, lack, matter, need, owe, own, possess, weigh, etc.*

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## Notes

**Feel** does not have a progressive form when it means ‘have an opinion’.

I **feel** you are making a mistake. (Not I am feeling you are making a mistake.)

**See** does not have a progressive form when it means ‘understand’.

I **see** what you mean. (Not I am seeing what you mean.)

**Look** does not have a progressive form when it means ‘seem’.

She **looks** like she is rich. (Not She is looking like she is rich.)

**Weigh** does not have a progressive form when it means ‘have weight’.

He **weighs** 70 kilos. (Not He is weighing 70 kilos.)

4.A future action:

a) In adverbial clauses of time and condition after the conjunctions *when, till, until, before, after, as soon as, as long as, if, unless, on condition that, provided*.

Wait here till he **comes**.

b) With verbs of motion, such as *to go, to come, to leave, to arrive, to start*, etc. In this case the future action is regarded as something planned.

Examples:

The plane **takes off** at ten tomorrow.

They **leave** on Saturday.



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## THE PAST INDEFINITE TENSE FORM

### The formation of the Past Indefinite

It is formed by adding *-ed* or *-d* to the stem of the regular verbs, or by changing the root vowel, or in the irregular verbs.

The Interrogative and the negative forms 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	Interrogative	Negative
I worked. He worked. She worked. It worked. We worked. You worked. They worked.	Did I work? Did he work? Did she work? Did it work? Did we work? Did you work? Did they work?	I did not (didn't) work. He did not (didn't) work. She did not work. It did not work. We did not work. You did not work. They did not work.

### The use of the Past Indefinite.

The Past Indefinite denotes an action performed within a period of time which is already over. The action is cut off from the present. The time of the action is indicated by adverbials of past time such as *yesterday*, *a week ago*, *last year*, etc.

They **returned** back a week ago.

He **answered** me yesterday.

The Past Indefinite is also used to denote:

a) An action performed in the past.

We **solved** the problem last week.

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b) A succession of past actions.

He **opened** the door, **took** off his coat and **sat** on the sofa.

c) Repeated actions in the past.

He **made** a note in his diary every night.

Repeated actions are often expressed by *used to* + Infinitive and *would*+Infinitive. *Used to* is more colloquial and *would* is more literary.

I **used to** play the piano when I was a child.

Or: I **would play** the piano when I was a child.

### **Interrogative and negative forms:**

**Did** you **use to** play the piano when you were a child?

Or: **Would** you **play** the piano when you were a child?

I **didn't use to** play the piano when I was a child.

Or: I **would not play** the piano when I was a child.

**Note:** *Just now* is also considered to be the adverb of past time.

**Just now** means *a very short time ago*. **Examples:**

You looked pretty *upset just now*.

I spoke *just now* of being in love.

*Just now* I thought I saw someone.

Compare: **Just**

**Just** means *very recently; in the immediate past*. **Example:**

**le:**

I've *just* seen the local paper.

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## THE FUTURE INDEFINITE TENSE FORM

### The formation of the Future Indefinite

It is formed by means of the auxiliary verbs *shall* and *will* and the infinitive without *to* of the notional verb.

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	Interrogative	Negative
I shall work. (I'll work). He will work. (He'll work). She will work. It will work. We shall work. You will work. They will work.	Shall I work? Will he work? Will she work? Will it work? Shall we work? Will you work? Will they work?	I shall not (shan't) work. He will not (won't) work. She will not work. It will not work. We shall not work. You will not work. They will not work.

### The use of the Future Indefinite.

It is used to denote a future action.

We **shall go** for a walk soon.

It **will be cold** tomorrow.

It **will rain** tomorrow.

I **ll pay** for the tickets by credit card.

I **won't leave** until I've seen the manager!

**Shall I open** the window?

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To denote a future action the word combinations *to be going* +Infinitive, *to be about*+Infinitive, and *to be on the point*+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.

**Examples:**

They **are going to discuss** the problem this evening.

The travellers **are about to start**.

Hurry up! The ceremony **is about to begin!**

“Do you have a minute?” “I’m sorry, I **am just about to leave.**”

We **are on the point of discussing** this problem.

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## THE FUTURE INDEFINITE IN THE PAST TENSE FORM

### **The formation of the Future Indefinite**

It 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. 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.

### **Examples:**

#### **Affirmative**

I should visit.

He would visit.

#### **Interrogative**

Would he visit?

Should we visit?

#### **Negative**

I shouldn't visit.

They wouldn't visit.

### **The use of the Future Indefinite Tense Form.**

It denotes an action which was future from the point of view of the past.

I **felt** he **would help** me.

He **said** it **would be** very **cold** in the winter.

We **guessed** that winter **would not be** so **cold**.

I **hoped** you **would have** a successful **trip**.

She **hoped** we **would not be** **disappointed**.

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## THE PRESENT CONTINUOUS TENSE FORM

### Formation:

am/is/are + present participle

### Examples:

You **are watching** TV.

**Are you watching** TV?

You **are not watching** TV.

### USE 1 Now



Use the Present Continuous with verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

### Examples:

You **are learning** English now.

You **are not swimming** now.

**Are you sleeping?**

I **am sitting**.

I **am not standing**.

**Is he sitting or standing?**

They **are reading** their books.

They **are not watching** television.

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What **are** you **doing**?  
Why **aren't** you **doing** your homework?

### USE 2 Longer Actions in Progress Now



The Present Continuous is used to express the action which is not going on at the time of speaking but around the time of speaking.

#### Examples:

I **am studying** to become a doctor.  
I **am not studying** to become a dentist.  
I **am reading** the book *Tom Sawyer*.  
I **am not reading** any books right now.  
**Are you working** on any special projects at work?  
**Aren't you teaching** at the university?

### USE 3 Near Future



Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future.

#### Examples:

I **am meeting** some friends after work.  
I **am not going** to the party tonight.  
**Is he visiting** his parents next weekend?  
**Isn't he coming** with us tonight?

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## USE 4 Repetition and Irritation with *Always*



The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like simple present, but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

### **Examples:**

She **is always coming** to class late.

He **is constantly talking**. I wish he would shut up.

I don't like them because they **are always complaining**.



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## THE PAST CONTINUOUS TENSE FORM

### Formation:

was/were + present participle

### Examples:

You **were studying** when she called.

**Were** you **studying** when she called?

You **were not studying** when she called.

### USE 1 Interrupted Action in the Past



The Past Continuous is used to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past.

### Examples:

I **was watching** TV when she called.

When the phone rang, she **was writing** a letter.

While we **were having** the picnic, it started to rain.

What **were** you **doing** when the earthquake started?

I **was listening** to the music, so I didn't hear the fire alarm.

You **were not listening** to me when I told you to turn the oven off.

While Aydan **was sleeping** last night, someone stole her car.

Samir **was waiting** for us when we got off the plane.

While I **was writing** the email, the computer suddenly went off.

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## USE 2 Specific Time as an Interruption



### Examples:

Last night at 6 PM, I **was having** dinner.

At midnight, we **were** still **driving** through the desert.

Yesterday at this time, I **was sitting** at my desk at work.

### NOTE:

In the Simple Past, a specific time is used to show when an action began or finished. In the Past Continuous, a specific time only interrupts the action.

### Examples:

Last night at 6 PM, I **had** dinner.

*I started eating at 6 PM.*

Last night at 6 PM, I **was having** dinner.

*I started earlier; and at 6 PM, I was in the process of eating dinner.*

## USE 3 Parallel Actions



When you use the Past Continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

### Examples:

I **was studying** while he **was making** dinner.

While Maryam **was reading**, Anar **was watching** television.

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**Were you listening** while he **was talking**?

I **wasn't paying** attention while I **was writing** the letter, so I made several mistakes.

What **were you doing** while you **were waiting**?

Sarah **wasn't working**, and I **wasn't working** either. They **were eating** dinner, **discussing** their plans, and **having** a good time.

#### **USE 4.**

**The Past Continuous or the Past Indefinite is often used after such phrases as *the whole day, all day long, etc.***

**Examples:**

They were doing their homework **all whole day**.

They did their homework **all day long**.

#### **USE 5.**

**The Past Continuous is used to denote an action thought of as a continual process. In this case the adverbs *always, ever, constantly* are used.**

She was ***constantly*** talking about her health when we were children.

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## THE FUTURE CONTINUOUS TENSE FORM

### Formation:

will be + present participle

### Examples:

You **will be waiting** for her when her plane arrives tonight.

**Will you be waiting** for her when her plane arrives tonight?

You **will not be waiting** for her when her plane arrives tonight.

### The use of the Future Continuous tense form.

**USE 1.** It is used to denote an action which will be going on at a definite moment in the future.

When you come, he *will be doing* his homework.

The definite moment is indicated either by another future action expressed by a verb in the Present Indefinite or by an adverbial phrase.

I *will be studying* when you ring.

He *will still be working* at this time tomorrow (or at 5 tomorrow).



### Future Continuous with *Be Going To*

am/is/are + going to be + present participle

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**Examples:**

You **are going to be waiting** for her when her plane arrives tonight.

**Are you going to be waiting** for her when her plane arrives tonight?

You **are not going to be waiting** for her when her plane arrives tonight.

**REMEMBER:** It is possible to use either "will" or "be going to" to create the Future Continuous with little difference in meaning.

**USE 2 Specific Time as an Interruption in the Future**



In use 1, described above, the Future Continuous is interrupted by a short action in the future. In addition to using short actions as interruptions, you can also use a specific time as an interruption.

**Examples:**

Tonight at 6 PM, I **am going to be eating** dinner.  
*I will be in the process of eating dinner.*

At midnight tonight, we **will still be driving** through the desert.

*We will be in the process of driving through the desert.*

**Note:** In the Simple Future, a specific time is used to show the time an action will begin or end. In the Future Continuous, a specific time interrupts the action.

**Examples:**

Tonight at 6 PM, I **am going to eat** dinner.  
*I am going to start eating at 6 PM.*

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Tonight at 6 PM, I **am going to be eating** dinner.  
*I am going to start earlier and I will be in the process of eating dinner at 6 PM.*

### USE 3 Parallel Actions in the Future



When you use the Future Continuous with two actions in the same sentence, it expresses the idea that both actions will be happening at the same time. The actions are parallel.

#### Examples:

I **am going to be studying** and he **is going to be making** dinner.

Tonight, they **will be eating** dinner, **discussing** their plans, and **having** a good time.

While Jane *is reading*, Tom **will be watching** television.

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## THE FUTURE CONTINUOUS IN THE PAST TENSE FORM

### **Formation:**

It is formed by means of the Future Indefinite in the Past of the auxiliary verb *to be* and Participle I of the notional verb. In the interrogative form the first auxiliary verb is placed before the subject. In the negative form the negative particle *not* is placed after the first auxiliary verb.

### **Examples:**

#### **Affirmative**

I should be reading.

He would be reading.

#### **Interrogative**

Should we be reading?

Would they be reading?

#### **Negative**

I shouldn't be reading.

They wouldn't be reading.

#### **The use of the Future Continuous in the Past.**

It denotes an action going on at a definite moment which was future from the point of view of the past.

#### **Example:**

I *was sure* they *would be waiting* for me at this time the next day.

He *said* that they *would be dancing* all night long the next day!

She *asked* what they *would be doing* all night long the next day.

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## THE PRESENT PERFECT TENSE FORM

### Formation:

has/have + past participle

### Examples:

You **have seen** that movie many times.

**Have you seen** that movie many times?

You **have not seen** that movie many times.

### USE 1 Unspecified Time Before Now



We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You cannot use the Present Perfect with specific time expressions such as: *yesterday, one year ago, last week, when I was a child, when I lived in Azerbaijan, at that moment, that day, one day*, etc. We can use the Present Perfect with unspecified expressions such as *ever, never, once, many times, several times, so far, already, yet, just, of late, lately, recently*, etc.

### Examples:

I **have seen** that movie twenty times.

I think I **have met** him once before.

There **have been** many earthquakes in California.

Nobody **has ever climbed** that mountain.

A: **Has** there ever **been** a war in the United States?

B: Yes, there **has been** a war in the United States.

Have you *ever* been to Paris?

Has she *ever* met the Prime Minister?



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Do not write to Rauf. I have *already* done it.

Have you met Sona *yet*?

They haven't arrived *yet*.

His life has changed *of late*.

The broker has *recently* moved to bolster the accounting experience of its board.

### **RULE 1 Experience**

You can use the Present Perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The Present Perfect is not used to describe a specific event.

#### **Examples:**

I **have been** to France.

*This sentence means that you have had the experience of being in France. Maybe you have been there once, or several times.*

I **have been** to France three times.

*You can add the number of times at the end of the sentence.*

I **have never been** to France.

*This sentence means that you have not had the experience of going to France.*

I think I **have seen** that movie before.

He **has** never **traveled** by train.

Joan **has studied** two foreign languages.

A: **Have** you ever **met** him?

B: No, I **have not met** him.

### **RULE 2 Change Over Time**

We often use the Present Perfect to talk about change that has happened over a period of time.

#### **Examples:**

You **have grown** since the last time I saw you.

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The government **has become** more interested in arts education.

Japanese **has become** one of the most popular courses at the university since the Asian studies program was established.

My English **has** really **improved** since I moved to Australia.

### **RULE 3 Accomplishments**

We often use the Present Perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time.

#### **Examples:**

Man **has walked** on the Moon.

Our son **has learned** how to read.

Doctors **have cured** many deadly diseases.

Scientists **have split** the atom.

### **RULE 4 An Uncompleted Action that is expected**

The Present Perfect is often used to say that an action which is expected has not happened. Using the Present Perfect suggests that we are still waiting for the action to happen.

#### **Examples:**

James **has not finished** his homework yet.

Susan **hasn't mastered** Japanese, but she can communicate.

Bill **has** still **not arrived**.

The rain **hasn't stopped**.

### **RULE 5 Adverbial clauses**

The Present Perfect is used in adverbial clauses of time after the conjunctions *when, till, until, after, as soon as* to denote an action completed before a definite moment in the future.

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### Examples:

**After I have finished my work**, I will accompany you to the park.

**As soon as you have phoned your mother**, we'll eat dinner.

### **RULE 6 Multiple Actions at Different Times**

The Present Perfect is also used to talk about several different actions which have occurred in the past at different times. Present Perfect suggests the process is not complete and more actions are possible.

#### Examples:

The army **has attacked** that city five times.

I **have had** four quizzes and five tests so far this semester.

We **have had** many major problems while working on this project.

She **has talked** to several specialists about her problem, but nobody knows why she is sick.

**Note:** The Present Perfect denotes an action which began in the past, has been going on up to the present and is still going on. In this case either the starting point of the action is indicated or the whole period of duration. *For* is used to denote the whole period of duration. *Since* is used to indicate the starting point of the action.

#### Examples:

They *have known* each other **for four years**.

Where *have* they *been since last Sunday*?

This use of the Present Perfect is called the **Present Perfect Inclusive**.

**The Present Perfect Inclusive is used:**

1. With verbs not admitting of the Continuous form:

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He has been dead for some hours.

2. In negative sentences:

He hasn't slept since last night.

3. With non-terminative verbs such as *to live, to work, to study, to teach, to travel*, etc.

I **have** always **been fond** of singing.

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## THE PAST PERFECT TENSE FORM

### Formation:

had + past participle

### Examples:

You **had studied** English before you moved to New York.

**Had** you **studied** English before you moved to New York?

You **had not studied** English before you moved to New York.

### USE 1 Completed Action Before Something in the Past



The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

### Examples:

I **had** never **seen** such a beautiful beach before I went to Kauai.

I did not have any money because I **had lost** my wallet.

Tony knew Istanbul so well because he **had visited** the city several times.

**Had** Susan ever **studied** Thai before she moved to Thailand?

She only understood the movie because she **had read** the book.

Kristine **had** never **been** to an opera before last night.

We were not able to get a hotel room because we **had not booked** in advance.

A: **Had** you ever **visited** the U.S. before your trip in 2006?

B: Yes, I **had been** to the U.S. once before.

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## USE 2 Duration Before Something in the Past (Non-Continuous Verbs)



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 going on at that moment. This use is called the *Past Perfect Inclusive*. To indicate the starting point the preposition *since* is used, and to indicate the whole period of duration *for* is used.

### Examples:

We **had had** that car for ten years before it broke down.

By the time Alex finished his studies, he **had been** in London for over eight years.

They felt bad about selling the house because they **had owned** it for more than forty years.

They **had not spoken** to each other for three days when we met there.

The non-terminative verbs such as “to live,” “to work,” “to teach,” “to study” are sometimes used to indicate this use of the Past Perfect.

**Note:** The Past Perfect is used with the conjunctions *hardly . . . when, scarcely . . . when, no sooner . . . than*.

### Examples:

They had **no sooner** reached the station **than** the storm began.

He had **hardly** answered the question **when** the other one was asked.

**Note:** For the sake of emphasis the word order may be inverted.

**No sooner** had she entered the room **than** they stood up.

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## THE FUTURE PERFECT TENSE FORM

### Formation:

will have + past participle

### Examples:

You **will have perfected** your English by the time you come back from the U.S.

**Will** you **have perfected** your English by the time you come back from the U.S.?

You **will not have perfected** your English by the time you come back from the U.S.

### USE 1 Completed Action Before Something in the Future



The Future Perfect expresses the idea that something will occur before another action in the future. It can also show that something will happen before a specific time in the future.

### Examples:

By next November, I **will have received** my promotion.

By the time he *gets* home, she **is going to have cleaned** the entire house.

I **am not going to have finished** this test by 3 o'clock.

**Will** she **have learned** enough Chinese to communicate before she *moves* to Beijing?

Sam **is probably going to have completed** the proposal by the time he *leaves* this afternoon.

By the time I *finish* this course, I **will have taken** ten tests.

How many countries **are you going to have visited** by the time you *turn* 50?

---

## USE 2 Duration Before Something in the Future (Non-Continuous Verbs)



With non-continuous verbs and some non-continuous uses of mixed verbs, the Future Perfect is used to show that something will continue up until another action in the future.

### Examples:

I **will have been** in London for six months by the time I leave.

By the time he **graduates**, he **will have completed** five years of study.

The snow **will have stopped** by noon.

We **will have returned** home when he calls by five o'clock.

By tomorrow, their life **will have changed** completely.

We are on vacation. So by the time we get back, we **will have rested** and **relaxed**.

Her heel **will have** fully **healed** by the summer.

By next month, you **will have received** your promotion.

By the time he wakes up, we **will have prepared** lunch for everyone.



---

## THE FUTURE PERFECT IN THE PAST TENSE FORM

### Formation:

Future Perfect in the Past is formed by means of the Future Indefinite in the Past of the auxiliary verb *to have* and Participle II of the notional verb.

In the Interrogative form the first auxiliary verb is placed after the first auxiliary verb. In the negative form the negative particle *not* is placed after the first auxiliary verb.

### Examples:

#### Affirmative

I should have read.

You would have read.

We should have read.

#### Interrogative

Should I have read?

Would they have read?

#### Negative

She wouldn't have read.

You wouldn't have read.

### 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 wanted to know if they would have sent the telegram by morning.

I **knew** that Jack **would have finished** his homework by the time his mother **got** home.

We **hoped** that she **would have gotten ready** by the time they **left** the house.

Mother **was sure** that Laura **would have cleaned** out the apartment before she **gave** back the key.

---

By the time I **got** home, Samira **would have cooked** dinner for both of us.

The police **knew** that the robbers **would have taken** all the money by the time anyone **arrived**.

---

## THE PRESENT PERFECT CONTINUOUS TENSE FORM

### Formation:

has/have + been + present participle

### Examples:

You **have been waiting** here for two hours.

**Have you been waiting** here for two hours?

You **have not been waiting** here for two hours.

### USE 1 Duration from the Past Until Now



The Present Perfect Continuous is used to show that something started in the past and has continued up until now and is still going on. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect Continuous. This use of the Present Perfect Continuous tense form is called the *Present Perfect Continuous Inclusive*.

### Examples:

They **have been talking** for the last hour.

She **has been working** at that company for three years.

What **have you been doing** for the last 30 minutes?

James **has been teaching** at the university since June.

We **have been waiting** here for over two hours!

Why **has Nancy not been taking** her medicine for the last three days?

---

## USE 2 Recently, Lately



The Present Perfect Continuous is also used without a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

### Examples:

Recently, I **have been feeling** really tired.

She **has been watching** too much television lately.

**Have you been exercising** lately?

Mary **has been feeling** a little depressed.

Lisa **has not been practicing** her English.

What **have you been doing**?

### USE 3 The Present Perfect Continuous Exclusive

It denotes an action which was recently in progress but is no longer going on at the present moment.

### Examples:

I'm tired because I've **been running**.

Why is the grass wet? **Has it been raining**?

You don't understand because you **haven't been listening**.

---

## THE PAST PERFECT CONTINUOUS TENSE FORM

### Formation:

had been + present participle

### Examples:

You **had been waiting** there for more than two hours when she finally arrived.

**Had you been waiting** there for more than two hours when she finally arrived?

You **had not been waiting** there for more than two hours when she finally arrived.

### USE 1 Duration Before Something in the Past



The Past Perfect Continuous is used to show that something started in the past and continued up until another time in the past and was still going on at that moment. The preposition *for* is used to denote the whole period of duration. *Since* is used to denote the starting point of the action. This use is called the *Past Perfect Continuous Inclusive*.

### Examples:

They **had been talking** for over an hour before Tony arrived.

She **had been working** at that company for three years when it went out of business.

How long **had you been waiting** to get on the bus?

Mail wanted to sit down because he **had been standing** all day at work.

Jamil **had been teaching** at the university for more than a year before he left for Turkey.

---

A: How long **had you been studying** this language before you moved to Ankara?

B: I **had not been studying** the Turk language very long.

## USE 2 Cause of Something in the Past



The Past Perfect Continuous denotes an action which was no longer going on at a definite moment in the past, but the action had been in progress not long before. This use of the Past Perfect Continuous is called the *Past Perfect Continuous Exclusive*.

### Examples:

Jafar was tired because he **had been jogging**.

Samir gained weight because he **had been overeating**.

Bella failed the final test because she **had not been attending** class.

---

## THE FUTURE PERFECT CONTINUOUS TENSE FORM

### Formation:

will have been + present participle

### Examples:

You **will have been waiting** for more than two hours when her plane finally arrives.

**Will you have been waiting** for more than two hours when her plane finally arrives?

You **will not have been waiting** for more than two hours when her plane finally arrives.

### USE 1 Duration Before Something in the Future



The Future Perfect Continuous is used to 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. “For five minutes,” “for two weeks,” and “since Friday” are all durations which can be used with the Future Perfect Continuous.

### Examples:

They **will have been talking** for over an hour by the time Tahir *arrives*.

She **is going to have been working** at that company for three years when it finally *closes*.

Jafar **will have been teaching** at the university for more than a year by the time he *leaves* for America.

How long **will you have been studying** when you *graduate*?

---

We **are going to have been driving** for over three days straight when we *get* to Gabala.

A: When you *finish* your English course, **will** you **have been living** in New Zealand for over a year?

B: No, I **will not have been living** here that long.

### USE 2 Cause of Something in the Future



Using the Future Perfect Continuous before another action in the future is a good way to show cause and effect.

#### Examples:

Jafar **will be tired** when he gets home because he **will have been jogging** for over an hour.

Halima's English **will be perfect** when she returns to Germany because she **is going to have been studying** English in the United States for over two years.



---

## THE FUTURE PERFECT CONTINUOUS IN THE PAST TENSE FORM

### **Formation:**

It is formed by means of the Future Perfect of the auxiliary verb to be and Participle I of the notional verb. In the interrogative form the first auxiliary verb is placed before the subject. In the negative form the negative particle *not* is placed after the first auxiliary verb.

### **Examples:**

#### **Affirmative**

I should have been doing.

They would have been doing.

#### **Interrogative**

Should I have been doing?

Would they have been doing?

#### **Negative**

I should not have been doing.

You would not have been doing.

### **The use of the Future Perfect Continuous in the Past.**

The Future Perfect Continuous in the Past denotes an action lasting during a certain period of time before a definite moment which was future from the point of view of the past.

I was sure she would have been teaching for ten years by next May.

---

## THE PASSIVE VOICE

An action verb is in the **active voice** when the subject of the sentence performs the action.

**Example:** The brown wolf **caught** a lamb.

An action verb is in the **passive voice** when its action is performed on the subject.

**Example:** A lamb **was caught** by the brown wolf.

### Form of Passive

Subject + finite form of *to be* + Past Participle

**Example:** A letter was written.

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

### EXAMPLES

Tense		Subject	Verb	Object
Simple Present	<i>Active:</i>	Sona	writes	a letter.
	<i>Passive:</i>	A letter	is written	by Sona.
Simple Past	<i>Active:</i>	Sona	wrote	a letter.
	<i>Passive:</i>	A letter	was written	by Sona.
Future Indefinite	<i>Active</i>	We	will take	the horses to the stable.
	<i>Passive</i>	The horses	will be taken	to the stable.

<b>Future In-definite in the Past</b>	<i>Active</i>	He said that	he would take	the horses to the stable
	<i>Passive</i>	He said that	the horses would be taken	to the stable by him.
<b>Present Perfect</b>	<i>Active:</i>	Sona	has written	a letter.
	<i>Passive:</i>	A letter	has been written	by Sona.
<b>Past Perfect</b>	<i>Active</i>	Sona	had written	a letter.
	<i>Passive</i>	A letter	had been written	by Sona.
<b>Future Perfect</b>	<i>Active</i>	Sona	will have written	a letter
	<i>Passive</i>	A letter	will have been written	by Sona.
<b>Future Perfect in the Past</b>	<i>Active</i>	She said that	Sona would have written	a letter.
	<i>Passive</i>	A letter	would have been written	by him.
<b>Present Progressive</b>	<i>Active:</i>	Sona	is writing	a letter.
	<i>Passive:</i>	A letter	is being written	by Sona.
<b>Past Progressive</b>	<i>Active:</i>	Sona	was writing	a letter.
	<i>Passive:</i>	A letter	was being written	by Sona.

---

## PASSIVE SENTENCES WITH TWO OBJECTS

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

	Subject	Verb	Object 1	Object 2
<i>Active:</i>	Sona	wrote	a letter	to me.
<i>Passive:</i>	A letter	was written	to me	by Sona.
<i>Passive:</i>	I	was written	a letter	by Sona.

## PERSONAL AND IMPERSONAL PASSIVE

**Personal Passive** simply means that the object of the active sentence becomes the subject of the passive sentence. So every verb that needs an object (transitive verb) can form a personal passive.

**Example:** They build houses. – Houses are built.

Verbs without an object (intransitive verb) normally cannot form a personal passive sentence (as there is no object that can become the subject of the passive sentence). If you want to use an intransitive verb in passive voice, you need an impersonal construction – therefore this passive is called *Impersonal Passive*.

**Example:** He says – it is said

*Impersonal Passive* is not as common in English as in some other languages (e.g. German, Latin). In English, *Imper-*

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*sonal Passive* is only possible with verbs of perception (e. g. say, think, know).

**Example:** They say that women live longer than men. –  
It is said that women live longer than men.

Although *Impersonal Passive* is possible here, *Personal Passive* is more common.

**Example:** They say that women live longer than men. –  
Women are said to live longer than men.

The subject of the subordinate clause (women) goes to the beginning of the sentence; the verb of perception is put into passive voice. The rest of the sentence is added using an infinitive construction with 'to' (certain auxiliary verbs and *that* are dropped).

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## THE SEQUENCE OF TENSES

<p><b>1. The sequence of tenses</b> is a certain dependence of the tenses of the verb in a subordinate clause on that of the verb in the principal clause: if the verb 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.</p>	<p>I <b>thought</b> you were at home. We always <b>thought</b> she would be better.</p>
<p><b>2.</b> If the past action expressed in the subordinate clause is simultaneous with that expressed in the principal clause, the Past Indefinite or the Past Continuous is used in the subordinate clause.</p> <ul style="list-style-type: none"><li>● If the past action expressed in the subordinate clause is prior to that expressed in the principal clause, the Past Perfect is used in the subordinate clause.</li><li>● If the action expressed in the subordinate clause lasted a certain time before the action expressed in the principal clause, the Past Perfect Continuous or the Past Perfect Inclusive is used in the subordinate clause.</li></ul>	<p>She thought he had more time. He saw that he <b>was doing his homework</b>.</p> <p>She <b>knew</b> that she <b>had not done the wrong</b>.</p> <p>He <b>realized</b> that the life he <b>had lived</b> in that city since boyhood was ended.</p>

<p>●If the action expressed in the subordinate clause is posterior to that of the principal clause the Future in the Past is used.</p>	<p>He <b>knew</b> they <b>would come</b> in time. He <b>knew</b> they <b>would have sent</b> the letter.</p>
<p>3. If there are several subordinate clauses in a sentence, the rule of the sequence of tenses is observed in all of them.</p>	<p>As the weeks went by he <b>began</b> to believe that she <b>had been able</b> to think of her girlish fancy that Arthur <b>was</b> in love with her and <b>would marry</b> her as a folly of which she was timely cared.</p>
<p>5. The rule of the sequence of tenses is also observed after verbals if they depend on a finite verb in the past tense.</p>	<p>He <b>stood</b> by his desk <b>wondering</b> where he <b>should get</b> a hundred thousand dollars.</p>
<p>6. The sequence of tenses is not observed if the object clause expresses a general truth.</p>	<p>The students <b>knew</b> that water boils at 100% centigrade.</p>
<p>7. In political language a present tense is often used in the object clause after a past tense in the principal clause.</p>	<p>The speaker <b>said</b> that the people <b>want</b> freedom.</p>
<p>8. The sequence of tenses is not observed if something is represented as habitual, customary, or characteristic.</p>	<p>He <b>asked</b> the man what time the plane usually takes off. He <b>did not seem</b> to know that nettles <b>sting</b>.</p>

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## DIRECT AND INDIRECT SPEECH

**Direct speech** repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (“ . . .”) and there is no change in these words. We may be reporting something that's being said now (for example a telephone conversation), or telling someone later about a previous conversation.

**Examples:**

She says, "What time will you be home?"

She said, "What time will you be home?" and I said, "I don't know! "

"There's a fly in my soup!" screamed Simone.

John said, "There's an elephant outside the window."

**Reported or indirect speech** is usually used to talk about the past, so we normally change the tense of the words spoken.

When direct speech is converted into indirect speech the following changes are introduced:

1.The quotation marks and the comma (or colon) are omitted.

2.If the speaker reports somebody else's words the pronouns of the first person are replaced by those of the third person; the pronouns of the second by those of the first or third.

**Examples:** He said, "I am hungry."

He said that he was hungry.

If the speaker reports his or her own words, the pronouns are not changed:

I said: "I am tired."

I said I was tired.

If the verb in the principal clause is in the past tense, demonstrative pronouns and adverbials expressing nearness are replaced by words expressing distance:



<b>Direct</b>	<b>Indirect</b>
now	then
today	that day
last night	the night before, the previous night
tomorrow	the following day, the next day
yesterday	the previous day, the day before
two days ago	two days before
next month / year	the following month / year
in two days	two days later
here	there
this place	that place
these places	those places

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:

a) Present Indefinite <i>"I am a teacher."</i>	→	Past Indefinite <i>She said she was a teacher.</i>
b) Present Continuous <i>"I am reading."</i>	→	Past Continuous <i>She said she was reading.</i>
c) Past Indefinite  <i>"I wrote to him yesterday."</i>	→	Past Perfect (Past Indefinite with exact past time) <i>She said she had written to him the day before.</i>
 <i>"The child was born in 2017."</i>		<i>The mother said that the child was born in 2017.</i>
d) Present Perfect <i>"I have broken my toy."</i>	→	Past Perfect <i>She said she had broken her toy.</i>

e) Present Perfect Continuous <i>"I have been sitting here since morning."</i>	→	Past Perfect Continuous <i>She said she had been sitting there since that morning.</i>
f) Future Tenses <i>"Sona will visit us tomorrow."</i>	→	Future Tenses in the Past <i>They said (that) Sona would visit us the next day.</i>

		<b>C</b>
Present Modals <i>I can / may / will see you later.</i>	→	Past Modals <i>He said he could / might / would see me later.</i>

**No changes of the tense of the verb:**

a) With statements containing universal truth		<i>The teacher told us (that) magnet attracts iron.</i>
b) With definite time indication		<i>"I was born in 2016".</i>
c) Must → must (supposition)		<i>She said that he must be telling the truth.</i>
Must → had to (obligation)		<i>She said that she had to take a taxi.</i>
d) Might, could, would, should, ought (to) → the same in reported speech		<i>She said that she could help him.</i>
		<i>She said that she could have helped him.</i>
		<i>She said that he should visit a lawyer.</i>
		<i>She said that he should have visited a lawyer.</i>

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## INDIRECT STATEMENTS

Indirect statements are generally introduced by the verbs *to say*, *to tell*, *to announce* and in the official style by the verb *to inform*.

**Example:**

She said: "These are interesting books for you to read."

She said those were interesting books for me to read.

**Note:** If the person is mentioned, the verb *to say* is changed into the verb *to tell*.

**Example:**

She said to us: "I have sent the letter."

She told us she had sent the letter.

## INDIRECT QUESTIONS

Word order in an indirect question is the same as in a statement.

An indirect **general question** is introduced by the conjunction *if* or *whether*.

**Examples:**

I said to her: "Have you seen him today?"

I asked her if she had seen him that day.

An indirect **special question** is introduced by the same adverb or pronoun that introduces a direct question.

**Example:**

I said to her: "Where do you study?"

I asked her where she studied.

---

## INDIRECT ORDERS AND REQUESTS

An order or a request in indirect speech is expressed by an infinitive:

**Examples:**

She said to him: "Open your book."

She told him to open his book.

She said to him: "Please open the door."

She asked him to open the door.

The choice of the verb is determined by the character of the order (request).

## INDIRECT OFFERS, SUGGESTIONS, AND ADVICE

When converting offers and suggestions into indirect speech, the verbs *to offer* and *to suggest*.

**Examples:**

He said to her: "Shall I bring you a cup of coffee?"

He offered to bring her a cup of coffee.

## INDIRECT EXCLAMATIONS

When exclamations are converted into indirect speech, depending on the situation the adverbial modifier which shows the character of the exclamation should be chosen. For instance, if the exclamation denotes **joy**, the adverb **joyfully**, **with joy**, if it denotes **sorrow**, the adverbs **sadly**, **sorrowfully**, if it expresses **regret**, the adverb **regretfully**, etc. may be chosen.

**Examples:**

She said: "How pleasant! My father is returning!"

She cried joyfully (delightedly, with joy) that his father was returning!

---

She said: "I am sorry! You are leaving!"  
She said sadly (with a deep sadness, sorrowfully) that I was leaving.  
She said: "He is telling a lie!"  
She cried indignantly that he was telling a lie!

## **GREETINGS AND LEAVE-TAKING IN INDIRECT SPEECH**

When converting greetings and leave-taking into indirect speech the verbs *to greet*, *to welcome*, *to wish*, etc. can be used.

### **Examples:**

She said to them: "How do you do?"

She greeted them.

He said to us: "Happy to see you!"

He welcomed us.

He said to us: "Good bye!"

He bade us good-bye.

He said to them: "Good night!"

He wished them good night.

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## THE ARTICLE

There are two articles in English. The definite article and the indefinite article. **The definite article** denotes definiteness; **the indefinite article** denotes indefiniteness.

The definite article has one graphic form *the*. It is pronounced in two ways: [ði] before a vowel sound [ði æpl] and [ðə] before a consonant sound [ðə pen]. The definite article has developed from the Old English demonstrative pronoun *se* and in some cases it has preserved this demonstrative meaning in English.

The indefinite article has the forms *a* and *an*. The form *a* is used before words beginning with a consonant sound (a book, a pen, a student). The form *an* is used before words beginning with a vowel sound (an opera, an apple, an hour). The article is pronounced [ə], [ən]. The indefinite article has developed from the Old English numeral *an* (one), and as a result of its origin it is used only with nouns in the singular. The use of the indefinite article implies that the object is presented as belonging to a class.

### **The use of the indefinite article with class nouns.**

Class nouns are used with the indefinite article:

1. When the speaker presents the object expressed by the noun as belonging to a certain class. She has a flat of her own.

2. With a predicative noun when the speaker states that the object denoted by the noun belongs to a certain class.

My elder sister is an engineer.

3. When the noun is used in a general sense.

A man can do everything if he wants to do it.

4. There are cases when the indefinite article preserves its old meaning of “one”.

He didn't say a word (one word).

---

This meaning is generally found with:

a). nouns denoting time, measure and weight.

Wait just a minute.

b). The numerals *hundred, thousand, million* and the nouns *dozen, score*.

This library seems to have a million books in it.

c) The indefinite article is used with the nouns *period, population, distance, height, salary*, etc. followed by *of + numeral + noun*.

He is abroad for a period of five days.

### **The use of the definite article with class nouns.**

Class nouns are used with the definite article:

1. When the noun denotes an object or objects which the speaker singles out from all objects of a given class.

a) When the speaker and hearer know what particular object mean.

Do you like the performance?

b) When the speaker uses an attribute pointing out a particular object.

This is the bridge that they had destroyed.

c) When the situation itself makes the object definite.

The meeting was very boring. The speaker was very unintelligent.

2. When the noun denotes a thing unique such as the sun, the moon, the universe, etc.

The sun was getting warmer.

3. With nouns used in a general sense. In this case a noun denotes a genus taken as a whole, a thing taken as a type, a genre.

The telephone was invented by A. Bell.

4. The definite article is used by adjectives in the superlative degree.

She has the nicest face that I have ever seen.

---

5. With nouns in word-groups the first component of which is *some, many, none, most* and the second a noun with the preposition *of*.

Most of the students were there.

6. With nouns modified by the pronoun *same* and the adjectives *wrong, right, very*.

We had the same type of method.

I wanted to see the very person.

7. With substantivized adjectives and participles.

We felt something beyond the usual in her voice.

Only the simple and the humble listened to his nonsenses.

## **NOUNS OF MATERIAL and ABSTRACT NOTIONS**

1. With nouns of material used in a general sense, when a certain material is meant no article is used.

Love is everything for the lovers.

2. When a definite part of the substance is meant the definite article is used.

“The love between them is everlasting”, I think.

3. When abstract nouns are used in a general sense, no article is used.

Where there is life there is hope.

4. When abstract nouns are modified by a particularizing attribute or when the situation makes the idea definite, they are used with the definite article.

The little boy is the courage and force of his father.

5. Abstract nouns can be used with the indefinite article. The noun usually has a descriptive attribute.

You are very clever. You have a cleverness quite of your own.



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## USE OF ARTICLES WITH PROPER NOUNS

### Names of persons

1. Names of persons are used without articles.

She spoke to Leyla.

2. Names denoting the whole family are used with the definite article.

The Aliyevs are always in time.

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

“Florence will never be a Dombey”, said Mrs. Chick.

4. Names of persons modified by a particularizing attribute are used with the definite article.

He is not the Jackson I married.

5. Names of persons used as common nouns take the article according to the general rule on the use of articles.

You are simple a Monte Cristo.

Mozart has been called the Raphael of music.

6. Nouns denoting military ranks and titles such as *academician*, *professor*, *doctor* (both a profession and a title), *count*, *lord*, etc. followed by names of persons do not take the article. For instance, Academician Brown.

7. Nouns expressing relationship followed by names of persons do not take the article. For instance, Aunt Sona, Uncle James.

8. Nouns expressing relationship not followed by a proper noun and the nouns *nurse*, *cook*, *baby* do not take the article when used by members of the family.

Mother is cooking in the kitchen.

9. The use of articles with names of persons modified by adjectives is varied. In most cases no article is used with names of persons modified by the adjectives *old*, *young*, *poor*, *dear*, *little*, *honest*, *lazy*.

Poor James helped them.

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10. When modified by other adjectives and participles names of persons take the definite article.

The astonished Maryam couldn't say anything.

11. Names of persons modified by the adjective certain are used with the indefinite article.

There was a certain Mrs. Brown.

## THE USE OF ARTICLES WITH GEOGRAPHICAL NAMES

But we do use the definite article with:

- countries whose names include words like *kingdom*, *states* or *republic*:

the United Kingdom; the Kingdom of Nepal; the United States; the People's Republic of China.

- countries which have plural nouns as their names:

the Netherlands; the Philippines

- geographical features, such as mountain ranges, groups of islands, rivers, seas, oceans and canals:

the Himalayas; the Canaries; the Atlantic; the Atlantic Ocean; the Amazon; the Kur, the Araz, the Panama Canal.

- newspapers:

The Times; The Washington Post

- well-known buildings or works of art:

the Empire State Building; the Taj Mahal; the Mona Lisa; the Sunflowers

- organisations:

the United Nations; the Seamen's Union

- hotels, pubs and restaurants:

the Ritz; the Ritz Hotel; the King's Head;

- With names of mountain peaks no article is used: Elburus, Everest.

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•With names of group of islands the definite article is used: the Hebrides, the Bermudas.

•With names of single islands there is no article: Madagascar.

• With names of cardinal points the definite article is used: the North, the South, the West, the East.

• In the expressions *from East to West*, *from North to South* no article is used.

•As a rule names of months and days are used without articles.

May is a spring month.

•When these nouns are modified by a particularizing attribute the definite article is used.

The May of 1993 will always stay in my memory.

•Names of days are used with the indefinite article when we mean one of many Mondays, Fridays, etc.

It happened on a Monday.

•Names of months are used with the indefinite article when modified by a descriptive attribute.

A cold December is not the usual thing in our country.

•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.

Day is shorter, and night is longer in winter.

It was morning. The family was up.

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 also 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.

He spent a sleepless night.

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

It was early morning, and we left for work.

•Nouns of seasons are used without articles if they show a certain time of the year.

It was summer. I like summer.

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

It happened in the summer of 2016.

•The indefinite article is used when these nouns are modified by a descriptive attribute.

It is a hot summer.

•When names of seasons are modified by the adjectives *early* or *late*, no articles are used.

It is early winter.

•The nouns *school*, *college*, *bed*, *prison*, *jail* 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 the nouns denote concrete objects the articles are used according to the general principle sense.

To be at school (to go to school) – to be a school boy (schoolgirl) at school; - məktəbdə təhsil almaq, oxumaq;

To be at college- to be a student of a college; - kollecdə oxumaq, təhsil almaq;

To leave school – to finish one’s studies; - məktəbi qurtarmaq;

To go to bed – yatmaq;

To be in bed – uzanmaq, yatmaq üçün yatağa uzanmaq;

To be in the bed (to be on the bed) – an article of furniture is meant; - çarpayının üstündə oturmaq;

To be in prison – to be a prisoner; - həbsxanada olmaq; həbs olunmaq; dustaq olmaq;

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To be sent to prison (to be put in prison) – as a prisoner;  
- həbs olunmaq; həbsxanaya düşmək;

To be in the prison (to go to the prison) – not as a prisoner (the building is meant); - həbsxanaya getmək (ziyərətçi kimi, dustaq kimi deyil);

•The noun *town* when used with prepositions does not take an article:

a)When we mean the nearest town (if we live in the country) or the town we live in.

You may go to town.

b)When the noun *town* is opposed to the noun *country*.

She doesn't like country life, she prefers to live in town.

Otherwise the noun *town* is used with the definite or indefinite article.

I want to live in the town.

•Names of meals are used without article.

We will have dinner soon.

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

The dinner we had was perfect.

•The indefinite article is used if the name of a meal is modified by a descriptive attribute.

After a wonderful breakfast we left the canteen.

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

She speaks French.

Note the peculiar use of the definite article in: a)It is a translation from the English; b)What is the English for “alma?”

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

The English of America differs from the English of England.

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## USE OF ARTICLES WITH NOUNS IN SOME SET EXPRESSIONS

### **The use of the indefinite article with nouns in set expressions.**

- 1.in a hurry – tələsik;
- 2.to have a mind to do something- bir işin arzusunda olmaq;
- 3.to fly into a passion – qəzəblənmək;
- 4.to get in a fury (in a rage) – qəzəblənmək;
- 5.to take a fancy to – xoşlanmaq, xoşuna gəlmək;
- 6.in a low (loud) voice – alçaq (yüksək) səsle;
- 7.a great many - çox, çoxlu;
- 8.it is a pity – təəssüf;
- 9.it is a pleasure – xoşdur;
- 10.as a result – nəticədə;
- 11.to have a good time – yaxşı vaxt keçirtmək;
- 12.to be at a loss – çaşmaq, özünü itirmək;
- 13.at a glance – həmin dəqiqə; dərhal;

### **The use of the definite article with nouns in set expressions.**

- 1.It is out of the question – sözsüz;
- 2.to take the trouble to do smth – əziyyət çəkmək, narahat olmaq;
- 3.in the original – orijinalda;
4. to play the piano (the violin, the tar, etc.) – pianino çalmaq;
- 5.to keep the house – evdə oturmaq;
- 6.to keep the bed – yataq rejiminə əməl etmək;
- 7.on the whole – bütövlükdə;
- 8.the other day (refers to the past) – bu günlərdə;
- 9.on the hand,... on the other hand – bir tərəfdən, .. .digər tərəfdən;

- 
10. to tell (to speak) the truth – düzünü desək;
  11. to be on the safe side – hər ehtimala qarşı;

### **Nouns in set expressions used without article**

1. out of doors – bayırda;
2. to take to heart – ürəyinə salmaq; çox fikir vermək;
3. to take offence – incimək;
4. to give (to get, to ask) permission - icazə vermək;
5. to lose heart – məyus olmaq, ümidini itirmək;
6. at present - hazırda;
7. from morning till night – səhərdən axşama kimi;
8. from head to foot - başdan ayağa kimi;
9. from beginning to end - əvvəldən axıra kimi;
10. at first sight - ilk baxışdan;
11. by chance – təsadüfən;
12. by mistake – səhvən;
13. hours – saatlardır ki, ;
14. for ages - uzun müddətdir ki, ;
15. to go to sea - dənizçi olmaq;
16. by land (by air, by sea) – quru ilə (hava ilə, su yolu ilə);
17. on deck - göyərtədə;
18. at sunrise – gün doğanda;
19. at sunset – gün batanda;
20. at work – işdə;
21. at peace – sülh şəraitində;
22. by name – adı ilə;
23. in debt - borclu olmaq, borc içində olmaq;

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## THE NOUN

**The noun** is a word expressing substance. The substance means not only living beings (i.e. boy, girl, man) and lifeless things (i.e. table, chair, pen) but also names of abstract notions such as qualities, states, actions (kindness, strength, sleep, fear).

**The noun has the following morphological characteristics:**

1. Nouns that can be counted have two numbers: singular and plural (i.e. a girl- girls).

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

### **Morphological composition of nouns.**

According to their morphological composition *simple*, *derivative* and *compound* nouns can be distinguished.

1. **Simple nouns** are nouns which have neither prefixes nor suffixes such as chair, table, room, map, etc.

2. **Derivative nouns** have derivative elements (prefixes or suffixes or both) such as reader, blackness, childhood, misconduct, inexperience, etc.

### **Productive noun-forming suffixes are:**

-er: reader, teacher, worker

-ist: dramatist, telegraphist

-ess: hostess, actress

-ism: imperialism, socialism

### **Unproductive suffixes are:**

-hood: childhood, manhood

-dom: freedom

-ment: development

-ance: importance

-ence: dependence

-ship: friendship, relationship

-ty: cruelty

-ity: generosity.



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3. **Compound nouns** are nouns which consist of two or more stems. The main types of compound nouns are as follows:

- 1) noun-stem+noun-stem: apple-tree, snowball.
- 2) adjective-stem+noun-stem: blackboard, bluebell.
- 3) verb-stem+noun-stem: pickpocket.

### **Classification of nouns.**

Nouns fall under two classes: **proper nouns** and **common nouns**.

**Proper nouns** are nouns which are given to separate persons or things. Proper nouns may be personal names such as Mary, Peter, geographical names for instance, London, the Caucasus, the names of months and of the days of the week such as February, Monday, names of ships, hotels, clubs, etc.

**Common nouns** are names that can be applied to any individual of a class of persons or things (i.e. man, dog, book), collections of similar individuals or things regarded as a single unit (i.e. family, peasantry), materials (i.g. snow, iron, cotton) or abstract notions (i.e. kindness, development).

There are different groups of common nouns: **class nouns, collective nouns, nouns of material** and **abstract nouns**.

1. **Class nouns** denote persons or things belonging to a class. They are countables and have two numbers: singular and plural. They are generally used with an article.

I wasn't in the shop yesterday.

The shops are open today.

2. **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 and denoting a number of things collected together and regarded as a single object: foliage, leafage, machinery.

b) nouns which are singular in form though plural in meaning: police, poultry, cattle, people, gentry. They are usu-

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ally called nouns of multitude [ˈmʌltɪtju:d] (çoxluq, kütlə). When the subject of the sentence is a noun of multitude the verb used as predicate is in the plural:

I have no idea where the police are.

The weather was warm and the people were sitting in the yard.

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

A small crowd is lined up to see the guests.

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

There is a scent of honey from the flowers.

4. **Abstract nouns** denote some quality, state, action or idea: kindness, sadness, fight. They are usually uncountables though some of them may be countables (i.e. idea, hour, etc.)

Abstract nouns may change their meaning and become class nouns. This change is marked by the use of the article and the plural number:

Beauty, a beauty, beauties

Sight, a sight, sights

## THE FUNCTIONS OF NOUNS

Nouns have several important functions. While it's impossible to list them all here, we'll go over the most important jobs nouns are tasked with.

- **Nouns are subjects.** Every sentence has a subject, which is a noun that tells us what that sentence is all about. John swung the baseball bat.

- **Nouns are direct objects.** These nouns receive action from verbs. John swung the baseball bat.

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- **Nouns are indirect objects.** These nouns receive the direct object. Brad threw John the ball.

- **Nouns are objects of prepositions.** These nouns follow the prepositions in prepositional phrases. John swung the baseball bat at Greg.

- **Nouns are predicatives.** These nouns follow linking verbs and rename the subject. John is a baseball player.

- **Nouns as attributes.** The morning air is all awash with angels.

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## GRAMMATICAL CATEGORIES OF NOUNS

English Nouns have 2 grammar categories  
The category of number;  
The category of case.

### THE CATEGORY OF NUMBER

This category indicates whether one or more things is meant. Oneness is expressed by singular and more-than-oneness by plural forms.

All English nouns have *form* which corresponds to the structural type of the singular or plural. But not all of them have the grammatical category of number. Only count nouns are inflected for it. Only these nouns indicate whether the noun names one or more than one referent, that is, are used in both numbers.

Grammatical numbers of English nouns are the singular and the plural. The basic form is the singular. The plural of almost all the counts is built by adding the inflexion *-s* (*-es*) to the basic form (singular form).

#### **Examples:**

Horse – horses;

Nose- noses;

Book- books;

Pen-pens;

Bridge-bridges.

In nouns with the final *-y* preceded by a consonant *-y* changes into *-i*. The plural ending is *-es*.

#### **Examples:**

Study-studies

Lobby-lobbies

Baby-babies;

City –cities.

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A small number of nouns have irregular plurals. They are  
Man-men;  
Woman-woman;  
Goose-geese;  
Foot-feet;  
Tooth-teeth;  
Mouse-mice;  
Louse-lice;  
Child-children;  
Ox-oxen.

In a number of nouns having a sound /ff/ in the singular/spelled *-f* or *-fe/* this sound changes into /v/ in the plural form and the ending *-es* is added.

**Examples:**

Wife-wives;  
Knife-knives;  
Life-lives;  
Sheaf-sheaves [ʃi:f] (bağlama, dəstə, paçka (pul, kağız);  
Leaf-leaves;  
Thief-thieves;  
Calf-calves [ka:f] (buzov);  
Half-halves;  
Shelf-shelves;  
Wolf-wolves;  
Handkerchief – handkerchieves (cib dəsmalı, əl yaylığı).

There is no change of the sound in the plural of the nouns:

*roof, proof, safe.*

Both variants are found in the nouns:

hoof-hooves/hoofs/ (dırnaq – bəzi məməli heyvanlarda);

scarf-scarfs /ves/ (şərf);

wharf-wharfs /ves/ (tərsanə - gəmi qayıran və təmir edilən yer);

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The formation of the plural of nouns ending in /-o/.  
The plural of these nouns is built up by adding to the singular form the inflexion /-es/:

**Examples:**

hero-heroes;  
Negro-Negroes;  
tomato-tomatoes;  
potato-potatoes;  
cargo-cargoes (yük – gəmi, təyyarə və s. ilə daşınan);  
hero-heroes;  
echo-echoes.

**But /-s/ in:**

nouns ending in 2 vowels

**Examples:**

radio-radios;  
zoo-zoos;  
in shortenings

**Examples:**

photo-photos;  
kilo-kilos;  
in musical terms of Italian origin

**Examples:**

solo-solos;  
piano-pianos;

All nouns ending in –o preceded by a vowel form the plural in –s and not in –es.

**Examples:**

Cuckoo-cuckoos;  
Portfolio-portfolios;

There are a few nouns ending in –o which form the plural both in –s and –es.

**Example:**

Mosquito-mosquitos (mosquitoes).

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Nouns ending in –th [θ] after long vowels change it into [ð] in pronunciation and it doesn't affect their spelling).

**Examples:**

Bath [ba:θ]– baths [ba:ðs];

Path [pa:θ]– paths [pa:ðs];

Oath [ouθ]- oaths [ouðs] (and, and içmə).

But [θ] is always retained after consonants (including r) and short vowels.

**Examples:**

smith – smiths [smɪθs];

month – months [mʌnθs];

myth – myths [mɪθs];

birth – births [bɜ:θs];

health – health [helθs].

One noun ending in [s] changes it into [z] in pronunciation:

House [haus] – houses [ˈhauzɪz].

In some nouns the plural form doesn't differ from the singular:

*Deer, sheep, swine, fish, trout, etc.*

Some words borrowed from Latin and Greek keep their Latin and Greek plural forms:

Memorandum – memoranda; (memorandum)

Phenomenon – phenomena; (fenomen)

Datum - data; (datum)

Crisis – crises; (böhran)

Stimulus – stimuli; (stimul)

Formula – formulae; (formula)

Index- indices; (indeks)

Genus – genera; (*biol.* nəsil, soy)

Antenna – antennae; (antenna)

Stratum – strata. (təbəqə)

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Some of these nouns have acquired English plural forms:

Memorandums;  
Formulas;  
Indexes;

**Plural of compound nouns:**

1.As a rule a compound noun forms the plural by adding –s to the head-word:

Editor-in-chief – editors-in-chief;  
Brother-in-law – brothers-in-law;  
Looker-on- lookers-on.

2.In some compound nouns the final element takes the plural form:

Lady-bird-lady-birds.

3.If there is no noun-stem in the compound, -s is added to the last element:

Forget-me-not-forget-me-nots;  
Merry-go-round-merry-go-rounds.

Some nouns have only plural form:

1.*Trousers, spectacles, breeches, scissors, tongs, etc.* These are for the most part names of things which imply plurality or consist of two or more parts. We can form the singular of these nouns by means of the combination *a pair of*.

**Examples:**

a pair of trousers – bir şalvar;  
a pair of scissors - bir qayçı.

2.*Billiards, barracks, works.* These nouns may be treated as singulars.

3.Words like *phonetics, physics, politics, optics, etc.* are usually treated as singulars except in some special cases.

4.The word *news* is treated as a singular.



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## THE CATEGORY OF CASE

Case is the inflected form of the noun indication the grammatical relation in which the noun stands to other parts of the sentence

English nouns have a two case system: **the common case**/the basic form/ and **the genitive case**/the possessive case./

**The genitive case** of all singular nouns /which are used in it, of course of those plurals which don't have the number morpheme *-s* / is built up by means of the morpheme *-s* which is added to the base form and an apostrophe is added. For example:

Singular: boy-boy's

Student - student's

Add an apostrophe and *-s* to form the possessive of a plural noun that doesn't end in *s*.

man-men's

woman-woman's

oxen-oxen's

In the genitive of personal names ending in sibilants the morpheme *-s* is optional, but the apostrophe and the pronunciation */-iz/* are obligatory. For example:

**Common case**

Burns

Boz

Fox

**Possessive case**

Burn's/-iz/ poems

Boz's/-iz/ sketches

Fox's/-iz/ articles

Sometimes the apostrophe *s* may refer to a whole group of words: Jane and Mary's room.

If two or more things belong to different persons, the genitive ending 's is added to each of these nouns:

Jane's and Mary's rooms.

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In the nouns denoting inanimate objects the meaning of possession is expressed analytically. In this case the preposition *of* is used.

**Examples:**

The leg of the table;  
The window of the room;  
The middle of the street;

It is necessary to stress that nowadays 's can be used with nouns denoting inanimate things too.

**Examples:**

a moment's silence;  
two days' leave;  
summer's rest;  
December's frost;  
Sunday's duty;  
Azerbaijan's peace;  
the sun's ray;  
the water's edge;  
the world's population;  
yesterday's news;

Remember the following nouns with 's in set-expressions:

A needle's eye – *iynənin gözü boyda*;  
At death's door – *ölüm ayağında olmaq*;  
To be at one's wit's – *çətin vəziyyətdə olmaq*;  
To one's heart's content – *ürəyi istədiyi qədər*;  
At arm's length – *qol uzunluğunda*;  
To have at one's finger's ends - *bir işi yaxşı bilmək*;  
Out of harm's way – *xəta-baladan uzaq*;  
For old acquaintance's sake – *köhnə dostluq xatirinə*;

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## THE PRONOUN

A **pronoun** is a word that takes the place of a noun, a group of words acting as a noun, or another pronoun. The word or group of words to which a pronoun refers is called its antecedent.

**Example:**

Acland seemed feverish, and then **he** rested his hand against his forehead. [The pronoun *he* takes the place of its proper noun antecedent, *Acland*.]

**Example:**

When Acland and Constance were married in 1924, **both** were famous. [The pronoun *both* takes the place of the nouns *Acland* and *Constance*.]

**Example:**

Though Acland **himself** was a painter; **his** wife was a cook. [The pronouns *himself* and *his* take the place of *Acland* and *Acland's*.]

There is no uniformity of morphological and syntactical characteristics in the groups of pronouns. Some pronouns have the grammatical categories of **person, gender, case, and number**. The categories of person and gender (in the third person singular) exist only in personal and possessive pronouns.

Pronouns as well as nouns have two cases but whereas some pronouns (e.g., personal pronouns and the relative and interrogative *who*) have the nominative and objective cases, others (e.g. indefinite pronouns such as *somebody*, reciprocal pronouns such as *one another*, negative pronouns such as *nobody*) have the common and genitive cases.

The category of number is found in demonstrative pronouns (*this* and *that*) and the defining pronoun *other*.

Many pronouns are characterized by double syntactical use (they may be used as *subject, predicative, object*, and at the

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same time as *attribute*). Here belong demonstrative pronouns, possessive pronouns etc.

All pronouns in English can be put into these categories: **personal, possessive, reflexive, reciprocal, demonstrative, interrogative, relative, conjunctive, defining, indefinite and negative pronouns.**

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## PERSONAL PRONOUNS

A **personal pronoun** refers to a specific person, place, thing, or idea by indicating the person speaking (the first person), the person or people being spoken to (the second person), or any other person, place, thing, or idea being discussed (the third person).

The personal pronouns have the grammatical categories of person, case, number and (in the third person singular) gender.

Personal Pronouns		
	Singular	Plural
First person	I, me	we
Second person	you	you
Third person	he, she, it	they

### Example:

**First person:** The poem is dedicated to me. [*Me* refers to the person speaking.]

**Second person:** He will bring the book for you. [*You* refers to the person being spoken to.]

**Third person:** She offered him a chair. [*She* and *him* refer to the people being talked about.]

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.*

The objective case of the pronouns *I, he, she, we* is expressed by suppletive forms.

In colloquial speech *me*, not **I** is commonly 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*).

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

Third-person singular pronouns also express **gender**. **He** and **him** are **masculine (male beings man, father, uncle, boy etc.)**; **she** and **her** are **feminine (female beings woman, mother, aunt, girl etc.)**; **it** is neither masculine nor feminine but **neuter (inanimate things house, tree, cap etc.)**.

**Example:**

He tried to concentrate his mind on the facts.

He asked her a few questions and then sat down to read the evening paper. He was a silent man.

She liked to go to the place where we could be together.

There was a girl. She was pale, with black eyes and high forehead.

He did not know what to do with his cap, and was stuffing it into his coat pocket.

As some nouns denote animate beings of either sex, masculine or feminine (*friend, teacher, servant, cousin* etc.), personal pronouns are often used to specify them.

**Example:**

Tell your friend that he must not visit you so late.

Personal pronouns may have different functions in the sentence, those of *subject, object, and predicative*.

**Example:**

I had not been taught to lie. (subject)

I was not free to resume the interrupted chain of my reflections till bed-time. (subject)

Do you know him? (object)

He arranged to meet her at the street. (object)

“Who’s there?” “It’s me.” “Who’s me?” “Your cousin.” (predicative)

That was her I addressed to. (predicative)

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## POSSESSIVE PRONOUNS

A possessive pronoun takes the place of the possessive form of a noun. They have the same distinctions of **person**, **number** and **gender** as personal pronouns.

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

Conjoint Forms of Possessive Pronouns		
	Singular	Plural
1 <sup>st</sup> person	my	our
2 <sup>nd</sup> person	your	your
3 <sup>rd</sup> person	his, her, its	their
Absolute Forms of Possessive Pronouns		
	Singular	Plural
1 <sup>st</sup> person	mine	ours
2 <sup>nd</sup> person	yours	yours
3 <sup>rd</sup> person	his, hers	theirs

The **conjoint form** is used when the possessive comes before the noun it modifies. The conjoint form of the possessive pronoun is used as an attribute.

**Example:**

He put **his** hands on Constance's shoulders.

In **her** turn she looked back at **her** daughter.

The **absolute form** is used when the possessive pronoun does not modify any noun.

The absolute form of the possessive pronoun may be used as *subject*, *predicative* or *object*. The group "preposition + absolute form" may be used as an *attribute*.

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**Example:**

**Hers** was not the answer. (subject)

**Yours** (sum of money) won't come soon. (subject)

Don't take it. It is **hers**. (predicative)

It's **mine**. Thank you ever so. (predicative)

This is our house, but that is **theirs**. (predicative)

I took my things, and she took **hers**. (object)

When she heard the news she shook that pretty head of **hers**. (attribute)

Possessive pronouns are often used before the names of the parts of the body, clothing, things belonging to a person etc. In that case they are not translated into Azerbaijani.

**Example:**

He rose and held out **his** hand to help **his** father.

O (kişi) ayağa durdu və **atasına** kömək etmək üçün **əlini** uzatdı.

She dropped **her** scarf and then picked it up.

O (qadın) **şərfini** saldı və sonra onu qaldırdı.

**Note:** It is a serious but common error to mistake *its* and *it's* [it is]. Take particular note that the possessive pronoun *its* has no apostrophe.

**Example:**

The dog is chasing *its* tale. [possessive pronoun]

*It's* a pity that we can not take part in this concert. [The contracted form of *It is*]



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## REFLEXIVE PRONOUNS

A **reflexive pronoun** refers, or reflects back, to the subject of the sentence. It indicates that the same person or thing is involved. A reflexive pronoun always adds information to a sentence. Reflexive pronouns are formed by adding **–self** or **–selves** to certain personal and possessive pronouns.

**Example:**

He had to rub it **himself**.

The nurse **herself** told it to me.

The kettle switches **itself** off.

We imagined **ourselves** playing the piano.

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

	Singular	Plural
1 <sup>st</sup> person	myself	ourselves
2 <sup>nd</sup> person	yourself	yourselves
3 <sup>rd</sup> person	himself, herself, itself	themselves

Reflexive pronouns are usually used as *direct objects* in the sentence.

**Example:**

She taught **herself** to swim and now teaches the skill to anyone who wants to learn. (object)

Reflexive pronouns may be used as *predicatives*.

**Example:**

When we returned, they were **themselves**. (predicative)

Reflexive pronouns preceded by a preposition may be used as *indirect prepositional objects*, as *attributes* and as *adverbial modifiers*.

**Example:**

‘More than a match for me’, Constance said **to herself**, and then she began to scheme anew for herself. (prepositional indirect object)

---

From the beginning she was competing **with herself**. (prepositional indirect object)

I tried to keep away from the subject **of myself**. (attribute)

If her parents hadn't returned, she could have an allowance and live **by herself**. (adverbial modifier of manner)

There was only a little time left, and I had to be quick **for myself**. (adverbial modifier of cause)

Reflexive pronouns may be used to form the reflexive voice (in this case reflexive pronouns are structural words).

**Example:**

Cleaning her make-up, she washed **herself** intensively.

She dressed **herself** and came away to find them.

Sometimes reflexive pronouns are used emphatically. The reflexive pronouns which are to be used emphatically are called **intensive pronouns** or **emphatic reflexive pronouns**. They add emphasis to another noun or pronoun in the same sentence.

**Example:**

He **himself** warned us.

It is your party, and you **yourself** must invite them.

She **herself** made her wedding dress.

They always envy me that I **myself** make my decisions.

An intensive pronoun does not add information to a sentence. If the intensive pronoun is omitted, the sentence still has the same meaning. It should be noted that an intensive pronoun often, but not always, comes immediately after its antecedent.

**Example:**

They designed their house **themselves**, and it is very beautiful.

**Or**

They **themselves** designed their house, and it is very beautiful.

---

## RECIPROCAL PRONOUNS

**Reciprocal pronouns** express mutual action or relation which two people or groups do the same things to each other. Reciprocal pronouns are the group-pronouns *each other* and *one another*. The subject to which they refer must always be in the plural.

**Example:**

**They** looked at **each other**, and then smiled.

The **three** friends (they) haven't seen **one another** for years.

I suppose it's a question my **two sons** ask **each other**.

**Chris and I** suited **each other**.

It's caused by **two germs** that live together and scratch **each other's** back.

**None of us** poach **each other's** business.

Anyhow **you, Mary, and Harriet** know **one another**.

Nell's a very prim little thing, **they'll** be good for **one another**.

*Each other* generally implies only two, *one another* two or more than two persons.

**Example:**

Don and Susie really love **each other**.

There were three ladies who sat in a row close to **one another**.

Reciprocal pronouns have two case forms: **the common case** and **the genitive case**.

**Example:**

Girls banged into **each other** and stamped on **each other's** feet.

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

**Example:**

They have been friends for many years, and always help **one another**.

---

They found **each other** delightful.

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

**Example:**

They stared at their pictures and there was nothing but a hope in **each other's** face.

Firstly, I thought that my wife and I could live by selling our pictures, but then I realized and that we could not live by selling **one another's** pictures.

Reciprocal pronouns preceded by a preposition are used as a *prepositional indirect object*:

**Example:**

They have been looking **at one another** for some minutes, and none of them wants to begin.

They stared **at each other** in silence.

Now you should be able to stack all of these columns on top **of each other**.

In programming, getting the sound you want typically involves constantly moving to and fro between different parameters, fine-tuning them **against one another**.

In the sentence below the noun phrase *the banks* is the complement of a preposition and the reciprocal pronoun is within the postmodifier (*to each other*) of the phrase.

**Example:**

Second, there is a reduced risk because the gross exposure **of the banks to each other** has been cut.

As with the primary reflexives, the co-referring subject *you* is implied in subject-less imperatives.

**Example:**

Love **one another**.

Constructions with *each other* correspond to constructions in which the two parts of the pronoun are separated into *each ... other*. The separation places greater emphasis on the reciprocity.

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**Example:**

They will **each** know when to involve **the other** in responding to the task in hand.

Fortunately, this doesn't lead to **each** program looking like every **other**.

The corresponding constructions with the reciprocals are.

**Example:**

They will know when to involve **each other** in responding to the task in hand.

Fortunately, this doesn't lead to the programs looking like **each other**.

---

## DEMONSTRATIVE PRONOUNS

A **demonstrative pronoun** points out specific persons, places, things, or ideas. The demonstrative pronouns are *this*, *that*, *such*, (*the*) *same*.

The demonstrative pronouns *this* and *that* have two numbers:

<b>Singular:</b>	this	that
<b>Plural:</b>	these	those

*This* is used to point at what is nearer in time or space; *that* points at what is farther away in time or space.

**Example:**

My mother gave me **this** necklace.

My office is in **that** building.

Where did you get **these** forms?

Who are **those** boys over there?

He looked at her. "No, **this** boy can not do it," he said.

*This* and *that* may be applied both to persons and things.

**Example:**

**This** girl is the one I am going to marry.

**This** was said a little mournfully.

Other people were anxious to get **this** soap at **this** price.

Do you know **that** fellow?

Prudie shall write to **those** trustees.

**That** house over there is very huge.

**That** is the apartment below.

The pronoun *such*.

**Example:**

He was **such** a strange little boy, a little boy with second sight. (Sally Beauman)

It was of **such** splendor, volume and length that it drew witness, although neither Rosa nor I realized that at that time. (Sally Beauman)

---

She wore a red ribbon in her hair, and was the only one of the white company who could boast of **such** a pronounced adornment. (Hardy)

The pronoun *the same*. It is always used with the definite article.

**Example:**

I would like to remember **the same** words that I heard many years ago.

The man was a young man wearing **the same** coat.

Constance is **the same** age as you.

The demonstrative pronouns *this* and *that* are used as *subjects, predicatives, objects, and attributes*.

**Example:**

**This** should never be forgotten. (subject)

It's all right. **That** reminds me of him. (subject)

Some of her friends were **those** who were dropped. (predicative)

The only honest people – if they existed – were **those** who said: This is your brutality. (predicative)

Why do you doubt **this**? (object)

Tell me just how you did **this**. (object)

If **that** young girl wants your answer, I would like you to think about it. (attribute)

“If **that** young fellow wanted a place, I'd give it to him,” he thought. (attribute)

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

She lost her home, her family – **those** were done by you.

Don't forget it!

But in thinking of his remaining guest, an expression like **that** of a cat who is just going to purr stole over his old face. (Galsworthy)

The impressions (of Wintercombe) were surely **those** of a Gerhards, but the expression was more affective.

---

The pronoun *such* is used as *subject*, *predicative*, *object*, and *attribute*:

**Example:**

**Such** was his answer. (subject)

If any living man can manage this horse I can: - I won't say any living man can do it – but **such** has the power, I am sure. (subject)

Her idolatry of this man was **such** that she herself almost feared it to be ill-omened. (Hardy) (predicative)

I knew where you lived. It was **such** a very grand address. (Sally Beauman) (predicative)

**Such** thoughts and visions will not prevent me from following them. (attribute)

The pronoun (*the*) *same* usually performs the function of an *attribute*, but it may be used as *subject*, *predicative*, *object*.

**Example:**

We live in **the same** street. (attribute)

**The same** should not be repeated again! (subject)

It was Sunday. And it was **the same** as before. (predicative)

The children are doing **the same**. (object)

“Let him do **the same!**” said Constance quickly. (object)



---

## INTERROGATIVE PRONOUNS

An **interrogative pronoun** is used to form questions. They are *who*, *whose*, *what*, *which*. You may add the suffix “**ever**” to them: *whatever*, *whichever*, *whoever*, *whomever*, *whosever*.

The interrogative pronoun *who* has the category of **case**: the nominative case is *who*, the objective case *whom*.

*Who* refers to human beings.

**Example:**

**Who** is the talking girl?

Slipping her hand under his arm, she said: “**Who** was that?”

*What* when not attributive usually refers to things, but it may be applied to persons when one inquires about their occupation.

**Example:**

**What** are they talking about?

“**What** are you looking for, dear?” the mother asked.

“**What** was he?” “A teacher.”

*Which* has a selective meaning: it corresponds to the Azerbaijani language “hansı” (an individual of the group). It may refer to person and things.

**Example:**

**Which** of you will stay here?

“**Which** of us does he mean?” asked the man.

**Which** side of the table would you like to sit?

**Which** side of the bed do you like to sleep?

The questions *Who is he?* *What is he?* *Which is he?* differ in their meaning. The first question inquires about the name or parentage of some person. The second question inquires about the occupation of the person spoken about. The third question inquires about some particular person out of a definite group of persons.

---

In the sentence interrogative pronouns may have different functions – those of *subject*, *predicative*, *object*, and *attribute*.

**Example:**

**Who** has been to see you? (subject)

“**What**’s been happening?” he asked. (subject)

**Who** are the signers of the treaty? (subject)

**Who** are they? (predicative)

**What** is she? (predicative)

“I think he’s married.” “**Whom to**, I wonder?” (object)

“**Who** do you mean?” I asked. (object)

“**What** did you see there?” “Nothing but beauty, darling.” (object)

**Whom** did you give the note **to**? (object)

“**What** sort of a quarrel?” he thought. (attribute)

**Which** day was it that our shop was to be sold? (attribute)

---

## RELATIVE PRONOUNS

A **relative pronoun** is used to begin a special subject-verb word group called a subordinate clause. Relative pronouns are *who*, *whose*, *which*, *whoever*, *whomever*, *whichever*, *that*, *as*. They not only point back to a noun or a pronoun mentioned before but also have conjunctive power. They introduce attributive clauses. The word they refer to is called their **antecedent**. The *antecedent* may be a noun or a pronoun.

*Who* is used in reference to human beings or animals.

### Example:

The driver **who** arrived last parked over there. [The relative pronoun *who* begins the subordinate clause *who arrived last*.]

The meal **that** you prepared was delicious. [The relative pronoun *that* begins the subordinate clause *that you prepared*.]

He **who** had always hated living in the country almost welcomed the thought of returning there.

**NOTE:** The word **but** can be used in the sense of **who not** or **which not**.

### Example:

There is no man, **but** wishes [=who does not wish] to live long.

There is no tree, **but** bears [=which does not bear] fruit.

*Whose* is mainly used in reference to human beings or animals but it may be applied to things.

### Example:

There was the girl **whose** father was one of the leading men of Azerbaijan.

This is the problem **whose** solution I do not know.

He looked at her, huddled like a bird that is shot and dying, **whose** poor breast you see panting as the air is taken from it, **whose** poor eyes look at you who have shot it.

---

He wore a stiff standing-collar **whose** upper edge almost reached his ears, and **whose** sharp points curved forward abreast the corners of his mouth.

*Which (of which)* is used in reference to things and animals.

**Example:**

This is the problem the solution **of which** I do not know.

The time **which** is once lost is lost forever.

Here are the books **which** I bought yesterday.

The dog **which** bit him has been shot.

This is a subject **which** needs careful study.

Here was her own style – a bed **which** did not look like one and many mirrors.

They strove to steal a dog – the fattest, **which** was very thin – but I shoved my pistol in their faces and told them begone. (London)

*Who* and *which* have a restrictive force when they limit or define the meaning of the antecedent.

**Example:**

The beggar **who** cheated us was arrested yesterday.

This is the picture **which** I bought.

*Who* and *which* have sometimes a continuative force when they are used only to make some additional statement about the antecedent. Then they may be replaced by a conjunction and a pronoun.

**Example:**

I sent for the girl, who (=and she) came at once.

I gave her one rupee, which (=and it) was all I had with me.

*That* is mainly used in reference to animals and things. It may also be used in reference to human beings.

**Example:**

The first thing **that** I realized is a cold glance he gave me.

This gave him much the same feeling a man has when a dog **that** he owns wriggles and looks at him.

---

On one side there was a high wall **that** separated it from the street.

He was one of a multitude **that** pressed onward through the dark.

The man **that** is dishonest is hated by all.

These are the boys **that** can be trusted.

I have lost the pen **that** you gave me.

He **that** is down need fear no fall.

He is the most intelligent boy **that** I ever saw.

There is no one **that** has not suffered.

I know the house **that** Jack built.

This is the dog **that** killed the cat.

All **that** glitters is not gold.

**That** is used instead of **who** and **which**.

**1. After adjectives in the superlative degree.**

**Example:**

He is the best speaker **that** I ever heard.

He is the wisest man **that** ever lived.

This is the best picture **that** I ever saw.

**2. After two antecedents, one requiring *who* and the other *which*.**

**Example:**

The girl and the dog **that** you saw belonged to me.

Various are the men and the countries **that** I have seen.

**3. After the interrogative pronouns *who* and *what*.**

**Example:**

Who is here **that** does not love his country?

Who am I **that** I should object?

What is it **that** will last for ever?

---

**4. After the words *only, any, the same, all, everything, nothing.***

**Example:**

Man is the only human being **that** laughs.

You may take any pen **that** you like.

He is the same man **that** came here yesterday.

It was not for nothing **that** he spent three years studying medicine.

*As* usually introduces attributes clauses when the demonstrative pronouns *such* and *the same* are used in the principal clause (it is a rare case when *as* is used without *such* in the principal clause).

*As* may refer to living beings and things.

**Example:**

He is not such a clever student **as** you are.

These apples are not such **as** I bought yesterday.

This is not the same book **as** mine [is].

I shall do the same **as** he did.

The books were right and there were many such **as** she (Mary) in the upper walks of life.

His mother was a poor peasant woman, too poor even to think of such a thing **as** buying skates for her little ones.

For nobody's ever heard me say as it wasn't lucky for my children to have aunts and uncles **as** can live independent.

We went to the park. It wasn't **as** one expects a usual park to rest.

Relative pronouns can also refer to a clause. Relative pronouns always perform some syntactical function in the clause they introduce.

**Example:**

There's a man downstairs **who** wants to see me. (subject)

She flashed a look at him **that** was more anger than appeal. (subject)

---

The discussion assumed that random volubility **which** softens a decision already forced on one. (Galsworthy) (subject)

I think I have taken nothing **that** you or your people have given me. (Galsworthy) (object)

Families often think it due to themselves to turn their back on newcomers, **whom** they may not think quite enough for them. (Shaw) (object)

It pleased Denny to exert the full force of his irony upon the work **which** they were doing. (Cronin) (object)

She replied in a way **which** made me immediately feel certain. (subject)

---

## OMISSION OF THE RELATIVE PRONOUN

**1. When the relative pronoun is the object of a verb or of a preposition, it is often omitted.**

**Example:**

The boy (**whom**) you saw has failed.

The book (**that**) I recommended is useful.

The day (**which**) he came here was Sunday.

This is the man (**that**) I told you about.

Here is the book (**that**) you were asking for.

You have forgotten the will (**which**) I told you of.

**NOTE:** A relative pronoun is rarely omitted when it is the subject in the sentence.

**Example:**

The boy **who** struck him was fined. [*Who* is the subject relative and cannot be omitted.]

But in the sentence:

The boy **whom** he struck was hurt. [*Whom* can be omitted as it is the object relative].

**Example:**

The boy he struck was hurt.

## OMISSION OF THE ANTECEDENT

**Sometimes the antecedent of a relative pronoun is left out.**

Who [=he who] steals my purse, steals trash.

Who [= he who] laughs last laughs best.

Whom [=those persons whom] the gods love, die young.

This is what [=the thing that] he wanted.



---

## AGREEMENT OF THE RELATIVE PRONOUN WITH ITS ANTECEDENT

**1. The relative pronoun agrees with its antecedent in gender, number, and person.**

**Example:**

**I who have** money am powerful. [1st pers. sg.]

**I, who am** your leader, will lead you. [1st pers. sg.]

**You who are** my friend are to accompany me. [2nd pers. sg. or pl.]

**You who are** rich should help the poor. [2nd pers. sg. or pl.]

**He who is** the youngest comes last. [3rd pers. sg.]

**He that is** down, needs fear no fall. [3rd pers. sg.]

**They who are** honest are trusted. [3rd pers. pl.]

**They who live** in glass houses should not throw stones at others. [3rd pers. pl.]

**2. The Number of the relative pronoun must be the same as that of its antecedent.**

**Example:**

Anar is one of the noblest **kings** that **have (not has)** ever lived.

[**The antecedent of that is *kings*, not *one*.**]

This is one of the best **novels** that **have** been published this year.

He is one of the greatest **leaders** that **have** ever lived.

This is one of the most useful **proposals** that **have** ever been made.

I am one of **those** that **love** their fellowmen.

This is the only **one** of his novels that **is (not are)** worth reading.

[**Here the antecedent of that is *one*. Of his novels this is the only one that is worth reading.**]

This is the only **one** of his paintings that **is (not are)** remarkable.

---

## CONJUNCTIVE PRONOUNS

Conjunctive pronouns are *who*, *what*, *whose*, *which*. They not only point back to some person or thing mentioned before but also have conjunctive power. They introduce subordinate clauses: subject clauses, object clauses, and predicative clauses.

**What** he said was not true. (subject clause)

**What** he had taken was only the excitement of the place.  
(subject clause)

That's exactly **what** you've got! (predicative clause)

That is not **what** you said before. (predicative clause)

I know **what** you mean. (object clause)

I don't want to hear **what** you've come for. (object clause)

They perform different functions, those of subject, predicative, attributive, and object in the clause.

**Who** will visit us hasn't informed yet. (subject)

**What** impressed me was his behavior. (subject)

**What** had made her yield he could never make out. (subject)

The question is **who** will go there. (predicative)

That is **what** you must do. (predicative)

I've spent a lot of time in the chart-room now, and I'm on the edge of knowing my way about, **what** charts I want to refer to, **what** coasts I want to explore. (attribute)

She knew **what** was in my mind. (object)

**What** **she** could no longer do for him, he did himself, and brutally brushed aside all other interests except her. (object)

---

## DEFINING PRONOUNS

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

*All* is a generalizing pronoun; it takes a group of things or persons as a whole.

*All* may be used as *subject*, *predicative*, *object*, and *attribute*.

### Example:

**All** has been said and done. (subject)

**All** were present at the meeting. (subject)

Money is not **all**. (predicative)

That is **all**. (predicative)

Don't forget **all** about it. (object)

I wonder if **all** the doors are closed or not. (attribute)

**All** day the wind has been blowing. (attribute)

**All** the trees are in blossom. (attribute)

*Both* points out two persons, things or notions mentioned before.

### Example:

**Both** versions of the past had just been mentioned.

"But there is more to be said," he continued, after a pause painful to **both**.

**Both** beckoned, through a haze of inexplicable happiness.

You can study French, or you can study German, or cut them **both** out and study English.

The pronoun *both* may be used as *subject*, *object*, and *attribute*.

### Example:

**Both** were moody, preoccupied, and short-tempered. (subject) (Sally Beauman)

**Both** seemed to implore something to shelter them from reality. (Hardy) (subject)

---

The books are interesting. I will take **both**. (object)

These two films are being demonstrated at the cinemas. I have already seen **both**. (object)

The light, admitted by windows at **both** ends, was unfortunately not Chinese. (Galsworthy) (attribute)

**Both** Freddie and Steenie had overslept. (Sally Beauman) (attribute)

When preceded by a preposition *both* may be used as a *prepositional indirect object*.

**Example:**

He paid the way **for both**.

**Each, every, everybody, everyone, everything.**

*Each* and *every* refer to all the members of the group of persons, things, or notions mentioned before and taken one by one. When used as *subject*, *each* etc. requires a verb in the singular.

*Each* may be used as *subject*, *object*, and *attribute*.

**Example:**

**Each** of us was given a paper and a pen. (subject)

**Each** of them was examined carefully.

The train coming in a minute later, the two brothers parted and entered their respective compartments. **Each** felt aggrieved that the other had not modified his habits to secure his society a little longer. (Galsworthy) (subject)

We paid a dollar **each**. (object)

For the people who live near London airport, **each** plane increases the danger to their health. (attribute)

It (a blackbird) started singing as I looked out of the window ending **each** phrase abruptly as if out of breath, a curiously amateur effect. (Braine) (attribute)

When preceded by a preposition *each* may be used as a *prepositional indirect object*.

---

**Example:**

They began to deal swiftly with the cocoa tins, slipping a stick of dynamite **in each**. (Cronin)

*Every* is used only as an *attribute*.

**Example:**

**Every** child over five has to go to school in England.

This is something more than genius. It is true **every** line of it.

*Everybody, everyone* 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 and the **genitive** case.

The common case may be used as *subject* and *object*.

**Everybody** should be at home this evening. (subject)

I invited **everybody** to the party. (object)

You walked into the waiting-room, into a great buzz of conversation, and there was **everybody**; you knew almost **everybody**. (subject, object)

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

He almost forgot **everybody's** gaze and **everybody's** way of talking.

He almost forgot the nearly intolerable discomfort of his new clothes in the entirely intolerable discomfort of being set up as a target for **everybody's** gaze and **everybody's** laudations. (Twain)

When preceded by a preposition *everyone* and *everybody* may be used as a *prepositional indirect object*.

Don't try to give such pain **to everyone**?

He talked nearly **to everyone**.

*Everything* may be applied to things, animals and abstract notions. In the sentence it is used as *subject, predicative, and object*.

**Everything** was ready for to start the meeting. (subject)

---

No one will see us. Pull down that veil and **everything** will be all right. (subject)

Health is **everything**. (predicative)

I understood that he knew **everything**. (object)

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

Would you like to take **either** of these two dresses?

The trail wasn't three feet wide on the crest, and on **either** side the ridge fell away in precipices hundreds of feet deep. (London)

Then he remembered the underwriters and the owners, the two masters a captain must serve, **either** of which could and would break him and whose interests were diametrically opposed. (London)

In the sentence *either* is usually used as *subject*, *object*, or *attribute*.

**Example:**

Would you like tea or coffee? **Either** will be better.  
(subject)

Take **either** half, they are exactly the same. (object)

There was an exciting look in the face of the child on **either** side. (attribute)

There were green bushes on either side of the suburb.  
(attribute)

*Other, another.* *Other* 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; others*

**The genitive case** - *other's, others'.*

**Example:**

There were **other** things in her mind.

---

I began to smile, but the **others** kept their silence.  
In the sentence it is used as *subject, object, and attribute.*

**Example:**

After tea the **others** went for a walk. (subject)

When he brought his suit-case down into the hall, she left the **others** and went over to him. (object)

I felt as he was on the **other** side of the wall. (attribute)

Will you sit on the **other** bench? (attribute)

But the circumstance was sufficient to lead him to select Tess in preference to the **other** pretty milkmaids. (Hardy) (attribute)

When preceded by a preposition it may be used as a *prepositional indirect object.*

**Example:**

You are not fair **to the others**, are you?

Why do not you respect **to the others**?

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

**Example:**

He has learnt sheep-farming at **another** place, and he's now mastering dairy work. (Hardy)

She is moving soon. She has bought **another** house. (Sally Beauman)

*Another* may be used as *subject, object, and attribute.*

**Example:**

**Another** passed. (subject)

The lantern hanging at her wagon had gone out, but **another** was shining in her face much brighter than her own had been. (Hardy) (subject)

He used to see the same one there, but now he saw **another** one. (object)

Now I am not saying **another** word. I am overwhelmed. (attribute)

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## INDEFINITE PRONOUNS

An **indefinite pronoun** refers to persons, places, things, or ideas in a more general way than a noun does. The indefinite pronouns are *some, any, somebody, anybody, someone, anyone, something, anything, one, many, much, few, a few, little, a little*.

The pronouns *somebody, anybody, someone, anyone, one* have **two cases**: the **common** case and the **genitive** case.

*Some* is chiefly used in affirmative sentences.

**Example:**

We spread down **some** clean clothes on the table.

There is **some** milk in that jug.

*Any* is used in negative and interrogative sentences and in conditional clauses.

**Example:**

Is there **any** milk in that jug?

She wanted some stamps, but there were not **any** in the machine.

I would like to buy new clothes, but I do not have **any** money.

Do you see **any** sign of his appreciating beauty?

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

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

**Example:**

Now run along and get **some** candy, and don't forget to give **some** to your brothers and sister.

*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 water.”

Would you like **some** tea?



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*Some* may have the meaning of “certain” before a noun in the plural.

**Example:**

You have **some** queer customers. Do you have this life?  
(Galsworthy)

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

**Example:**

You may come **any** day you like.

You may take **any** book you’d like to read.

‘When would you like to come?’ ‘**Any** day would suit me.’

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

**Example:**

He wanted to invite **someone for** to help him.

He wants to say **something**. Let’s listen to him.

*Anyone, anybody, anything* are used in negative and interrogative sentences and in conditional clauses.

**Example:**

I don’t want to take **anything** on me.

Is there **anything** you want to say to me?

If **anyone** had asked him if he wanted to stay there he wouldn’t know what to answer.

If she was ever to do **anything** of importance she would have to find other way.

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

**Example:**

Will **someone** help me?

*Anyone, anybody, anything* may be used in affirmative sentences. *Anyone, anybody* are used with the meaning of ‘everyone’; *anything* is used with the meaning of ‘everything’.

“You’ve no business to say such a thing!” she exclaimed.

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“Why not? **Anybody** can see it.”

There is a limit to what **anyone** can hear.

She thought of asking **anyone** of those questions. Something that she could answer - **anything**.

The indefinite pronouns *some* and *any* may be used as *subject*, *object* and *attribute*.

**Example:**

**Some** may believe miracles. (subject)

**Some** might do it, I suppose. (subject)

There were a lot of deer in the forest. He tried to catch **some**. (object)

Where is his home? He didn't have **any**. (object)

I see you do not **any** maps. (object)

Are there **any** deer in the forests? (attribute)

*Someone*, *anyone*, *somebody*, *anybody*, *something*, *anything* may be used as *subject*, *predicative*, or *object*. When used as a *subject* they require a verb in the singular.

**Example:**

In the next house **someone** was playing the piano. (subject)

What she prefers is **anything** except painting. (predicative)

He did not know **anybody** who had ever attempted to tell him the truth. (object)

The genitive case of the pronouns *somebody*, *someone*, *anybody*, *anyone* is used as an *attribute*.

**Example:**

He could pull his cap down over his eyes and screen himself behind **someone's** shoulder.

It's **anybody's** right to know the truth.

I looked up; I was in **somebody's** arms.

When preceded by a preposition the pronouns *somebody*, *someone*, *something*, *anybody*, *anyone*, *anything* may be used as a *prepositional indirect object*.

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**Example:**

The girl doesn't belong **to anybody** – is no use **to anybody** but me.

Such a purse had never been carried **by anyone** attentive to her.

He wasn't very successful **at anything**.

The indefinite-personal pronoun *one* is often used in the sense of *any person* or *every person*.

**Example:**

New York presents so many temptations for **one** to run into extravagance.

The indefinite pronoun *one* is often used in a general sense.

**Example:**

Only **one** with a constitution of iron could have held himself down, as he did.

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

**Example:**

He knows exactly what it feels like to be held down on **one's** back.

*One* may be used as a word-substitute.

**Example:**

I was looking at them, and also at intervals examining the teachers – none of whom precisely pleased me; for the stout **one** was a little coarse, the dark **one** not a little fierce. (Ch.Brontë)

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

**Example:**

Some of them went to the dining-room, the younger **ones**, together with the younger ladies, went to the billiard room.

**Much or Many**

**Much** is used with uncountable nouns in singular and **many** with countable nouns in plural.

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We often use **much/many** in questions and in negative sentences.

We normally use **a lot of/lots of** in affirmative sentences.

**Example:**

<b>Much</b>	much milk much money much time much water
<b>Many</b>	many glasses of milk many dollars many hours many bottles of water

**Example:**

How **much** money do you have? - I don't have **much** left.

How **many** dollars do you have? - I don't have **many** left.

In informal English these questions are often answered with **a lot of/lots of**. There is no much difference between the two phrases.

**NOTE:** We use **much** or **many** after **so** and **too**. It is wrong to use **a lot of/lots of** with these words.

**Example:**

We have **so much** homework to do.

We have **too much** homework to do.

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## NEGATIVE PRONOUNS

**Negative pronouns** are *no, none, nothing, nobody, no one, neither*. Most of the indefinite pronouns have the corresponding negative ones: *some - no, none; something - nothing, none; somebody - someone - nobody, no one, and none*.

Some defining pronouns also have the corresponding negative ones: *everything - nothing; all, everybody, every, each - no, none, nobody; both, either - neither*.

The negative pronoun *no* is used only before a noun as its attribute.

**Example:**

**No** dreams are possible nowadays.

**No** living man can stand it for a minute.

The negative pronoun *none* may be applied both to human beings and things.

**Example:**

**None** of us can hold on forever!

**None** of them knows/know the truth.

It can be used as *subject* or *object*.

**Example:**

**None** was invited to the party. (subject)

**None** of the hand-bags in the shop was what I was looking for, so I didn't buy one. (subject)

It required woods and animals, of which he had **none** in his nursery except his two cats. (object)

I see **none** in the street. (object)

The negative pronouns *nobody, no one* refer to human beings. They correspond to the indefinite pronouns *somebody, someone* and to the defining pronouns *all, every, each, everybody*.

The negative pronoun *nobody* may be used in the genitive case: *nobody's*.

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The negative pronouns *nobody* and *no one* are mostly used as subjects and objects.

**Example:**

**Nobody** seemed to recognize her well. (subject)

**No one** invited him to dinner. (subject)

I told you once that I have **no one** in the world but you.  
(object)

We'd have **nobody** to argue. (object)

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

**Example:**

They went off themselves by **nobody's** particular desire.

The pronouns *nobody*, *no one* preceded by a preposition are used as *prepositional indirect objects*.

**Example:**

There were a lot of people, but she cared **for nobody**.

The negative pronoun *nothing* refers to things. It is opposite to the indefinite pronoun *something* and to the defining pronoun *everything*.

**Example:**

We heard **nothing** because of the noise.

And **nothing** of vital importance had happened after that till the year turned.

*Nothing* may be used as *subject*, *predicative*, or *object*.

**Example:**

There is **nothing** to worry about. (subject)

This is **nothing** but nonsense. (predicative)

She brought **nothing** with her but only her books. (object)

When preceded by a preposition *nothing* may be used as a *prepositional indirect object*.

**Example:**

On the way he thought **of nothing** but his mother.

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

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**Example:**

**Neither** of them answered, but their faces seemed to please him.

In the sentence it may be used as *subject*, *object*, and *attribute*.

**Example:**

**Neither** was wise enough to be sure of the working of the mind of the other. (subject)

I like **neither** of them. (object)

We approved **neither** plan. (attribute)

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.

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## NUMBERS IN ENGLISH

**The cardinal numbers** (one, two, three, etc.) are adjectives referring to quantity, and **the ordinal numbers** (first, second, third, etc.) refer to distribution.

<b>Number</b>	<b>Cardinal</b>	<b>Ordinal</b>
1	One	First
2	Two	Second
3	Three	Third
4	Four	Fourth
5	Five	Fifth
6	Six	Sixth
7	Seven	Seventh
8	Eight	Eighth
9	Nine	Ninth
10	Ten	Tenth
11	Eleven	Eleventh
12	Twelve	Twelfth
13	Thirteen	Thirteenth
14	Fourteen	Fourteenth
15	Fifteen	Fifteenth
16	sixteen	Sixteenth
17	seventeen	seventeenth
18	eighteen	Eighteenth
19	nineteen	Nineteenth
20	twenty	Twentieth
21	twenty-one	twenty-first
22	twenty-two	twenty-second
23	twenty-three	twenty-third
24	twenty-four	twenty-fourth
25	twenty-five	twenty-fifth
26	twenty-six	twenty-sixth



27	twenty-seven	twenty-seventh
28	twenty-eight	twenty-eighth
29	twenty-nine	twenty-ninth
30	Thirty	Thirtieth
31	thirty-one	thirty-first
40	Forty	Fortieth
50	Fifty	Fiftieth
60	Sixty	Sixtieth
70	Seventy	Seventieth
80	Eighty	Eightieth
90	Ninety	Ninetieth
100	one hundred	Hundredth
500	five hundred	five hundredth
1,000	one thousand	Thousandth
1,500	one thousand five hundred, or fifteen hundred	one thousand five hundredth
100,000	one hundred thousand	Hundred thousandth
1,000,000	one million	Millionth

**Examples:**

There are **twenty-five** people in the room.

He was the **fourteenth** person to win the award.

**Six hundred thousand** people were left homeless after the earthquake.

I must have asked you **twenty** times to be quiet.

He went to Israel for the **third** time this year.

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## READING DECIMALS

Read decimals aloud in English by pronouncing the decimal point as "point", then read each digit individually.

Written	Said
0.5	point five
0.25	point two five
0.73	point seven three
0.05	point zero five
0.6529	point six five two nine
2.95	two point nine five

## READING FRACTIONS

Read fractions using the cardinal number for the numerator and the ordinal number for the denominator, making the ordinal number plural if the numerator is larger than 1. This applies to all numbers except for the number 2, which is read "half" when it is the denominator, and "halves" if there is more than one.

Written	Said
$\frac{1}{3}$	one third
$\frac{3}{4}$	three fourths
$\frac{5}{6}$	five sixths
$\frac{1}{2}$	one half
$\frac{3}{2}$	three halves

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## PRONOUNCING PERCENTAGES

Percentages are easy to read aloud in English. Just say the number and then add the word "percent".

Written	Pronounced
5%	five percent
25%	twenty-five percent
36.25%	thirty-six point two five percent
100%	one hundred percent
400%	four hundred percent

## READING SUMS OF MONEY

To read a sum of money, first read the whole number, then add the currency name. If there is a decimal, follow with the decimal pronounced as a whole number, and if coinage has a name in the currency, add that word at the end. Note that normal decimals are not read in this way. These rules only apply to currency.

Written	Spoken
25\$	twenty-five dollars
52€	fifty-two euros
140£	one hundred and forty pounds
\$43.25	forty-three dollars and twenty-five cents (shortened to "forty-three twenty-five" in everyday speech)
€12.66	twelve euros sixty-six
£10.50	ten pounds fifty

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## PRONOUNCING MEASUREMENTS

Just read out the number, followed by the unit of measurement, which will often be abbreviated in the written form.

Written	Spoken
60m	sixty meters
25km/h	twenty-five kilometers per hour
11ft	eleven feet
2L	two liters
3tbsp	three tablespoons
1tsp	one teaspoon

## PRONOUNCING YEARS

Reading years in English is relatively complicated. In general, when the year is a four digit number, read the first two digits as a whole number, then the second two digits as another whole number. There are a few exceptions to this rule. Years that are within the first 100 years of a new millenium can be read as whole numbers even though they have four digits, or they can be read as two two-digit numbers. Millennia are always read as whole numbers because they would be difficult to pronounce otherwise. New centuries are read as whole numbers of hundreds. We do not use the word "thousand", at least not for reading years within the past 1000 years.

Years that have just three digits can be read as a three digit number, or as a one digit number followed by a two-digit number. Years that are a two digit number are read as a whole number. You can precede any year by the words "the year" to make your meaning clear, and this is common for two and three digit years. Years before the year 0 are followed by BC, pronounced as two letters of the alphabet.

Written	Spoken
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<b>Written</b>	<b>Spoken</b>
2014	twenty fourteen or two thousand fourteen
2008	two thousand eight
2000	two thousand
1944	nineteen forty-four
1908	nineteen o eight
1900	nineteen hundred
1600	sixteen hundred
1256	twelve fifty-six
1006	ten o six
866	eight hundred sixty-six or eight sixty-six
25	twenty-five
3000 BC	three thousand BC
3250 BC	thirty two fifty BC

### **HOW TO SAY 0**

There are several ways to pronounce the number 0, used in different contexts. Unfortunately, usage varies between different English-speaking countries. These pronunciations apply to American English.

<b>Pronunciati- on</b>	<b>Usage</b>
Zero	Used to read the number by itself, in reading decimals, percentages, and phone numbers, and in some fixed expressions.
o (the letter name)	Used to read years, addresses, times and temperatures
Nil	Used to report sports scores
Nought	It is not used in the USA

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### Examples:

Written	Said
$3.04+2.02=5.06$	Three point zero four plus two point zero two makes five point zero six.
There is a 0% chance of rain.	There is a zero percent chance of rain.
The temperature is -  20°C.	The temperature is twenty degrees below zero.
You can reach me at 0171 390 1062.	You can reach me at zero one seven one, three nine zero, one zero six two
I live at 4604 Smith Street.	I live at forty-six o four Smith Street
He became king in 1409.	He became king in fourteen o nine.
I waited until 4:05.	I waited until four o five.
The score was 4-0.	The score was four nil.

## THE ADJECTIVE

**An adjective** is a word that modifies a noun or a pronoun by limiting its meaning. Adjectives describe nouns by giving some information about an object's size, shape, age, color, origin or material.

It's a *big* table. (size)

It's a *round* table. (shape)

It's an *old* table. (age)

It's a *brown* table. (color)

It's an *English* table. (origin)

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It's a *wooden* table. (material)

It's a *lovely* table. (opinion)

It's a *broken* table. (observation)

### **Morphological composition of adjectives:**

Adjectives are divided into *simple*, *derivative* and *compound*.

1. **Simple adjectives** have neither suffixes nor prefixes.

**Example:** *good, red, black*, etc.

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

### **The suffixes:**

-**able/-ible** – adorable, invisible, responsible, uncomfortable

-**al** – educational, gradual, illegal, nocturnal, viral

-**an** – American, Mexican, urban

-**ar** – cellular, popular, spectacular, vulgar

-**ent** – intelligent, potent, silent, violent

-**ful** – harmful, powerful, tasteful, thoughtful

-**ic/-ical** – athletic, energetic, magical, scientific

-**ine** – bovine, canine, equine, feminine, masculine

-**ile** – agile, docile, fertile, virile

-**ive** – informative, native, talkative

-**less** – careless, endless, homeless, timeless

-**ous** – cautious, dangerous, enormous, malodorous

-**some** – awesome, handsome, lonesome, wholesome

**Note:** Many adjectives also end with *-y*, *-ary* and *-ate*, but lots of nouns and adverbs also end with *-y*, lots of nouns also end with *-ary*, and lots of nouns and verbs also end with *-ate*, so be careful with those.

3. **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;

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- b) noun-stem+participle-stem: life-going, smoke-dried;
  - c) adjective-stem+adjective-stem: deaf-mute;
  - d) adjective-stem+noun-stem+suffix –ed: cold-hearted;
  - e) noun-stem+noun-stem+suffix –ed: lynx-eyed;
  - f) numeral-stem+noun-stem+suffix –ed: four-wheeled;
  - g) adverb-stem+noun-stem+suffix –ed: over-peopled.

Most adjectives have *degrees of comparison*: the comparative degree and the superlative degree. Adjectives form their degrees of comparison in the following way:

- a) by the inflexion *-er, -est* (synthetical way);
- b) by placing *more* and *most* before the adjective (analytical way).

Monosyllabic adjectives usually form their comparatives and superlatives in the first way, and polysyllabic adjectives in the second way.

The following polysyllabic adjectives form their comparative and superlative degrees inflexionally:

- Happy - happier – (the) happiest;
- Narrow – narrower – (the) narrowest;
- Clever – cleverer – (the) cleverest;
- Simple – simpler – (the) simplest;
- Complete – completer – (the) completest;
- Concise – conciser – (the) concisest.

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;
- Far – farther (further) – (the) farthest (furthest);
- Old – older (elder) – (the) oldest (eldest).

**Examples:**

Today is the **worst** day I've had in a long time.



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The flu is **worse** than a cold.  
This is the **least** expensive sweater in the store.  
This sweater is **less** expensive than that one.  
The mountain peak was **farther** away than she expected.  
My husband is two years **older** than me.  
The **elder** officer was honored by his younger counterparts.

### **Classification of adjectives**

According to their *meaning* and *grammatical characteristics* adjectives fall under two classes:

1. qualitative adjectives, 2. relative adjectives.

### **Grammatical characteristics of qualitative adjectives.**

1. **Qualitative adjectives** denote qualities of a substance directly, such as *little, large, high, soft, hard, warm, white, blue, pink, strong, bold, beautiful, important*, etc.

#### **Example:**

The sparkle faded from his eyes, leaving them *soft* sweet chocolate pools.

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

#### **Examples:**

He bought a *silken* nightshirt.

The so-called *rotatory* organs were first discovered by A.

She would have a *weekly* allotment.

Most *qualitative adjectives* have degrees of comparison such as big – bigger – (the) biggest, etc. **Example:** Jale was so much *bigger* than her father.

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Some qualitative adjectives have no degrees of comparison such as *greenish, darkish, chief, principal*, etc. **Example:** The dark base of the mountainous thunderheads had a *greenish* tinge.

Qualitative adjectives have certain typical suffixes such as *-ful, -less, -ous, -ent, -able*, etc.

Most of them can form adverbs: *graceful – gracefully, gay – gaily*, etc.

Most qualitative adjectives can be used as attributes and predicatives.

**Grammatical characteristics of relative adjectives.**

Relative adjectives have no degrees of comparison.

They do not form adverbs with the suffix *-ly*.

They have certain typical suffixes such as *-en, -an, -ist, -ic, -ical*: *woolen, Italian, socialist, analytical*, etc.

Relative adjectives are chiefly used as attributes.

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## THE ADVERB

The adverb is a part of speech which expresses some circumstances that attend an action or state, or points out some characteristic features of an action or a quality.

The function of the adverb is that of an adverbial modifier. An adverb may modify *verbs, words of the category of state, adjectives, and adverbs.*

### **Examples:**

He turned his head lazily.

All things were so difficult.

He drove very fast.

### **As to their structure adverbs are divided into:**

1. **simple adverbs:** *long, enough, then, there, etc.*

2. **derivative adverbs:** *slowly, likewise, forward, head-long, etc.* The most productive adverb forming suffix is *-ly*. There are also some other suffixes such as: *-wards, -ward, -long, -wise.*

3. **Compound adverbs** such as *anyhow, sometimes, nowhere, etc.*

4. **Composite adverbs** such as *at once, at last, etc.*

Some adverbs have degrees of comparison.

### **Examples:**

Fast-faster-fastest;

Hard-harder-hardest;

Wisely- more wisely- most wisely;

Beautifully – more beautifully – most beautifully;

### **Examples:**

I pushed *harder*, as strongly as I could, with the same results.

He played *more beautifully* than the others.

**Some adverbs have irregular forms of comparison:**

Well – better – best;

Badly – worse – worst;

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Much – more – most;  
Little – less – least.

**Examples:**

The little boy ran **worse** than his friends.

You're driving **better** today than yesterday!

He played **best** of any player.

According to their **meaning** adverbs fall under several groups:

1.**adverbs of time:** *today, tomorrow, soon*, etc. Example: What are we going to do *today*?

2.**adverbs of repetition or frequency:** *often, seldom, ever, never, sometimes*, etc. Example: We often see them in the street.

3.**adverbs of place and direction:** *inside, outside, here, there, backward, upstairs*, etc. Example: He came inside and looked at us.

4.**adverbs of cause and consequence:** *therefore, consequently, accordingly*, etc. Example: He *therefore* gave him many beautiful gifts and everything that could please a prince.

5.**adverbs of manner:** *kindly, quickly, hard*, etc. Example: Our teacher spoke to us *kindly*.

6.**adverbs of degree, measure and quantity:** *very, enough, half, too, nearly, almost, much, little, hardly, rather, quite, once, twice*, etc. Example: I could *hardly* spoke to them.

There are also adverbs: **interrogative, relative and conjunctive**.

**Interrogative adverbs** are *where, when, why, how*. They are used in special questions.

**Examples:**

**Why** are you so late? There was a lot of traffic.

**Where** is my passport? In the drawer.

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**How** are you? I'm fine.

**When** does the train arrive? At 11:15.

**Conjunctive** and **relative adverbs** are used to introduce subordinate clauses.

**Examples:**

**How he solved the problem** is unknown.

This is **why she is here**.

I want to know **when they will answer me**.

**Relative adverbs** are *when, where, how, why*. These adverbs are used to connect attributive subordinate clauses with the main clause.

**Examples:**

This is the day **when** we got married.

This is the house **where** my parents live.

Some adverbs are homonymous with prepositions, conjunctions, and words of the category of state.

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## THE CONJUNCTION

The conjunction is the part of speech which denotes connections between objects and phenomena. It links these words or groups of words together, in such a way that certain relationships among these different parts of the sentence will be established, and the thoughts that all of these convey will be connected.

According to their **morphological structure** conjunctions are divided into the following groups:

1.**simple conjunctions:** *and, or, but, 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,* etc.

4.**composite conjunctions:** *as well as, as long as, in case, for fear that, on the ground that, for the reason that,* etc.

Some conjunctions are used in **pairs (correlatively):** *both . . . and, either . . . or, not only . . . but (also), neither . . . nor, whether . . . or.*

According to their **function** conjunctions fall under two classes: 1.coordinating conjunctions;

2.subordinating conjunctions.

### 1. Coordinating Conjunctions

The main function of coordinating conjunctions is to join words, phrases, and clauses together, which are usually grammatically equal. Aside from that, this type of conjunctions is placed in between the words or groups of words that it links together, and not at the beginning or at the end.

#### **Examples:**

Pizza and burgers are my favorite snacks.

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In the sample sentence above, the underlined word serves as a coordinating conjunction that links two words together (pizza + burgers).

The treasure was hidden in the cave or in the underground lagoon.

The example above shows how coordinating conjunctions can join together two (or more) phrases. The coordinating conjunction “or” in the sentence above links “in the cave” and “in the underground lagoon.”

What those girls say and what they actually do are completely different.

In this sentence, you’ll see how the same coordinating conjunction “and” from the first sample sentence can be used to link clauses together (“what those girls say” and “what they actually do”), instead of just single words.

**There are four kinds of coordinating conjunctions:**

1) **copulative or additive conjunctions**, such as *and, nor, as well as, both . . . and, neither . . . nor, not only . . . but also*. They serve to connect words or word groups and express addition of their meanings. **Examples:**

The girl as well as her friend wants to take part in the party.

He didn’t complain, nor did he object to our plan.

2) **Disjunctive, alternative or separative conjunctions**, such as *or, either . . . or, otherwise*. They denote a choice between two alternatives. **Examples:**

You will either sit here, or I will make you sit!

Let’s put the note on the TV or on the refrigerator.

3) **adversative or contrasting conjunctions**, such as *but, while, whereas, however, yet, nevertheless*. They denote contrast or contradiction between two statements.

**Examples:**

While I don’t love him I will marry him.

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Lightning struck the barn, yet no fire started.

4) **Causative-consecutive, final or illative conjunctions:** *for, so, hence, thus, therefore*. They denote reason, cause or result.

**Examples:**

We didn't explore the summit that night, for the climb had exhausted us.

I wanted a new sun hat, so I bought one.

**2. Subordinating Conjunctions**

This type of conjunctions is used in linking two clauses together. Aside from the fact that they introduce a dependent clause, subordinating conjunctions also describe the relationship between the dependent clause and the independent clause in the sentence.

Many of the subordinating conjunctions introduce different kinds of clauses. For instance, that may introduce subject clauses, predicative clauses, object clauses, adverbial clauses.

**Examples:**

That we are not prepared for the future concerns us.  
(subject clause)

Samira's problem was that she didn't do the wash. (predicative clause)

He didn't realize that the stove was off. (object clause)

He went in slowly that the children couldn't hear him.  
(adverbial clause of purpose)

There are the following subordinating conjunctions that introduce adverbial clauses:

1) **place:** *where, wherever, whence*.

Wherever there is music, people will often dance. Wherever they live, you can drop in for a visit.

2) **time:** *as, as soon as, when, whenever, while, till (until), since, before, after, as long as, etc.*

When the clock strikes midnight, she has to leave.



---

While others saw the glass half empty, Barry saw it half full.

3) **cause:** *as, because, since, seeing that, so ... that, considering, lest, etc.*

She passed the course because she worked hard.

Since he has long hair, he wears a ponytail.

4) **condition:** *if, unless, in case, provided, supposing (that), on condition (that), etc.*

If you save some money, you can buy a new game.

Unless you hurry, you will be late for school.

We can get some new clothes provided the store is open this late.

5) **purpose:** *that, so that, in order that, for fear that, so, lest, etc.*

So that he would not ruin the carpet, he took off his shoes.

He ate vegetables in order to stay healthy.

6) **result:** *that, so that.*

The room was so hot that we couldn't stay in.

7) **comparison:** *as, as . . . as, not so . . . as, than, as, as though.*

The cat made herself at home in the apartment as if she had always lived there.

Frank ran the race as though his life depended on it.

8) **concession:** *though, although, even if, even though.*

Even if everyone around you is losing their heads, you need to remain calm.

There may come a time when I would do this, though I can't imagine when that would be.

9) **manner:** *as, like, the way.*

We don't have conversations. You talk at me the way a teacher talks to a naughty student.

Except for an occasional heart attack, I feel as young as I ever did.

---

**Note:** The conjunction *as* may found in adverbial clauses of cause, time, manner or comparison and concession.

**Examples:**

He acts as it is a joke. (manner)

She is not so bright as she thinks she is. (comparison)

As the game has finished, the king and the pawn go into the same box. (Italian Proverb) (time)

As he was not there I left a message with his mother.

---

## THE PREPOSITION

The preposition is a part of speech which denotes the relations between objects and phenomena. It shows the relations between a noun or a pronoun and other words.

As 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:** *because of, in front of, in accordance with*, etc.

The following table contains rules for some of the most frequently used prepositions in English:

### Prepositions – Time

English	Usage	Example
on	days of the week	on Monday
in	months/seasons time of day year after a certain period of time ( <i>when?</i> )	in August/in winter in the morning in 2006 in an hour
at	for <i>night</i> for <i>weekend</i> a certain point of time ( <i>when?</i> )	at night at the weekend at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for 2 years
ago	a certain time in the past	2 years ago

before	earlier than a certain point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6:10)
to / till / until	marking the beginning and end of a period of time	from Monday to/till Friday
till / until	in the sense of <i>how long something is going to last</i>	He is on holiday until Friday.
by	in the sense of <i>at the latest</i> up to a certain time	I will be back by 6 o'clock. By 11 o'clock, I had read five pages

### Prepositions – Place and Direction

English	Usage	Example
in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
at	meaning <i>next to, by an object</i> for <i>table</i> for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work

on	Attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for <i>television, radio</i>	the picture on the wall London lies on the Thames. on the table on the left on the first floor on the bus, on a plane on TV, on the ra- dio
by, next to, beside	left or right of some- body or something	Jane is standing by / next to / be- side the car.
under	on the ground, lower than (or covered by) something else	the bag is under the table
below	lower than something else but above ground	the fish are below the surface
over	covered by something else meaning <i>more than</i> getting to the other side (also <i>across</i> ) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also <i>over</i> ) getting to the other side	walk across the bridge swim across the lake

through	something with limits on top, bottom and the sides	drive through the tunnel
to	movement to person or building movement to a place or country for <i>bed</i>	go to the cinema go to London / Ireland go to bed
into	enter a room / a building	go into the kitchen / the house
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of <i>where from</i>	a flower from the garden
from	who gave it	a present from Jane
of	who/what does it belong to what does it show	a page of the book the picture of a palace
by	who made it	a book by Mark T.
on	walking or riding on horseback entering a public transport vehicle	on foot, on horseback get on the bus
in	entering a car / taxi	get in the car
off	leaving a public transport vehicle	get off the train
out of	leaving a car / taxi	get out of the taxi

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## Prepositions – Abstract Relation

<b>English</b>	<b>Usage</b>	<b>Example</b>
by	by gun	kill by gun
with	with knife	cut with knife
in pen	in red pen	write in red pen
because of	because of illness	. . . couldn't go to school because of illness
with a view to	with a view to forming smth	. . . to call a meeting of all parties tomorrow, with a view to forming a national reconciliation government.

---

## THE INTERJECTION

**The interjection** is a part of speech which is more commonly used in informal language than in formal writing or speech. Basically, the function of interjections is to express emotions or sudden bursts of feelings. They can express a wide variety of emotions such as: *excitement, joy, surprise, or disgust*, etc.

Interjections can come in the form of a single word, a phrase, or even a short clause. Aside from that, they are usually (but not always) placed at the beginning of a sentence. The importance of interjections lies in the fact that they can convey feelings that may sometimes be neglected in the sentence.

Take for example, the sentence “*That book is about vampires.*”

One person can write it as:

1. *That book is about vampires.*

Or

2. *That book is about vampires.*

But then again, another person might use an interjection to show the same feeling of disgust:

3. ***Eww!*** *That book is about vampires.*

So you see from the sentence above that the word “eww” conveys the emotional response to what is said in the sentence. It can act as a replacement for emoticons and are more appropriate to use in writing, especially in character dialogues.



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## THE DIFFERENT KINDS OF INTERJECTIONS

Below are the different kinds of interjections:

- **Adjectives** that are used as interjections.

**Examples:**

- *Nice!* You got a Monster Kill in your first game!
- *Sweet!* I got a PS4 for my birthday!
- *Good!* Now we can move on to the next lesson.

**Nouns or noun phrases** that are used as interjections.

**Examples:**

- *Congratulations,* you won the match.
- *Hello!* How are you?
- *Holy cow!* I forgot my keys!

**Short clauses** that are used as interjections.

**Example:**

- Shawie is our chemistry teacher. *Oh, the horror!*

The short clause that is italicized in the example above functions as an interjection.

Some interjections are **sounds**.

**Examples:**

- *Ugh!* I'm never doing that again!
- *Whew!* That was really close!
- *Uh-oh!* Dude, I think we're in serious trouble.

## HOW TO PUNCTUATE INTERJECTIONS

Since interjections convey different kinds of emotions, there are also different ways to punctuate them.

- Exclamation point (!)

The exclamation point is the most commonly used punctuation mark for interjections. Obviously, it is used to communicate strong emotions such as *surprise, excitement, or anger*.

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**Examples:**

I just replaced your sugar with salt. *Bazinga!*

*Hooray!* I got the job!

*Hey!* Stop messing with me!

*Ouch!* That must've hurt really bad!

*Oh!* They're here!

*Boo-yah!* This is the bomb!

Are you still going to eat that? *Yuck!*

*Yahoo!* I got my Christmas bonus!

*Eek!* There's a flying cockroach!

▪ Period or comma (.; ,)

For weaker emotions, a period or a comma will suffice.

**Examples:**

What's the answer to number 24?

*Meh,* who cares?

*Ah,* that feels great!

*Oh well,* what's done is done.

*Well,* what did your mom say?

*Um ...* I don't think so.

*Hmm,* your house always smells like freshly brewed coffee.

▪ Question mark (?)

If you intend to use interjections to express uncertainty or disbelief, it is more appropriate to use a question mark.

**Examples:**

*Huh?* What did you just say?

*What?* You still haven't submitted your project?

*Oh, really?* I never thought he's that kind of guy.

---

## MODAL WORDS

A **modal word** is a free part of speech which expresses the attitude of the speaker to the *reality, possibility, or probability*.

According to their **meaning** modal words fall under the following main groups:

1. Words expressing **certainty** such as *certainly, surely, assuredly, of course, no doubt, apparently, undoubtedly*, etc.

**Example:**

*Certainly*, they will need me in future.

2. Modal words denoting **probability** such as *probably, perhaps, possibly, maybe, apparently*, etc.

**Example:**

*Obviously*, you haven't heard about this problem.

3. Words showing whether the speaker considers the action he speaks about **desirable** or **undesirable** such as *happily – unhappily; luckily – unluckily; fortunately – unfortunately*, etc.

**Example:**

*Fortunately*, they will arrive in time.

**Note:** Most modal words have developed from adverbs. For instance, such modal words as *certainly, surely, happily* are homonymous with the adverbs *certainly, surely, happily*.

**Examples:**

He answered *happily*. (adverb)

*Happily*, he answered. (modal word)

*Surely*, he had changed his mind when I saw him. (modal word)

He will have to change his mind *surely*. (adverb)

---

## THE PARTICLE

**The particle** is a functional part of speech which emphasizes or limits the meaning of another word or phrase or clause.

According to their **meaning** English particles fall under the following groups:

**1.Limiting particles** single out the word or phrase they refer to, or limit the idea expressed by them such as *only, just, but, alone*, etc. **Example:**

That issue **alone** could fill an entire chapter.

**2.Intensifying particles** emphasize the meaning of the word they refer to such as *simply, just, only, yet, quite*, etc.

**Example:**

She was **quite** for a moment, thoughtful.

**3.Connecting particles** such as *too, also, as well* are used in affirmative and interrogative sentences, but *either* is used in negative sentences.

**Example:**

Was he **also** concerned about the Indians?

**4.Negative particles** *no, not, never* make negative the meaning of the sentence.

**Example:**

Are you **not** afraid of me?

**5.The additive particle** *else* combines only with indefinite, interrogative and negative pronouns and interrogative adverbs.

**Example:**

Where **else** would you like to visit?

**Note 1.** The particles *just* and *only* are polysemantic. They may be both limiting and intensifying. As a limiting particle only may be used with any part of speech and stand in different positions in the sentence. **Examples:**

**Only** my brother helped me.

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As an intensifying particle **only** is usually used in the Subjunctive Mood with the conjunction *if* and refers to the whole sentence.

**Example:**

**If only** he loved me!

**If only** I had done everything right!

**Note 2.** As a limiting particle **just** is usually used before numerals and other parts of speech having a numerical meaning. **Examples:**

He was paid **just** ten dollars.

Stop here **just a little**.

**Just** as an intensifying particle refers to the predicate or the predicative and is often used in imperative sentences.

**Examples:**

**Just** help me please!

They are **just** to arrive at five.

**Note 3.** As a particle **never** is translated into Azerbaijani as *heç, heç də, bir dəfə də*.

**Example:**

He **never** returned to his native town.

As an adverb **never** is found in Perfect tenses and is translated into Azerbaijani as *heç vaxt, heç zaman*.

**Example:**

He has **never** been to the museum.

**Note 4.**

If **no** stands before adjectives and adverbs, then it is a particle and is translated into Azerbaijani as *heç, heç də, əsla, qətiyyəən*.

**Example:**

It is **no** boring any more. – O artıq heç də darıxdırıcı deyil.

As a pronoun **no** stands before nouns.

He has **no** English books here. – Onun burada heç ingilis dili kitabı yoxdur.

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## PUNCTUATION IN ENGLISH

**Punctuation marks** are used in writing to show the pauses made in speech.

Punctuation marks have four functions in English:

- 1) **to separate elements in a text:** a full stop, a comma;
- 2) **to join elements in a text:** a semicolon, a colon;
- 3) **to enclose elements in a text:** brackets, quotation marks;
- 4) **to show omissions in a text:** apostrophe, dots.

According to their position in a sentence, punctuation marks can be divided into the following groups:

- **punctuation marks used either at the beginning or at the end of the sentence**
- **punctuation marks used in the intermediate position**
- **punctuation marks used at the final position.**

The following punctuation marks are defined in modern English.

1. The full stop ( . )
2. The comma ( , )
3. The semicolon ( ; )
4. The colon ( : )
5. The quotation marks ( " " )
6. The question mark ( ? )
7. The exclamation mark ( ! )
8. The dash and its types:
  - a hyphen ( - )
  - a figure dash ( – )
  - en dash ( – )
  - em dash ( — )
  - a quotation dash ( — )
  - a swung dash ( ~ )

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9. The dots/ellipsis ( . . . )

10. The brackets and their types:

- round brackets ( )
- square brackets [ ]
- curly brackets { }
- angle brackets < >

11. The slash (/)

12. The apostrophe ( ' ).

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## THE NON-FINITE FORMS OF THE VERB (THE VERBALS)

**The verb** has **finite** and **non-finite forms** (also **verbals**). Unlike the finite forms of the verb the verbals do not express person, number or mood. So, they cannot be used as the predicate of a sentence. Like the finite forms of the verb the verbals have tense and voice distinctions. It is necessary to mention that the tense distinctions of the verbals differ greatly from those of the finite verb.

There are three verbals in English: **the infinitive, the participle and the gerund.**

The characteristic features of the verbals:

1. They have double nature: nominal and verbal. The gerund and the infinitive combine the characteristics of a verb with those of a noun; the participle combines the characteristics of a verb with those of an adjective.

2. The tense distinctions of the verbals are not absolute (like finite verb), but relative; the form of a 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 verb or prior to it.

3. All the verbals can form predicative constructions: consisting of two elements, a nominal (noun or pronoun) and a verbal (infinitive, participle, or gerund). The verbal element stands in predicate relation to the nominal element.

**Example:**

I heard **my mother talking on the phone.**

*My mother talking on the phone* is a predicative construction with a participle: the participle *talking* stands in predicate relation to the noun *mother*, which denotes the doer of the action expressed by the participle.



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## THE INFINITIVE

### Forming the Infinitive.

The infinitive is the base form of a verb. In English, when we talk about the infinitive we are usually referring to the present infinitive, which is the most common. There are, however, four other forms of the infinitive: the perfect infinitive, the perfect continuous infinitive, the continuous infinitive, and the passive infinitive.

The infinitive has two forms:

**the to-infinitive** = to + base

**the zero infinitive** = base

The present infinitive base is the verb form you will find in a dictionary.

To-infinitive	Zero infinitive
to sit	sit
to eat	eat
to have	have
to remember	remember

The negative infinitive is formed by putting *not* in front of any form of the infinitive.

### Examples:

I decided **not to go** to London.

He asked me **not to be** late.

In modern English the infinitive, like the participle and the gerund, has a double nature, nominal and verbal.

**The nominal character** of the infinitive is observed in its syntactic functions:

1) as the **subject** of the sentence:

To stand can be uncomfortable.

2) as an **object**:

Infants first learn to creep.

---

3) as a **predicative**:

His goal is to graduate.

The verbal characteristics of the infinitive are as follows:

1) The infinitive of transitive verbs can take a direct object:

He managed to disregard his fears.

2. The infinitive can be modified by an adverb:

He can walk so quickly.

3. 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:

	<b>Active</b>	<b>Passive</b>
Indefinite	To write	To be written
Continuous	To be writing	---
Perfect	To have written	To have been written
		---
Perfect Continuous	To have been writing	

**Examples:**

It is useless **to discuss** the question.

He ordered the letter **to be written**.

Nobody appears **to have noticed** him.

They seem **to be** still **sitting** there.

They happened **to have been fighting** since morning.

He seems **to have been given** some food.

**The functions of the infinitive**

The infinitive can be used in different syntactic functions.

1) As a subject:

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To collect all this information for such a short period of time would be completely impossible!

It is very hard to work under such conditions.

2) As a predicative:

The plan was to go the dean.

3) Part of the Compound Verbal Modal Predicate.

You should have told me about it yesterday.

4) Part of the Compound Verbal Aspect Predicate.

She began to cry.

5) As an object:

I hate to ask people such questions.

He found it difficult to spot her in the crowd.

6) The Infinitive can be used as an attribute.

The captain was the last to leave the ship.

7) The Infinitive can be used as an adverbial modifier:

a). Adverbial modifier of purpose, often with the conjunctions ***in order*** and ***so as***, especially when the meaning is negative.

She put on her coat in order not to catch cold.

b). Adverbial modifier of result after the adverbs ***too***, ***enough*** and ***sufficiently***.

They are too easy to read.

c). Adverbial modifier of comparison with conjunctions ***as if***, ***as though***.

She began to talk loudly as if to show that she was not upset.

d). Adverbial modifier of attendant circumstances.

An astronaut leaves the Earth and returns fifty years later to find his twin-brother quite an old man while he is still in the prime of his life.

8) The Infinitive can be used as parenthesis such as ***to tell the truth***, ***to begin with***, ***to sum up***, etc.

To begin with, we have not enough money to buy it.

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## INFINITIVE CONSTRUCTIONS

In modern English there are 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 to a pronoun in the Objective case.

*I saw him cross the street.*

It performs the function of a *complex object* in the sentence.

This construction can be used after the following categories of verbs:

1.Verbs of sense perception *to see, to hear, to watch, to notice, to observe*, etc.

We watched the children play in the yard.

The bare Infinitive is used here.

2.Verbs of mental activity *to consider, to expect, to mean, to think, to believe, to presume*, etc.

The people expected our army to return after the war.

3.Verbs denoting wish *to want, to wish, to desire, would like*, etc.

I want you to do it at once.

**Note:** When the meaning is passive, Participle II in the Objective Participial construction is usually used.

*The captain wants the ship unloaded at once.*

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4. Verbs of compulsion *to order, to make, to force, to compel, to cause, to bid* (bade, bidden), etc.

He ordered the ship to be delivered to the city next summer.

5. Verbs of allowance *to allow, to permit, to let*, etc.

She allowed our luggage to be left at her place.

6. Verbs of declarance *to declare, to announce, to proclaim*, etc.

She declared him to be the most disobedient child in the world.

7. Verbs expressing feelings and emotions *to like, to love, to dislike, to hate, cannot stand*, etc.

I hate people to be late.

---

## THE SUBJECTIVE INFINITIVE CONSTRUCTION

The Subjective Infinitive Construction consists of two parts: nominal + verbal:

*He* is said to be ninety.

*The children* seem to have arrived last week.

The verbal part of the construction (an infinitive or an infinitive phrase) is in the relation of secondary predication to the nominal part (a noun in the Common case or the personal pronoun in the Nominative case).

The Subjective Infinitive Construction performs the syntactical function of a *complex subject*.

The Subjective with the Infinitive Construction is used:

1) after verbs expressing *permission, request, intention* and *compulsion* such as *to allow, to permit, to order, to command, to force, to make, to request*:

**The boys** were allowed **to play football**.

**The students** are permitted **to take part** in the meeting.

2) after verbs expressing *sense perception* such as *to hear, to see, to notice, to observe, etc.:*

*He* was heard *to cry* in the next room.

*A doctor* is seen *to observe* the patient.

3) after verbs of *mental perception* such as *to know, to believe, to expect, etc.:*

*He* is known *to be* a famous doctor.

*She* was believed *to have stolen* the money.

4) after verbs of *saying* and *reporting* such as *to say, to report, etc.:*

*This book* is said *to have been* written long ago.

*The boy* is reported *to have been* killed.

5) The Subjective Infinitive Construction is used *with the verb-predicate in the Active voice*, if the verb-predicate is expressed by the verbs: *to seem, to appear, to prove, to turn out, to happen, to chance, to be sure, to be likely, to be certain*:

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*She seems to be very sleepy today.*

*They turned out to be friends.*

If *you* happen to pass a supermarket, perhaps you could get some eggs.

*I* happened to be looking out of the window when they arrived.

*He* seems to be following us.

*He* appeared to have been running all the way.

*The man* seemed to have come far off.

## THE FOR-TO-INFINITIVE CONSTRUCTION

The For-to-Infinitive construction is a construction in which the Infinitive is in predicate relation to a noun in the Common case or to a pronoun in the objective case preceded by the preposition **for**.

*He waited for me to speak.*

This construction can be used in all the five functions in the sentence.

1. In the function of a complex subject.

*It is necessary for you to do it at once.*

Like the Infinitive in the function of the Subject the construction usually stands after the predicate and the sentence is introduced by the introductory subject **it**.

2. In the function of a complex predicate.

*The plan was for him to join us in Barde.*

3. In the function of a complex object after verbs and expressions which take an object with the preposition **for - to wait, to ask, to be anxious**, etc.

*She asks for the documents to be brought.*

*She is anxious for her son to marry this girl.*

4. In the function of a complex attribute.

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*There is some milk for you to drink.*

5. In the function of a complex adverbial modifier.

a) Of result after the adverbs: ***too, enough, sufficiently.***

*They too small for you to see with an eye.*

b) Of purpose.

*The territory of the castle was usually very spacious for the peasants to hide in case of an enemy's attack.*



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## THE GERUND

The gerund [ˈdʒerənd] looks exactly the same as a present participle, but it is useful to understand the difference between the two. The gerund always has the same function as a noun.

**The nominal characteristics** of the gerund are as follows:

1) The gerund can perform the function of subject, object and predicative:

**Eating** unhealthy food is wrong.

I like **making people happy**.

Our aim is **fighting for peace**.

2) The gerund can be preceded by a preposition:

I am very tired **of sitting** here.

3) Like a noun the gerund can be modified by a noun in the possessive case or by a possessive pronoun:

Do you have any objection to **my being** here?

I don't mind **Ann's taking part** in this meeting.

**The verbal characteristics** of the gerund:

1) It can take a direct object:

I like reading books.

2) It can be modified by an adverb:

He began crying bitterly.

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:

	<b>Active</b>	<b>Passive</b>
Indefinite	Writing	Being written
Perfect	Having written	Having been written

---

### Examples:

I could not help **admiring** the picture.

No one could pass in or out without **being seen**.

He denied **having stolen** the car.

He was usually afraid of remaining alone, but today he is not afraid of **having been left** alone.

### The functions of the gerund.

1) As a subject:

**Hunting** tigers is dangerous.

**Flying** makes me nervous.

2) As a predicative:

Azar's favorite sport is **swimming**.

3) part of a compound verbal modal predicate:

We intend **visiting** him in time.

She couldn't help **laughing** at him.

It might **be worth phoning** the station to check the time of the train.

She **couldn't help falling** in love with him.

I **can't stand being** stuck in traffic jams.

4) part of a compound verbal aspect predicate:

They kept on **laughing**.

She enjoyed **singing and playing** to him.

5) As an object:

I don't like **being interrupted** by anybody.

6) As an attribute:

I had a feeling of **having been insulted**.

There is no chance of **their reaching** there in time.

There's no point **in waiting**.

7) As an adverbial modifier:

a) adverbial modifier of time with the prepositions: *after, before, on (upon), in* or *at*:

We arrived in Madrid **after driving** all night.

**On coming** home I sat down to work.

**After catching** a fish he prepared breakfast.

---

After **his leaving** they began to talk.

b) adverbial modifier of manner with the prepositions *by* or *in*:

The day was spent **in complaining**.

He met his father **by bursting** into tears.

She avoided him **by walking** on the opposite side of the road.

c) adverbial modifier of attendant circumstances with the preposition *without*:

The boy translated the text **without consulting** a dictionary.

He went away without **the dog following** him.

d) adverbial modifier of purpose with the preposition *for*:

The hall was emptied **for reading**.

One side of the gallery was used for **their dancing**.

e) adverbial modifier of condition with the preposition *without*:

You are not allowed to taking part here **without having been invited**.

Can you sneeze **without opening** your mouth?

f) adverbial modifier of cause with the prepositions *for*, *for fear of*, *owing to*.

I don't enjoy visiting their meeting **for fear of making a fool of myself**.

I feel better for **us having spent** the summer abroad.

g) adverbial modifier of concession with the preposition *in spite of*:

In spite of **being happy**, he pretended not to be.

In spite of **missing** the train, we arrived on time.

In spite of **them being** busy he did all he could to help them.

---

## PREDICATIVE CONSTRUCTION WITH THE GERUND (GERUNDIAL CONSTRUCTION)

Like all verbals the gerund can form predicative construction. In this case the verbal element expressed by the gerund is in predicate relation to the nominal element expressed by a noun or pronoun.

**Example:**

I don't like **her (Aydan's) going** there alone.

In the example the *gerund* going is in predicate relation to the pronoun *her*, which denotes the doer of the action expressed by the gerund.

The nominal element of the construction can be expressed in different ways:

1) by a noun in the genitive case or by a possessive pronoun:

**My explaining** was of no use.

Do you mind **my opening** the window?

His conversation was cut off by **Jafar's coming** in suddenly.

What annoyed me most was **his accepting** everything.

2) by a noun in the objective case:

Excuse **me coming** so late!

He insists on **them coming**.

3) by a noun in the common case:

I have a desire of **my mother being** with me.

I insist on **Arif coming**.

---

## THE GERUND AND THE INFINITIVE

There are some kinds of verbs and word-groups which may be used both with the gerund and the infinitive. Some of them are the following: *to be afraid, to begin, to cease, to continue, can (cannot) afford, to dread, to fear, to forget, to hate, to intend, to like (dislike), to neglect, to prefer, to hate, to propose, to remember, to recollect, to start, to stop, etc.*

### Examples:

For if the boy had been as well painted as the cherries, the birds would have been *afraid to come* near him.

You are an angel: I am not worthy of you, but I am *afraid of misleading* you.

For a moment, she said nothing - *afraid to trust* her voice.

Could they *afford to buy* a van?

I can't *afford to loose* any of them at this point.

The restaurant was one that she had heard of, but couldn't *afford enjoying*.

A father could go only so far with things like that until the son would *cease to listen*.

We must *cease raving* if we are sons of our Fatherland!

With the verbs *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 is used to demonstrate a general statement.

With the verb *to remember* the infinitive usually refers to the future, though the gerund to the past.

### Examples:

I remember *telling* him not to do it, but he did it anyway.

Remember *to lock* the door when you leave home.

---

With the verb to stop the infinitive and the gerund have different syntactical functions.

The gerund forms part of a compound verbal aspect predicate:

They stopped *talking* when they saw us.

The Infinitive has the function of an adverbial modifier of purpose:

She stopped *to say* a few word to me.

---

## THE GERUND AND THE VERBAL NOUN

The gerund and the verbal noun have the same suffix – ing. But they should not be confused. The main differences between the gerund and the verbal noun are the following:

<p>1. Like all the verbals the gerund has a double character – nominal and verbal.</p> <p>2. The gerund is not used with an article.</p> <p>3. The gerund has no plural form.</p> <p>4. The gerund may be modified by an adverb. <b>Example:</b> He began speaking slowly.</p>	<p>1. The verbal noun has only a nominal character.</p> <p>2. The verbal noun may be used with an article. <b>Example:</b> I want to give my daughter a good brushing.</p> <p>3. The verbal noun may be used in the plural. <b>Example:</b> Their likings are becoming to be usual.</p> <p>4. The verbal noun may be modified by an adjective. <b>Example:</b> He took a good scolding about us.</p>
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## THE PARTICIPLE

The participle is one of the non-finite forms of the verb. It has verbal, adverbial and adjectival characters.

Two participles have been distinguished in English. They are **Participle I** (the *Present Participle*) and **Participle II** (the *Past Participle*).

**Participle I** is formed by adding the suffix *-ing* to the verb. For example: *learning, dying, studying*, etc.

**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.

### **The nature of Participle I:**

It has an adjectival or an adverbial character and a verbal character.

Its adjectival or adverbial character is observed in its syntactic functions. It can be used in the function of an attribute and adverbial modifier.

### **Examples:**

He advised me to speak to the man **supervising** the works.

I have read all the novels **written** by Jack London.

**Doing** his study she found a note under his desk.

The letter will stay here until **called** for.

### **The verbal characteristics of Participles:**

1. Participle I of a transitive verb can take a direct object:

**Opening the case**, he took his belongings.

2. Participle I and Participle II can be modified by an adverb.

**Leaving** the room **slowly**, he bade us goodbye.

**Deeply surprised**, he called us.

3. Participle I has tense distinctions. Participle I of transitive verbs has also voice distinctions:



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### Tense and voice distinctions of Participle I:

Participle I Indefinite	Active	Passive
	Taking	being taken
Participle I Perfect	having taken	having been taken

#### Examples:

*Reading* the poem, we understood its meaning.

*Having done* the homework, he went outside.

The letter *being written*, I went to post it.

The dinner *having been ready*, we sat down at table.

All the exercises *having been written*, we left the classroom.

**Participle II** has no tense distinctions. It has only one form which can express both a simultaneous and prior actions to the action expressed by the finite verb.

#### Examples:

He sat down in a chair and methodically placed the cup on the table, his gaze *fixed* to it.

The trees were silent as if *cut* of marble.

The editorial office of all newspaper *published* in this city are in our street.

**Participle II of intransitive verbs** does not have any passive meaning. It is used only in compound tense forms and has no independent function in the sentence:

They *have* just *arrived* from France.

We *have* already *done* our homework.

### The functions of Participle I in the sentence

It has different syntactic functions:

1.as an attribute:

He asked me to speak to the man dancing in the hall.

2.as an adverbial modifier:

(a) time.

Doing his study she found a note under his desk.

---

(b) cause.

Having a richer complexion she looked younger than her sister.

(c) manner and attendant circumstances.

She worked in the garden singing merely.

(d) comparison (*as if, as though*)

She raised her hand as if trying to stop him.

3.as a predicative:

The effect of his words was terrifying.

4.as a part of a complex object:

I saw him crossing the street.

5. Participle I is used in the Subjective Participial construction.

He was heard pacing his room upstairs at night.

6.as a parenthesis:

Frankly speaking, I am not delighted with his choice.

### **The functions of Participle II in the sentences**

1.as an attribute:

She collected all the pictures taken during their honeymoon and put them in an album.

2.as an adverbial modifier:

(a) time.

When asked she would come.

(b) condition.

If treated carefully this substance is not dangerous for the experimenter.

(c) comparison.

The flowers were beautiful as if created by God.

(d) concession.

Though crushed she was no broken.

3.as a predicative:

I was very surprised hearing this.

4.as a part of a complex object:

I saw him admitted into the room.

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## PREDICATIVE CONSTRUCTIONS WITH THE PARTICIPLE

### THE OBJECTIVE PARTICIPIAL CONSTRUCTION

The **Objective Participial Construction** consists of a noun in the Common case or a pronoun in the Objective case and **Participle I** or **Participle II** forming a syntactical complex, the two main components of which are in predicate relationship. Since the construction always follows transitive verbs, its syntactical function is that of a **complex object**.

The **Objective Participial Construction with Participle I** is used:

1. **With verbs of sense perception:** *see, hear, feel, watch, observe, notice, perceive, smell, find, catch*, etc.

*We saw **the train** approaching the station.*

*I could feel **the dog** leaning against my feet.*

2. **With various verbs of causative meaning or inducement:** *have, get, keep, leave, start, set*.

*I won't have **you** smoking at your age!*

*They soon got (started) **things** going.*

*Don't keep **me** waiting.*

**Note:** The verbs *have* and *get* may be used in the construction **without** their **causative meaning**, as in:

*I have **some students** waiting for me.*

*I've got **my grandson** staying for a week.*

3. Occasionally **with verbs expressing wish:** *want, like*.

*I don't want **you** talking back to me.*

*They didn't like **me** leaving so early.*

---

**The Objective Participial Construction with Participle II** is used:

1. **With verbs of causative meaning:** *have, get, make.*

*You must have your photo taken.*

*Where did you have your hair done?*

*We must get our tickets registered.*

2. **With verbs of physical perception:** *see, hear, feel, find.*

*I saw Jane addressed by a stranger.*

*We found her door locked.*

3. **With verbs expressing wish:** *wish, prefer, want, like.*

*I want the answer sent at once.*

*We prefer the letter answered by the chief.*

## 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. It has the function of the complex subject in the sentence. The predicate in this construction is used in the passive voice.

This construction is chiefly used after verbs of sense perception such as *see, hear, feel, watch, observe, notice, perceive, smell, find, catch*, etc.

**The children** were seen **swimming** across the river.

**He** was heard **repeating** those words.

Wasn't **he** seen **entering** the house?

---

## THE NOMINATIVE ABSOLUTE PARTICIPIAL CONSTRUCTION

**The Nominative Absolute Participial Construction** consists of two independent elements, nominal and verbal, which are in a predicate relation. **The nominal element** is a noun in the Common case or a pronoun in the Nominative case. **The verbal element** is **Participle I** in any of its forms or **Participle II**.

The nominal and the verbal elements make a syntactical complex functioning as **a detached adverbial modifier**. Unlike the Objective Participial Construction it does not depend on a verb.

The Nominative Absolute Participial Construction is set off by **a comma**.

The Nominative Absolute Participial Construction functions as: **an adverbial modifier: of reason (cause), of condition, of time, of manner and attendant circumstances**.

1. The Nominative Absolute Participial Construction is placed **at the head of the sentence** as: **an adverbial modifier of reason (cause), of condition, of time**.

In this function sentences with a Nominative Absolute Participial Construction are translated by complex sentences with **the corresponding subordinate clause**.

**1. an adverbial modifier of reason / cause**

*Ice having been broken, the two girls began to move.  
We began to talk, but my attention distracted by my surroundings, I took small notice of him.*

**2. An adverbial modifier of condition**

*Weather permitting, we shall go for a walk.  
He was a gentleman, but he was passionate, the cup once sipped, would be consent to put it down.*

**3. an adverbial modifier of time**

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*The work being finished, the employees went home.  
This duty completed, he had three months leave.*

2. The Nominative Absolute Participial Construction is placed **at the end of the sentence as: an adverbial modifier of manner and attendant circumstances.**

In this function sentences with a Nominative Absolute Participial Construction are translated by complex sentences with a coordinate clause.

**a). an adverbial modifier of attendant circumstances**

*She hurried out of the car and walked away, **tears streaming down her face.***

*He sat on the sofa, **his legs crossed.***

## **THE PREPOSITIONAL ABSOLUTE PARTICIPIAL CONSTRUCTION**

The Absolute Participial Construction may be introduced by the preposition with and in this case it is called the PAPC. In most cases it is used in the function of an adverbial modifier of attendant circumstances.

**Example:**

I remained silent, **with my lips compressed tightly.**

The girl sat still, **with her hands crossed in front of her.**

She entered the room, **with a shawl covering her shoulders.**

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## MODAL VERBS

**Modal verbs** are used to show speaker's attitude toward the action or state indicated by the infinitive. Modal verbs show that the action indicated by the infinitive is considered *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*. There are also some modal expressions *to be+Infinitive* and *to have+Infinitive*.

Modal verbs are called defective because they lack (except *dare* and *need*) verbals and analytical forms. They don't take -s in the third person singular. They have the following peculiarities:

1) All of them (except *ought* and sometimes *dare* and *need*) are followed by the infinitive without particle *to*.

2) All of them (except *dare* and *need*) form the negative and interrogative form without the auxiliary *do*.

3) All the modal verbs have two negative forms – a full one and a contracted one such as *must not - mustn't, need not - needn't, may not - mayn't*, etc.

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## CAN

**Can** is an auxiliary verb, a modal auxiliary verb.

Can has two forms: **can** for the present tense and **could** for the past tense.

### Structure of *can*

The basic structure for *can* is:

subject	+	auxiliary verb <i>can</i>	+	main verb
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The main verb is always the bare infinitive (infinitive without *to*).

	subject	auxiliary verb <i>can</i>	main verb	
+	I	<b>Can</b>	play	tennis.
-	He	<b>Cannot</b>	play	tennis.
		<b>can't</b>		
?	<b>Can</b>	You	play	tennis?



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We use **can** to:

- **talk about physical or mental ability:**

**Examples:**

We can pull this box.

She can manage all problems by herself.

- **Possibility:**

**a) due to circumstances:**

**Example:**

She can speak to us now.

**b) due to the existing laws:**

**Example:**

Every citizen in our country can vote.

- **Uncertainty, doubt, astonishment.** *Can* may be followed by all the forms of the Infinitive in this meaning, and it is translated into the Azerbaijani language *yəni* in interrogative sentences, and *ola bilməz ki*, in negative sentences.

**Examples:**

Yəni o, bu məsələni eşidib? – Can he have heard about this problem?

Ola bilməz ki, onlar bu məsələni eşitməmiş olsunlar.  
– They cannot have heard about this problem.

- **Reproach**

**Example:**

Siz məni dünən xəbərdar edə bilərdiniz? -You could have informed me yesterday.

---

## MAY

May has two tense forms: *may* for the present tense and *might* for the past tense.

We use may:

- **when we are not sure about something:**

**Examples:**

Jack **may be coming** to see us tomorrow.

Oh dear! It's half past ten. We may **be late** for the meeting.

There **may not be** very many people there.

- **to make polite requests:**

**Examples:**

**May I borrow** the car tomorrow?

**May we come** a bit later?

When we use *may not* for a refusal, and it is **emphatic form**:

You **may not!**

You **may not** borrow the car until you can be more careful with it.

- **permission and prohibition in the negative form:**

**Examples:**

May I use your note book?

You may not sit here.

• **Reproach or disapproval.** According to O.Musayev in this meaning only *might* is used in affirmative sentences followed by the indefinite or perfect infinitives:

**Examples:**

Siz daha ehtiyatlı ola bilərsiniz. – You might be more careful.

Siz bunu daha tez söyləyə bilərdiniz. – You might have told it earlier.

• **supposition, uncertainty.** In this meaning **may (might)** is used in affirmative and negative sentences followed

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by all forms of the infinitive, and in this case may is translated into the Azerbaijani language as *bəlkə, ola bilsin ki*:

**Examples:**

Ola bilsin ki, o xəstədir. – He may be ill.

Ola bilsin ki, onlar artıq evdədirlər. – They may (might) have already been at home.

The boy says the teacher may have given them a text to translate.

I suppose he may have ignored their remarks from force of habit.

The child may be sleeping in the next room.

The phone may have been ringing for some minutes.

He may ring me up in the evening.

**●purpose:**

**Example:**

Write to him so that he may be aware.

**●wish and hope:**

**Example:**

May you be happy!

May long live our nation!

***Might* may also be used to express:**

- when we are **not sure** about something:

I **might see** you tomorrow.

It looks nice, but it **might be** very expensive.

It's quite bright. It **might not** rain today.

- As the **past tense of may** for requests:

He asked if he **might borrow** the car.

They wanted to know if they **might come** later.

- For **very polite requests**:

**Might I ask** you a question?

**Might we just interrupt** for a moment?

---

## MUST

The modal verb **must** has only one form. The expressions **to have to** and **to be obliged to** can be used instead of **must**.

The modal verb **must** is used:

### 1. To express obligation or duty

This also refers to laws and regulations.

I **must** memorize all of these rules about modal verbs.

People **must** remain seated until the show is over.

You **must** wear a seatbelt at all times.

### 2. To emphasize the necessity of something

Humans **must** have drinking water at least every two days.

You **must** give up smoking, it's bad for you.

We **must** have a special permit to camp in the national park.

You **must** study the last two chapters before the test.

Plants **must** have light and water to grow.

You **must** drive carefully.

### 3. Deduction - Sure that something is true (Certainty)

We use this when we don't know but we are certain that it is true (based on evidence).

Look at all of that snow. It **must** be really cold outside.

The ground was wet this morning. It **must** have rained last night.

It's five in the morning and you still haven't gone to bed? You **must** be tired!

Jack **must** be home. I heard a noise coming from his room.

### 4. Expresses positive logical assumptions (Must + have + past participle)

That **must have been** my mother calling me last night, nobody else has my number.

---

He **must have won** the lottery with the new house and car he has just bought.

She **must have been** at home - her car was there.

### **5. A strong recommendation**

Something that is highly recommended (stronger than using *should*)

We really **must** get together for dinner sometime.

The ice cream here is delicious. You **must** try some.

**6. To express probability or supposition.** In this meaning *must* can be used with all forms of the infinitive, and it is translated into the Azerbaijani language as ***gərək ki, yəqin ki,***

### **Examples:**

Yəqin ki, o evlidir. – He must be married.

Gərək ki, məktub artıq yola salınıb. – The letter must have already been sent.

In negative the modal word ***evidently*** is used:

Example:

Gərək ki, onlar hələ gəlməyiblər. – Evidently, they have not come yet.

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## SHOULD

**Should** is a modal verb.

After **Should** you use the base form of the infinitive.

Should + Verb (base form of infinitive)

**Example:**

You **should go** now (**do not say:** You should *to go* now.)

**Should is used:**

**1. To give advice, a recommendation or a suggestion**

This is to say that it is the right thing to do or the correct thing.

Does your tooth still hurt? You **should** make an appointment with the dentist.

I think you **should** study for the test so that you don't fail.

Your hair is too long. You **should** get a haircut.

You really **should** go to the new restaurant on Main Street.

**2. Expresses that a situation is likely in the present**

Mary **should** be at home by now. Give her a call.

He **should** have the letter by now. I sent it a couple of weeks ago.

**3. Expresses that a situation is likely in the future (prediction)**

They **should** win the game because they are a much better team.

I posted the cheque yesterday so it **should** arrive this week.

It **should** be fine tomorrow.

**4. Expresses an obligation that is not as strong as *Must*.**

---

Sometimes **Should** is used instead of **Must** to make rules, orders or instructions sound more polite. This may appear more frequently on formal notices or on information sheets.

On hearing the fire alarm, hotel guests **should** leave their room immediately.

Passengers **should** check in at least 2 hours before departure time.

You **should** never lie to your doctor.

You **should** pay more attention in class.

You **should** be at work before 9.

All of the above example sentences can have **must** instead of **should** making the obligation stronger and less polite.

**5. Was expected in the past but didn't happen (should + have + past participle)**

This expresses the idea that the subject did not fulfill their obligation in the past or did not act responsibly.

You **should have** given your boss the report yesterday when he asked for it.

I **should have** studied more but I was too tired.

**6. Not fulfilling an obligation (should + be + verb-ing)**

This expresses the idea that the subject is not fulfilling their obligation or is not acting sensibly.

You **should be wearing** your seatbelt. (The person isn't wearing one right now)

We **should be studying** for the test. (We are not studying right now and we should)

**7. Sometimes *should* is replaced by *ought to* without a change in meaning. Note that *ought to* sounds more formal and is used less frequently.**

You **ought to** study more. (= you **should** study more)

He **ought to** go home. (= He **should** go home)

They **ought to** stop doing that. (= They **should** stop doing that)

---

### **Shouldn't**

We use shouldn't to advise not to do something, usually because it is bad or wrong to do.

You **shouldn't** throw your litter onto the street.

We **shouldn't** leave without saying goodbye.

He **shouldn't** play with those wires if he doesn't know what he is doing.

Are you tired? You **shouldn't** work so much.

You **shouldn't** talk like that to your grandmother.



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## DARE

**Dare** as a semi-modal occurs frequently in negative and interrogative clauses. When used as a semi-modal, it is followed by the infinitive without *to*:

I daren't ring Linda again.

She dare not ask her mother to lend her money.

Dare we write to them and complain?

The negative of semi-modal dare may occur as dare not/daren't or may be formed with auxiliary do:

I dare not go there because goodness knows what's there.

His eyes were all swollen up and everything, so he didn't dare go there.

Semi-modal dare is usually not inflected for person or tense. When dare is used as a lexical verb, it may be followed by a to-infinitive and it may be inflected. The non-inflected past form is rare and rather formal:

[Expressing strong disapproval or someone's criticism]

And she dare criticize the running of the Centre!

I think they all feel the same but nobody ever dares to say it, you know.

She dared to hope that she had seen the last of him.

He was such a terrifying man; no one dare contradict him. (rare and formal).

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## NEED

Semi-modal **need** most commonly occurs in the negative declarative, to indicate absence of obligation:

She needn't take the exam if she doesn't want to.

Affirmative declaratives with semi-modal need are much rarer and are associated with formal styles and contexts. There is almost always some element of negation in the clause, even if the verb phrase is affirmative:

No one else need see what he was doing either.

If we feel wisdom itself is lost, we need only enter a library. (we need not do more than enter a library)

Interrogatives with semi-modal need are very rare and are associated with formal styles and contexts:

[She here refers to a fishing boat which sank while at sea]

She was most likely run down by a larger ship which never stopped. Fishing is dangerous – but need it be this dangerous?

Semi-modal need has no past tense equivalent, and the lexical verbs *didn't need to* or *didn't have to* are used to express absence of obligation in the past:

I got better quite quickly and I didn't need to go back to the hospital.

She'd done half the course the year before so she didn't have to go to all the lectures.

Semi-modal need can be used with a future-in-the-past meaning:

I was locked out but I knew I needn't panic because Laura would be home at five.

Needn't have+-ed participle is used to refer to events which happened but which the speaker considers were unnecessary:

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I needn't have bought so much food now that she won't be with us for dinner. (speaker did buy but now considers it was unnecessary)

Semi-modal need and lexical verb need

The meanings of semi-modal **need** and the lexical verb **need** often overlap and lexical verb need can often be used as an alternative to semi-modal need.

Fishing is dangerous – but need it be this dangerous?

(or: Fishing is dangerous – but does it need to be this dangerous?)

The lexical verb to need, not the semi-modal need, must be used when the verb complement is a noun phrase or noun-phrase equivalent (e.g. an *-ing* clause):

You don't need an invitation.

The hedge doesn't need cutting.

---

## OUGHT TO

It is necessary to mention that the infinitive is used with the particle *to* after this primary modal verb:

**Example:**

You *ought to visit* him today.

He *ought to help* us.

The meanings of *ought to* are similar to the meanings of *should*.

*Ought to* is used to refer to ideal or desirable states of affairs. It is very similar to *should*, but is far less frequent:

I really *ought to go* outside and get some fresh air for a bit.

You *ought to put* more money into your pension fund.

A: Well that isn't good enough. You *ought to complain*.

B: I don't like *complaining*.

Less frequently, *ought to* is used, again in a similar way to *should*, to state what is likely or probable:

I think it *ought to take* about three hours, if the traffic is not too bad.

**Interrogative**

Interrogatives with *ought to* are rare, and confined mostly to formal styles:

Who do you think it is? *Ought we to call* the police?

**Negative**

The negative of *ought to* is *oughtn't to*, but both are infrequent, especially in informal spoken language:

If I don't feel the same when I come away as I did before I went, then I *ought not to have gone*.

*Oughtn't* is generally only found in question tags:

I *ought to photocopy* this, *oughtn't I*?

An even rare form of the negative, found only in formal styles, is not followed by *to*:

---

She oughtn't have felt either surprise or offence at the discovery that Emma showed Jag her letters, but she could not ignore the fact that she felt both and felt sharply.

*To* is also omitted in question tags:

A: This picture ought to be hung somewhere, oughtn't it?

B: Yeah.

A: Erm. Don't know where though.

**Past form:**

*Ought to* has no past form. The perfect construction ought to have+-ed participle is used to refer back to states of affairs which were desirable at points in the past:

We probably ought to have talked about it ages ago.

In informal conversation, question tags may occur with auxiliary *did* following clauses with ought to have:

They ought to have told you, didn't they?

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## OUGHT TO AND SHOULD

*Should* is much more frequent than *ought to*, in referring to both what is desirable and what is likely.

Tags for clauses with *ought to* often occur with *should*, instead of *ought*:

There ought to be criteria, shouldn't there?

It oughtn't to have been likely that really, should I?

Interrogatives and negatives with *ought to* are rare; *should* is generally preferred instead:

Should we have this window open again now or not?

(preferred to: Ought we to have this window open....?)

It's a tax form to say I'm a student and I shouldn't be paying tax.

(preferred to:... I'm a student and I oughtn't/ought not to be paying tax.)

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## TO BE + INFINITIVE (TO)

This modal expression can be used in the present tense and in the past tense:

**Examples:**

*I am not to return* to my native land now.

They *were to visit* us yesterday.

*Be to* is rare in informal conversation, and only occurs in rather formal spoken contexts such as meetings. It is used for directives, and to talk about events in the future which are fixed, desirable or hypothetical.

*Be to* can be used to express orders and instructions:

The orders are to be carried out without delay. (must be carried out)

[sign on a door]

This door is to remain locked at all times.

[business meeting; speaker A is announcing agreed actions]

A: Rob is to look at it and Ann Pascoe to look at it and formal comments to be collated and sent back to David.

B: And one month for that.

In the negative, *be to* can be used to prohibit or forbid something:

He is not to be disturbed, he instructed. He is sleeping. Let him sleep. He is to see no one. (He must not be disturbed.)

[parent scolding a small child]

Come here! You are not to do that!

*Be to* is used to refer to fixed or pre-decided events, or things destined to happen:

The first opera ever to be staged in England is to be recreated to celebrate its 300<sup>th</sup> anniversary.

[about planned changes to telephone charges]

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International calls are to cost an average 10 per cent less – up to 20 per cent cheaper in some cases. (this has been decided/is destined to happen)

[about someone who died just after retiring from work]

He'd hoped to travel and see the world in his retirement but it wasn't to be. (was not destined to happen)

*Be to* is used to refer to necessary or desired states of affairs:

Children need access to a healthy diet if they are to achieve their full potential, whether physically and mentally. (... if it is desirable/considered necessary that they achieve, or if it is the goal that they achieve...)

[university literature seminar]

The text is fiction, and is to be read as such.

*Hypothetical future*

The subjunctive form *were to* (and its more informal alternative *was to*, used with singular subjects) can be used to refer to a hypothetical future:

I'd hate it if anything were to happen to them.

(or: I'd hate it if anything happened to them/if anything should happen to them.)

I suppose if I was to be honest, I'd have to say no to it.  
(more informal)



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## TO HAVE + INFINITIVE/ TO HAVE GOT + INFINITIVE

The modal expression to have + Infinitive is used in the Present Indefinite, in the Past Indefinite and in the Future Indefinite:

### **Examples:**

I am in a hurry. I have to take a taxi.

We had to postpone the meeting yesterday.

The teacher will have to explain the lesson again tomorrow.

### **Negative sentences:**

He does not have to return today.

They did not have to visit us yesterday.

### **Interrogative sentences:**

Do you have to answer them now?

Did he have to take a taxi?

**The modal expression to have + Infinitive is used to denote:**

Have (got) to has similar meanings to must, referring to obligation and deductions. The most frequent uses are for obligation.

### **Obligation**

*Have to* and the less formal *have got to* are used to refer to obligations which come from outside of the speaker. *Have got to* is far more frequent in spoken language than *have to*:

[talking about working hours]

I have to be in at six every morning.

I'll be back in a minute. I've just got to make a phone call.

We've got to stay over a Saturday night to get the cheap flight.

Have you got to get up early tomorrow?

---

Have got to does not have a non-tensed form and may not be preceded by other modals or auxiliary verbs. Have to, without got, may be used in a variety of forms:

I may be free. I'll have to check my diary.

Do we have to go down to Devon on Tuesday?

People want to use technology without having to be aware of it, which is still a major problem for the Web experience as a whole.

When future obligations and arrangements are already fixed and agreed, the present tense of *have (got)* is preferred, rather than *will have to*:

I've got to go to the dentist at half past ten tomorrow. (an arrangement/obligation already fixed)

I've chipped a bit off one of my teeth. I'll have to go to the dentist. (obligation which will be fulfilled in the future; no arrangement is yet made)

### **Interrogative**

The interrogative of have got to is formed by subject-verb inversion:

Have you got to do it all again?

The interrogative of *have to* is formed most commonly with auxiliary *do* or, less commonly, in formal contexts, by subject-verb inversion:

Do I have to pay the deposit immediately?

A: When have you to meet them?

B: Eleven o'clock.

### **Negative**

The negative of have got to is formed by adding not after have:

I haven't got to go till five.

The negative of *have to* is normally formed with auxiliary *do*. In rare cases, especially in formal contexts, it may occur as *have/had not to* or *haven't/hadn't to*:

It doesn't have to look so perfect.

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He had not to wait many minutes, however, for he soon heard her dress rustling in the hall, followed by a soft closing of the door. (formal, literary style)

### **Deductions**

*Have (got) to* is also used, though less frequently, to make deductions or draw logical conclusions. In this meaning it is similar to *must*:

[looking for a particular house]

He said a white house next to the village shop. This has got to be it. (or: This must be it.)

[telling a story about getting on the wrong train]

So I said, 'Mary, this one will be out train,' and of course it had to be the wrong one. So we got off at the next stop. (predictably, it was the wrong one)

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## TO HAVE (GOT) + INFINITIVE AND MUST

*Must* generally refers to obligations which originate from the speaker, and is often used to express a sense of obligation or necessity, or a directive aimed at the speaker or the listener. Have (got) to is generally more associated with external obligations, originating from outside of the speaker:

I must buy a camera.

(directive to oneself)

I have to go back to the hospital for a scan next week.  
(external obligation)

The negatives *must not* and *do not have to/haven't got to* are quite different. *Must not* expresses prohibition or a negative directive; *don't have to/haven't got to* expresses an absence of obligation:

You must not tell anybody what I've just told you, okay?

I mustn't forget to buy stamps when I'm in town.

You don't have to have insurance, but you would be wise to buy some.

I haven't got to go to Oxford next week. They've cancelled the meeting.

*Don't have to* can occasionally be used to reproach someone or to tell them not to do something. In this usage, it is less direct than *must not*:

You don't have to shout! (Stop shouting)

To make logical deductions, both *must* and *have (got) to* may be used. *Must* is more frequent than *have to* in this meaning.

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## WILL

The modal verb *will* is used with all persons, but it is mostly used with the first person singular.

**It is used to denote:**

1. to denote volition (*iradā*), intention (*niyyat*):

There are the people who hope the future **will** be better.

2. persistence, insistence, refusal to perform an action:

It **will** not see me till it comes very near.

3. Polite request:

Will you have a glass of milk?

Besides the above mentioned uses *Will* has a number of other uses, the most frequent uses are those which are used to refer to future time and prediction.

**Future time**

One of the principal functions of *will* is to refer to future time, since English doesn't have a separate, inflected future tense:

Cars will be banned. Coaches, bikes, wheelchairs and pedestrians will be catered for; drivers will not be welcome.

The referendum will take place on June 23rd.

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## SHALL

As a modal verb *shall* is used with the second and third persons and has a strong stress.

**The modal verb shall is used:**

1. to express compulsion or strict order:

He **shall** ride to the place where he holds court, greeting the people on both sides.

2. to express threat or warning:

I **shall** not be at peace till you promise me this.

3. to express promise:

Today will decide whether Richard or Henry **shall** be king of England.

*Shall not/shan't* is even rarer, but does occur in formal contexts to make predictions and announce intentions or decisions:

I shan't be here for much more than half an hour.

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## MOOD

**Mood** is a grammatical category which indicates the attitude of the speaker towards the action expressed by the verb from the point of view of its reality.

In Modern English three kinds of mood have been distinguished. They are (1) The Indicative Mood; (2) The Imperative Mood; (3) The Oblique Moods.

### THE INDICATIVE MOOD

The Indicative Mood shows that the action or state expressed by the verb is presented as a fact.

*We **did** our homework in the evening.*

The Indicative Mood is also used to express a real condition, i.e. a condition the realization of which is considered possible.

*If it **snows**, I **shall go for a walk**.*

*If Kate **obeys** us, we **shall help** her.*



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## THE IMPERATIVE MOOD

The Imperative Mood expresses a command or a request. In Modern English the Imperative Mood has only one form which coincides with the infinitive without the particle *to*; it is used in the second person (singular and plural).

***Be** quiet and **hear** what I tell you.*

*Please **put** the copybooks near the window.*

In forming the negative the auxiliary verb *to do* is always used, even with the verb *to be*.

*Don't **make** a noise!*

***Don't be** angry.*

The auxiliary verb *to do* may also be used in affirmative sentences to make the request more emphatic.

*Please **do read it again** to me.*

To make a request or an order more emphatic the subject expressed by the pronoun *you* is sometimes used. It is characteristic of colloquial speech.

***I'll sing and you have a nap.***

**Note.** A command addressed to the third person singular and plural is usually expressed with the help of the verb *to let*.

***Let the child do** the homework.*

***Let the students leave** school.*

With the first person plural the verb *to let* is used to express an exhortation to a joint action.

***Let's go** and have some tea.*



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## THE OBLIQUE MOODS

The oblique moods denote an action or state expressed by the verb as a non fact, something imaginary or desired, necessary, possible, supposed or contradicting reality. The oblique moods have five forms:

1. The Present Subjunctive;
2. The Past Subjunctive;
3. The Past Perfect Subjunctive;
4. The Suppositional Mood;
5. The Conditional Mood.

### THE PRESENT SUBJUNCTIVE

The Present Subjunctive is used to denote an action as problematic, but not contradicting reality. It is used to denote **order, request, suggestion, supposition, purpose, condition, wish**, etc. The Present Subjunctive denotes an action referring to the **Present** and the **Future**.

In the Present Subjunctive the verb *to be* has the form *be* for all the persons singular and plural, which differs from the corresponding forms of the Indicative Mood (the Present Indefinite). In all other verbs the forms of the Present Subjunctive differ from the corresponding forms of the Indicative Mood only in the third person singular, which in the Present Subjunctive has no ending *-s*. **Example:** *I be, you be, he (she) be, it be, we be, they be; I have, you have, he (she) have, we have, they have; etc.*

The Present Subjunctive denotes an action referring to the present or future. This form is seldom used in Modern English. It may be found in poetry and in elevated prose, where these forms are archaisms used with a certain stylistic aim. It is

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also used in scientific language and in the language of official documents, where it is a living form.

**Be** *he generous, wise or brave,*

*He must only be how he feels.*

The Present Subjunctive also occurs in some set expressions.

**Be** it so! – Qoy belə olsun!

May God **give** all men as good! - Allah hamını istəyinizə çatdırın.

**Suffice** it to say that he soon came back. – Cəsarətlə deyə bilərəm ki, o, tezliklə geri qayıtdı.

God **forbid!** – Allah eləməsin!

Far **be** it from me to contradict you. – Allah eləməsin ki, sənə qarşı çıxım!

God **be** with you! - Allah əmanətində!

Be alive and healthy! - Allah əmanətində!

## THE PAST SUBJUNCTIVE

The Past Subjunctive denotes an action contradicting to reality. It refers the action to the present or future. Example:

Kaş o, indi burada olaydı. – I wish he *were* here now.

Kaş o, sabah mənə zəng edəydi. – I wish he *called* me tomorrow.

In the Past Subjunctive the verb *to be* has the form *were* for all the persons singular and plural, which in the singular differs from the corresponding form of the Indicative Mood (the Past Indefinite).

The forms of the Past Subjunctive are the same with the forms of the Past Indefinite Indicative. **Example: Past Subjunctive:** *I called, he called, we called, they called, etc.*

**The Past Indefinite Indicative:** *I called, he called, they called, etc.*

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**Note.** Occasionally the form *was*, which coincides with the form of the Indicative Mood, can be found in the singular.

*Oh, I am impressed. I wouldn't say it, if I **wasn't** sure that I was there.*

The Past Subjunctive is widely used in Modern English and occurs not only in literature but also in colloquial language.

### THE PAST PERFECT SUBJUNCTIVE

The Past Perfect Subjunctive represents the action contradicting to reality as well. It refers the action only to the past. The forms of the Past Perfect Subjunctive are the same with the forms of the Past Perfect Indicative in all verbs and in all persons. **Example:** The Past Perfect Subjunctive: *I had answered, you had answered, he (she) had answered, we had answered, they had answered, etc.*; The Past Perfect Indicative: *I had answered, You had answered, He (she) had answered, We had answered, they had answered, etc.*

### THE SUPPOSITIONAL MOOD

The Suppositional Mood is formed analytically. The auxiliary verb *should* is used for all the persons with the infinitive. The Suppositional Mood has two tenses; the present and the past. The Present Suppositional is formed by the auxiliary verb *should* + indefinite infinitive or continuous infinitive. The Past Suppositional is formed by the auxiliary verb *should*+perfect infinitive or perfect continuous infinitive. Examples, I should do, you should do, he (she) should do, we should do, they should do; I should be doing, you should be doing, he (she) should be doing, we should be doing, they should be doing; I

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should have done, you should have done, he (she) should have done, we should have done, they should have done; I should have been doing, you should have been doing, he (she) should have been doing, we should have been doing, they should have been doing.

The Suppositional Mood denotes an action as problematic, but not necessarily contradicting reality. The realization of the action depends on certain circumstances. The circumstances are not contrary to fact, as it is in the sentence. Example, Should you call her tomorrow, ask her to visit me. The Suppositional Mood denotes necessity, order, suggestion, request, etc.

**Examples:**

You *should take* the medicine.

He *should take part* in the meeting.

The plan *should be postponed* today.

We *should invite* him to the party.

*Should* he *call* tomorrow, tell him about our plan.

## THE CONDITIONAL MOOD

The Conditional Mood has two tenses: the present and the past. The Present Condition is formed by the auxiliary verbs *should* for the first person singular and plural, and *would* for the second and third persons singular and plural + indefinite infinitive or continuous infinitive for instance, *I should have done; You would have done; He (she) would have done; We should have done; You would have done; They would have done; I should have been doing; You would have been doing; He (she) would have been doing; We should have been doing; You would have been doing; They would have been doing.*

The Past Conditional is formed *should/would+Perfect* or *Perfect Continuous Infinitive*.

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The Conditional Mood is used in the principal clause of a complex sentence with a subordinate clause of unreal condition, in this case the verb is in the Past Subjunctive.

**Examples:**

If she were here, she would talk to us. (*Present Conditional*)

If you had not been so tired last week, you would have helped us. (*Past Conditional*)

## THE USE OF THE SUBJUNCTIVE MOOD

### I. IN SIMPLE SENTENCES

In simple sentences the synthetic forms of the Subjunctive Mood are more frequent than the analytical forms. In simple sentences the Subjunctive Mood is used:

(1) to express wish:

*Long live our Army!* – Allah ordumuza uzun ömür bəxş etsin!

*Success attend you!* – Sənə müvəffəqiyyət arzulayıram!

To express wish the analytical subjunctive with the mood auxiliary *may* is also used.

*May success attend you!* – Sənə də uğur arzulayıram!

*May you live long and die happy!* – Allah sənə uzun ömür və can sağlığı bəxş etsin!

(2) to express an unreal wish:

*If only he were free!* – Ah, bircə o, azad olsaydı!

(3) in oaths and imprecations:

*Manners be hanged!* – Lənətə gəlmiş qaydalar!

*Confound these flies!* – Lənətə gəlmiş milçəklər!

(4) in some expressions:

*Suffice it to say that...* – Cəsarətlə deyə bilərəm ki, ...

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***Be it so!*** – Qoy belə olsun!  
***God forbid!*** – Allah eləməsin!  
*Far be it from me.* – Allah qorusun!; Məndən uzaq olsun!

The Subjunctive Mood in simple sentences is characteristic of literary style, except in oaths and imprecations, which belong to low colloquial style.

## THE USE OF THE SUBJUNCTIVE MOOD

### II. COMPLEX SENTENCES

The Subjunctive Mood is used in **conditional sentences** to express an **unreal condition** (in the subordinate clause) and an **unreal consequence** (in the principal clause).

In sentences of unreal condition referring to the present or future the Past Subjunctive of the verb *to be* is used in the subordinate clause; with other verbs the same meaning is expressed by the Past Indefinite of the Indicative Mood. In the principal clause we find the analytical subjunctive consisting of the mood auxiliary *should* or *would* and the Indefinite Infinitive. *Should* is used with the first person singular and plural, *would* is used with the second and third persons singular and plural.

*The world **would be** healthier if every citizen **tried** to protect it.*

*I **should kill** myself if I **didn't pass** the exam today.*

An unreal condition referring to the future can also be expressed by the Past Subjunctive of the verb *to be*+*to*-Infinitive of the notional verb or the analytical Subjunctive with the mood auxiliary *should* for all the persons.

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*Oh, if you **should send** me to a difficult job, I'd feel more comfortable.*

If in the subordinate clause the mood auxiliary *should* is used, we often find the Indicative or Imperative Mood in the principal clause.

*If any of your family **should come** to my house, I **shall be delighted** to welcome them.*

*If he **should come**, **ask** him to wait.*

In sentences of unreal condition referring to the past the Past Perfect of the Indicative Mood is used in the subordinate clause; in the principal clause we find the analytical subjunctive consisting of the mood auxiliary *should* (with the first person) or *would* (with the second and third persons) and the Perfect Infinitive.

*If it **had rained**, I **shouldn't have come** here.*

*If I **had consulted** my own interests, I **should never have come** here.*

*You **would have passed** your exam if you **had worked** harder.*

There are two mixed types of sentences of unreal condition- In the first of these the condition refers to the past and the consequence refers to the present or future.

*If you **had taken** your medicine yesterday, you **would be well** now.*

In the second type the condition refers to no particular time and the consequence to the past.

*If he **were not so absent-minded**, he **would not have mistaken** you for your sister.*

**Note.** Unreal conditions may **also** be expressed in the following ways:

***But for** her self-control, the mystery would have been at an end tonight.*

*I should never have thought of it **but for** you.*

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*If it hadn't been for my mother, I don't know what I would have done.*

*If it hadn't been for me, his own brother would have shut him up for life.*

In sentences of unreal condition the modal verbs *might* and *could* are often used; they fully retain their modal meaning and therefore they do not form the analytical subjunctive.

Here we have the group 'modal verb+Infinitive' which forms a compound verbal modal predicate, whereas the analytical subjunctive forms a simple predicate.

*If it hadn't been for Jane, the work **could** never **have been** completed at all.*

*If I were in your place, I **might** **dislike** her.*

*Would*, when used in the subordinate clause of a sentence of unreal condition, is also a modal verb forming with the infinitive a compound verbal modal predicate.

*If you **would** **come** and **see** us, mother would be as proud of your company as I should be.*

**Note.** In conditional sentences of real condition naturally the Indicative and not the Subjunctive Mood is used. Such sentences can refer to the present, future or past.

If it *rains*, you *will get* wet.

If Sally *is late* again I *will be* mad.

If you *don't hurry*, you *will miss* the bus.

The conjunctions introducing adverbial clauses of condition are: *if, in case, provided, suppose, unless*, and some others. *If* is the most common conjunction used in sentences of real and unreal condition.

*In case* and *provided* are chiefly used in sentences of real condition.

*In case I **don't find** her at home, I **shall** **leave** her a note.*

*I **shall** **go** there provided you consent to accompany me.*



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*Suppose* is more common in sentences of unreal condition.

Suppose he **came** to see you, **would** you **speak** to him?

*Unless* is used in sentences of real and unreal condition.

**I should not be able to translate this text unless I get a dictionary.**

**I should prepare the task unless I went to the cinema.**

**Note:** *Unless* has a negative meaning.

Adverbial clauses of condition containing the verbs *had*, *were*, *could* and *should* are often introduced without any conjunction. In these cases we find inversion.

**Had I time, I should go there.**

**Were he in town, he would help us.**

**He would come, were he free.**

The Subjunctive Mood is used in sentences expressing what may be understood as an **unreal consequence**, the condition of which is not expressed as such.

**There was no piano because it would have taken up much room.**

The Subjunctive Mood is used in **adverbial clauses of purpose**. When a clause of purpose is introduced by the conjunctions *that*, *so that*, *in order that*, we find the analytical subjunctive with the mood auxiliary *may* (*might*) if the principal clause refers to the present or future; if the principal clause refers to the past, only the form *might* is used.

As has already been stated, the mood auxiliary *may* (*might*) retains in this case a shade of modality.

**They spoke in a whisper in order that they might wake (may) the children.**

**She opened the window that she might get a breath of fresh air.**

**I have repeated this that you might understand me better.**

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*He impressed the names of streets upon me that I **might find** my way back easily.*

Occasionally the mood auxiliary *should* is used.

*He turned his head away that she **should see** him smile.*

If a clause of purpose is introduced by *lest* the mood auxiliary *should* (for all persons) is generally used.

*Lest* has a negative meaning.

*How is the picture to be packed lest it **should be spoiled** on the way?*

*The guide marked the path carefully lest the party **should get lost**.*

The Subjunctive Mood is used in **adverbial clauses of concession**. Adverbial clauses of concession are introduced by **the** conjunctions and connectives *though, although, however, no matter, whatever, whoever*, etc. The analytical subjunctive with the mood auxiliary *may (might)* is generally used.

*Though he **may (might) be** tired he will prepare his lessons.*

*Tired though he **may (might) be** here.*

*No matter how tired he **may (might) be** ....*

*However tired he **may (might) be**....*

*Whatever obstacles **may arise**, we shall not give in.*

If the action of the subordinate clause is prior to that of the principal clause the Perfect Infinitive is generally used.

*However badly he **may have behaved** to you in the past he is still your brother.*

**Note.** The Indicative Mood is used in adverbial clauses of concession when the action or state is considered as an actual fact and not as something supposed.

**Compare:**

*Cold though it **may be**, we shall go to the skating-rink (Subjunctive Mood).*

*Cold as it **is**, we shall go to the skating-rink (Indicative Mood).*

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The Subjunctive Mood is used in **adverbial clauses of time and place** after the conjunctions *whenever* and *wherever*, in these cases the clauses have an additional concessive meaning.

*Whenever you **may (might)** visit, we **will be** happy.*

*Wherever she **may (might)** live, she will always find friends.*

The Subjunctive Mood is used in **adverbial clauses comparison (or manner)** introduced by the conjunctions *as if* and *as though* (the latter is more literary).

If the action of the subordinate clause is simultaneous with that of the principal clause the Past Subjunctive of the verb *to be* is used; with other verbs the same meaning is expressed by the Past Indefinite of the Indicative Mood.

*He spoke as if he **were answering** at an examination.*

*He speaks as **if he knew** you!*

*She burst out laughing as if she **found** the incident very funny.*

If the action of the subordinate clause is prior to that of the principal clause the Past Perfect of the Indicative Mood is used.

*They talked as if they **had known** each other for many years.*

*She flushes as though he **had struck** her.*

*She shook hands with him as though they **had known** each other all their lives.*

The Subjunctive Mood is used in **predicative clauses:**

(a) introduced by the conjunctions *as if*, *as though*, when we find the link verbs *to be*, *to feel*, *to look*, *to seem*, etc. in the principal clause.

If the action of the subordinate clause is simultaneous with that of the principal clause the Past Subjunctive of the verb *to be* is used; with other verbs the same meaning is expressed by the Past Indefinite of the Indicative Mood.

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If the action of the subordinate clause is prior to that of the principal clause the Past Perfect of the Indicative Mood is used.

*You look as if you didn't dare.*

*I feel as if **had** never **been** here.*

*He looked as if he **knew** it to be true.*

*It was as if she **were** angry with him.*

(b) when the subject of the principal clause is expressed by an abstract noun such as *wish, suggestion, aim, idea*, etc. In this case the analytical subjunctive with the mood auxiliary *should* (for all persons) is used:

*My aim is that our dean **should come** and **discuss** the problem with us.*

*One of the conditions was that I **should go** abroad.*

The Subjunctive Mood is used in **subject clauses** after a principal clause of the type *It is necessary, It is important*, etc. The analytical subjunctive with the mood auxiliary *should* is used for all persons.

*It is (was) necessary*

*It is (was) important*

*It is (was) right*

*It is (was) requested*

*It is (was) recommended that he **should come**.*

*It is (was) obligatory*

*It is (was) better (best)*

*It is (was) desirable*

*It is (was) of vital importance*

*It is simply impossible that you **should** really **have meant** it.*

*It is necessary that everybody **should be present** at the conference.*

*It was imperative that she **should go** home.*

The Subjunctive Mood is used in **object clauses**:

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(a) When the predicate of the principal clause is expressed by the verb *to wish*. If the action expressed in the object clause is simultaneous with that of the principal clause the Past Subjunctive of the verb *to be* is used; with other verbs the same meaning is expressed by the Past Indefinite of the Indicative Mood. **Examples:**

*I wish I **were** quite well.*

*She wished she **refused** to go.*

*I wish she **felt** as I do.*

*He wished he **saw** the film.*

If the action expressed in the object clause is prior to that of the principal clause the Past Perfect of the Indicative Mood is used.

*I wish I **had not done** it.*

*She wished she **had known** the rule.*

*She wished she **had not visited** him yesterday.*

The analytical subjunctive with the mood auxiliary *would* (for all persons) is also used in object clauses after the verb *to wish*. This form is used only in sentences referring to the present or future; it is possible only if the subject of the principal clause is not the same as the subject of the object clause. It is chiefly used in sentences expressing request or annoyance.

**Examples:**

*I wish you **would invite** me.*

*I wish he **would mind** his own business.*

(b) The Subjunctive Mood is used in object clauses introduced by the conjunction *lest* if in the principal clause the predicate is expressed by a verb denoting *fear*.

The mood auxiliary *should* is used for all persons.

*She feared lest somebody **should discover** her secret.*

*He was afraid lest his secret **should be discovered**.*

*I dreaded lest any stranger **should notice** me and speak to me.*

---

After verbs denoting *fear* object clauses are often introduced by the conjunction *that*, in which case the Indicative Mood is used often with the modal verb *may* (*might*).

*He was afraid that he **might lose** his eyesight.*

*She fears (feared) that she **may (might) be blamed**.*

(c) The Subjunctive Mood is used in object clauses when we find verbs and word-groups denoting order, suggestion, advice, desire, etc. in the principal clause. The analytical subjunctive with the mood auxiliary *should* (for all persons) is used. **Examples:**

*He orders (ordered)*

*He suggests (suggested)*

*He proposes (proposed)*

*He demands (demanded)*

*that everything **should be** ready by 5.*

*He desires (desired)*

*He insists (insisted)*

*He is anxious (was anxious)*

*He will see (he saw) to it*

*My mother insisted that my sister **should go** to bed.*

*She insisted that we **should call** the doctor.*

*He was very anxious that I **should stay to** dinner.*

The Subjunctive Mood is used in **attributive appositive clauses**, modifying the nouns *wish*, *suggestion*, *aim*, *idea*, etc. The analytical subjunctive with the mood auxiliary *should* (for all persons) is used.

*His wish (suggestion) that everybody **should take part** in the work was reasonable.*

The Subjunctive Mood is also used in **attributive clauses** modifying the noun *time* in the principal clause *It is time*, *It is high time*. In this case the Past Subjunctive of the verb *to be* is used; with other verbs the same meaning is expressed by the Past Indefinite of the Indicative Mood. **Examples:**

*It is time we **got down** to business.*

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*It is time we **went** home.*

*It is high time we **went** home.*

*It's time you **learned** the rules.*

The analytical subjunctive with the mood auxiliary *should* is also possible, though less common. **Examples:**

*It is time we **should see** a lot of each other.*

*It is time we **should go** home.*

*It is about time (that) we **should be leaving**.*

*It is high time that the second-year students **should begin** reading books in the original.*

---

## THE SENTENCE

A **sentence** is a unit of speech that expresses a more or less complete thought and has a definite grammatical structure and intonation.

The sentence can be classified according to two principles:

- 1) according to the types of communication;
- 2) according to the structure.

According to the types of communication sentences are divided into the following groups: Declarative sentences, Interrogative sentences, Imperative sentences, Exclamatory sentences.

A **declarative sentence** is a sentence which expresses a statement. Declarative sentences can be affirmative or in the negative form.

**Examples:**

He stepped aside and looked out of the window.

He doesn't know the problem.

A sentence which expresses a question is called an **interrogative sentence**:

Do you speak English?

Who are you waiting for?

Do you live in town or in the country?

You speak English, don't you?

A sentence which is used to induce a person to fulfill an action is called an **imperative sentence**.

Stop talking in the hall!

Don't be late for the lesson!

A sentence which expresses some kind of emotion or feeling is called an **exclamatory sentence**.

What a beautiful picture it is!

How beautiful the picture is!



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According to their **structure** simple sentences are divided into **two-member** and **one-member** sentences.

A **two-member sentence** has two members – a subject and a predicate. If one of them is missing it can be easily understood from the sentence.

**He has met** his friends at the airport.

A two-member sentence may be **complete** or **incomplete**. It is complete when it has a subject and a predicate.

He couldn't pass his test.

It is **incomplete** when one of the principal parts or both of them are missing, but can be easily understood from the context. Such sentences are called **elliptical** and are mostly used in colloquial speech and especially in dialogue.

Where were you yesterday? – At the cinema.

A **one-member** sentence is a sentence having only one member which is neither the subject nor the predicate. One-member sentences are generally used in descriptions and in emotional speech.

If the main part of a one-member sentence is expressed by the noun, the sentence is called **nominal**.

Freedom!

Winter - cold winter night!

Simple sentences, both two-member and one-member, can be **unextended** and **extended**. A simple **unextended** sentence consists of only the primary or principal parts.

He is a doctor.

Summer!

Trees blossom.

A simple **extended** sentence consists of the subject, the predicate and one or more secondary parts (objects, attributes, or adverbial modifiers).

I met the boy who had helped me.

---

## PARTS OF A SIMPLE SENTENCE

Parts of a simple sentence are divided into two groups: 1) the principal parts; 2) the secondary parts. The subject and the predicate are called the principal parts of the sentence. The subject denotes the doer of the action expressed by the predicate-verb. The predicate denotes *an action, state* or *quality* of the person or thing denoted by the subject.

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## THE PRINCIPAL PARTS OF THE SENTENCE

### THE SUBJECT

**The subject** is the principal part of a two-member sentence which is grammatically independent of the other parts of the sentence; the second principal part (the predicate) is grammatically dependent. In most case the predicate agrees with the subject in number and person.

**Ways of expressing the subject:**

1. A noun in the common case:

The boy slowly entered the room.

2. A pronoun –personal, demonstrative, defining, indefinite, negative, possessive, interrogative:

Everyone was waiting for you.

He heard about it yesterday.

3. A substantivized adjective or participle:

The old should be respected.

4. A numeral (cardinal or ordinal):

The two got engaged and surprised everyone.

5. An infinitive, an infinitive phrase or construction:

To live is to create.

For him to do it was possible.

6. A gerund, a gerundial phrase or construction:

Anna's being ill doesn't worry us.

8. A group of words which is one part of the sentence:

Tomatoes and carrots would add color to the salad.

8. A quotation group:

“The Twilight of the Gods” is a tremendous crescendos of Wagner's.

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## IT AS THE SUBJECT

The pronoun *it* functions differently in contemporary English: it may be used as a notional subject and as a formal subject. As a notional subject the pronoun *it* has the following meanings:

**a) Stands for a definite thing or some abstract idea; b) Points out some person or thing expressed by a predicative noun (or pronoun) or refers to the thought contained in a preceding statement; it has the demonstrative meaning.**

The pronoun *it* is used as a formal subject denoting no person or thing. They are the following:

**a) Impersonal it;**

**Examples:**

It often snows here. (*natural phenomena*)

It cold in the room. (*natural phenomena*)

It is three miles from here to the university. (*distance*)

It is ten o'clock. (*time*)

**b) Introductory or anticipatory;**

**Examples:**

It is possible to visit him today.

It was impossible for him to meet us yesterday.

**c) Emphatic:**

**It was** Amir **who** helped me. (*subject*)

**It is** the book **that** I wanted to give you yesterday. (*object*)

**It was** yesterday **that** I saw him. (*adverbial modifier of time*)

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## THE PREDICATE

The predicate is the second principal part of the sentence which denotes an action, state or quality of the person or thing denoted by the subject. The predicate can be classified in two ways:

1. According to their meaning;
- 2) according to their structure.

According to the **meaning** predicates are divided into the following groups:

The **actional** predicate is a predicate which expresses various actions: He **came** to us and **greeted** us.

The **statal** predicate is a predicate which expresses temporary state characterizing the subject: He was **asleep** when we entered in.

The **qualificative** predicate is a predicate which expresses the quality or distinctive sign characterizing the subject: The woman was very **beautiful**.

The **double** predicate is a predicate which has double nature: My brother **died old**.

According to the **structure** the two main types are distinguished: 1) the simple predicate; 2) the compound predicate. **The simple predicate** is expressed by a finite verb in a simple or a compound form: He has been sleeping since morning.

There is a special kind of predicate which is expressed by **phraseological units** like *to get rid, to take care, to pay attention, etc.*: We will **take** a good **care** of the child.

**The compound predicate** consists of two parts: *a finite verb* and some other part of speech which may be *a noun, a pronoun, an adjective, a verbal (a participle, a gerund or an infinitive)*. The compound predicate may be: 1) **nominal**; 2) **verbal**.

**The compound nominal predicate** indicates **the state or quality of the person or thing** expressed by the subject or

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**the class of persons** or **things** to which this person or thing belongs to: The vase **was broken**; He **looked stupid** and **good-natured** and **happy**. The significant part of the compound nominal predicate is called **the predicative**.

The **compound verbal predicate** may be: The compound verbal modal predicate; the compound verbal aspect predicate. A predicate consisting of *a modal verb* and *an infinitive* is called **the compound verbal modal predicate**: He **can do** everything; I **wouldn't give** her the book; He **will have to take** a taxi; He **doesn't mean to take** me there. A predicate consisting of *a finite verb* and *an infinitive* or *a gerund* expressing the *beginning, repetition, duration* or *cessation of the action* is called **the compound verbal aspect predicate**: His bones **ceased to ache**; I **used to write** diary when I was young; He **stopped to follow** us.

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## THE SECONDARY PARTS OF THE SENTENCE

**The object, the attribute and the adverbial modifier** are called the secondary parts of the sentence.

### THE OBJECT

**The object** *completes or restricts the meaning of a verb or sometimes of an adjective or of a noun.*

There are various kinds of objects in English. **The direct object** is used after a transitive verb to complete its meaning. A direct object answers the question *what? Or whom?* after an action verb. Direct objects are nouns, pronouns, or words acting as nouns, and they may be compound. Only transitive verbs have direct objects. **Examples:**

John served *dinner*. [John served *what?*]

Maria admires **him** deeply. [Maria admires *whom?*]

John served a Mexican dinner and a fabulous **dessert**. [John served *what?*]

**The indirect object** denotes a living being to whom the action expressed by the verb is directed. An indirect object answers the question *to whom? or for whom? to what? Or for what?* after an action verb. A sentence can have an indirect object only if it has a direct object. Two clues can help you identify indirect objects. First, an indirect object always comes between the verb and the direct object.

**Examples:**

John sent **me** a letter. [John sent a letter *to whom?*]

Kim saved **Rosa** and **Maria** seats. [Kim saved seats for *whom?*]

**The cognate object** has the following distinguishing properties:

- a) It is used with intransitive verbs;
- b) It is expressed by a noun which is either of the same root as the verb or is similar to it in meaning;

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c) It is regularly attended by an attribute with which it forms a combination that is close in meaning to an adverbial modifier: *to live a happy life – to live happily*. The cognate object can be found in such combinations as: *to smile a sad smile, to laugh a bitter laugh, to die a violent death, etc.*

**Example:**

It was the idea that he would never have one, the death of a dream, he guessed. Unfortunately, he *died a violent death* at last.

***IT as the Object of the Sentence***

The pronoun *it* (*formal*) may be used not only as the subject of the sentence but also as ***the object***. In this case it is followed by ***an adjective*** or ***a noun which is modified by an infinitive phrase, an –ing form phrase, or a clause:***

**Examples:**

I found *it* easy *to perform* in front of the audience.

He thought *it* no use *answering her*.

I think *it* amazing *that he has sent me some flowers*.



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## THE ATTRIBUTE

**The attribute** *qualifies a noun or any other part of speech that has a nominal character.*

**The attribute may be expressed:**

1. by an adjective: He looks a very lazy lad.
2. by a pronoun: (a) possessive, (b) defining, (c) demonstrative, (d) interrogative:

Every man must do his duty.

Those books are not mine.

Which blouse would you like to buy?

3. by a numeral: (a) cardinal, (b) ordinal:

His first article hasn't been published yet.

He won two prizes last year.

4. by a noun: (a) in the common case, (b) in the genitive case:

In those tender mornings, the Store was full of laughing, joking, boasting, and bragging.

5. by a prepositional phrase:

The girl hated the idea of going there alone.

6. by an adverb: (a) in pre-position, (b) in post-position:

The room above is small and flat. A voice inside was very strong.

7. by Participles: (a) Participle I, (b) Participle II:

I think it is only a passing shadow.

On the opposite side of the road to the site of the destroyed bridge was a bad scenery.

8. by an infinitive or an infinitive phrase:

This is a book for you to read.

**Note:**

*An apposition is a special kind of attribute which is expressed by a noun that characterizes or explains the word modified by giving additional information about the person or*

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thing. a) *the close apposition*; b) *the loose or detached apposition*.

**The Close Apposition** *stands in close connection with the word modified and is not separated by a comma: Professor Brown* took what he was expected to.

**The Loose or Detached Apposition** *is not so closely connected with the noun it refers to: John Reed, an American journalist*, helped found the Communist Labor Party in America. It is always separated by commas and has a stress of its own.

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## THE ADVERBIAL MODIFIER

**The adverbial modifier** *modifies a verb, an adjective or an adverb.*

**It is a secondary part of the sentence which modifies a verb, an adjective or an adverb.**

According to their meaning adverbial modifiers are divided into the following subgroups:

1) The adverbial modifier of time: *While dancing he saw them coming toward him.*

2) The adverbial modifier of place: *They were hiding together among the trees.*

3) The adverbial modifier of frequency: *They have often visited him, but he has never returned the visit.*

4) The adverbial modifier of manner: *He adored his wife so obviously.*

5) The adverbial modifier of attendant circumstances: *He sat there smoking.*

6) The adverbial modifier of degree and measure: *It is rather pretty.*

7) The adverbial modifier of cause: *He was late because of his illness.*

8) The adverbial modifier of result: *Mother was too tired to get up and feed the baby.*

9) The adverbial modifier of condition: *If necessary we will call the doctor.*

10) The adverbial modifier of comparison: *He plays the piano better than his sister.*

11) The adverbial modifier of concession: *Though frightened he answered them truly.*

12) The adverbial modifier of purpose: *He wrote the letter for them to come to the party.*

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## THE WORD ORDER. THE INVERSION

Arrangement of words in the sentence is called **word order**.

The order of words in which the subject is placed after the predicate is called **inverted order** or **inversion**.

The word order in the sentence has two chief functions in the language: a) syntactic-semantic and b) stylistic.

Let us give an example *Anar knows Fidan* – in this sentence the nouns *Anar* and *Fidan* may be defined only according to the position they perform in the sentence. *Anar* is the subject, and *Fidan* is the object. *Subject* stands at the beginning of the sentence, and *object* stands after the predicate-verb. There are no other grammatical means to distinguish these words (*Anar and Fidan*) syntactically. Word order is the only means by which these words can be distinguished syntactically.

Let us compare the other example:

*Anar knows Fidan, and Fidan knows Anar* - these two sentences express quite opposite meaning.

In both of the above-mentioned examples the reason is the change of word order in the sentence. Thus, in cases like these word order has syntactic-semantic function in English.

It is noteworthy to mention that there exist cases where the change of word order changes neither the syntactic function of words in the sentence nor its semantics. For example:

*You are happy.*

*Happy you are.*

As it is seen *you* is the subject and *are happy* is the predicate in both sentences. The only difference between these sentences can be observed in style they have: The first sentence: *You are happy* stylistically is neutral, but the second one *Happy you are* is more emphatic. The difference is observed between the order of words. This kind of word order is called *stylistic*.

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Inversion may be **full** and **partial**.

**Full:** *The whole predicate is placed before the subject:*  
In the center of the room **stood** the head of the company.

**Partial:** *Only part of the predicate is placed before the subject:* **Can you** show us the way?; Where **did they** put the case?

### THE INVERSION OCCURS:

1. In interrogative sentences: When **does he** come home?;

2. In sentences introduced by *there*: **There is nothing interesting** in what he is saying.

3. In a compound sentence where its second part begins with *so* or *neither*: John helped us. – **So did** Anar; We didn't go to the park. – **Neither did** our friends.

4. When an adverbial modifier opens the sentence: **Beneath their feet were** the yellow leaves of the trees; **Little had I dreamed**, when I saw them in front of me; **Never have I known** such beautiful pictures; **In vain did the young man want** to speak him.

5. When the emphatic particle *only*, the adverbs *hardly*, *scarcely* (correlated with the conjunction *when*), the adverb *no sooner* (correlated with the conjunction *than*), or the conjunction *nor* open the sentence. If there is inversion the auxiliary *do* must be used if the predicate does not contain either an auxiliary or a modal verb: **Only once did he play** football; **No sooner had we entered** the room than the lights went out.

6. When the subject begins with the word *here* which is not an adverbial modifier of place but has some demonstrative force: **Here comes our teacher**; **Here are my keys**.

7. When postpositions denoting direction open the sentence and the subject is expressed by a noun: *in*, *out*, *down*, *away*, *up*, etc.: **Down he fell**; **Away flew the bird**.

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8. When an object or an adverbial modifier expressed by a word-group with *not a . . .*, or *many a . . .* opens the sentence. In case of inversion the auxiliary *do* must be used if the predicate does not contain either an auxiliary or a modal verb: *Not a single word **did I hear*** in the hall; *Many a time **had he watched*** this spectacle when we used to live there.

9. When a predicative expressed by an adjective or by a noun modified by an adjective or by the pronoun *such* opens the sentence (in case the subject is a noun or an indefinite pronoun): *Such **is life***, and we try to keep our belts tight; *Wonderful **is this party***.

10. In clauses of concession where the predicative is followed by the conjunction *as*: In conditional clauses introduced without any conjunction when the predicate is expressed by *was*, *were*, *had*, *could* or *should*: *Great **as was its influence*** that we could hardly keep our breath; *Should **someone call***, inform me; *Were I you*, I shouldn't go there alone.

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## THE COMPOUND SENTENCE

A **compound sentence** is a sentence which consists of two or more clauses coordinated with each other. A clause is part of a sentence which has a subject and a predicate of its own. The following types of coordination can be distinguished:

**1. Copulative coordination: *and, nor, neither . . . nor, not only . . . but also, etc.***: *It was a nice place **and** they were rather proud of it.*

**2. Disjunctive coordination: *or, else, or else, either . . . or, etc.*** and **the conjunctive adverb *otherwise, etc.***: *Don't come near me with that look **else** I'll knock you down.*

**3. Adversative coordination - conjunctions: *but, while, whereas, etc.*** and **conjunctive adverbs: *nevertheless, still, yet, etc.***: *The room was dark, **but** the street was lighter because of its lamps.*

**4. Causative-consecutive- conjunctions: *for, so, etc.*** and **the conjunctive adverbs *therefore, accordingly, consequently, hence, etc.***: *There was something amiss with him, **for** he was strangely grave and looked ill.*

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## THE COMPLEX SENTENCE

A **complex sentence** consists of a principal clause and one or more subordinate clauses: He visited the house where he spent his childhood; He had done what they had expected.

**The compound-complex sentence** is a sentence consisting of two or more coordinate clauses one of which at least has one or more subordinate clauses: He tried to listen to everything as she was explaining, but he understood that saw was not sincere.

Subordinate clauses are divided into subject, predicative, attributive, object and adverbial clauses.

A subordinate clause which performs the function of the subject in a complex sentence is called a **subject clause**. **Subject clauses** are introduced by conjunctions *that, if, whether*; conjunctive pronouns *who, which, what, whoever, whatever*; conjunctive adverbs *where, when, why, how*: **Why she left him** is not known yet; **What he said** is true.

A subordinate clause which performs the function of the predicative in a complex sentence is called a **predicative clause**. Predicative clauses are introduced by conjunctions *that, if, lest, whether, as if, as though*; conjunctive pronouns *who, which, what*; conjunctive adverbs *where, when, why, how*: The problem is **that you are the first man** who knows about it; It looks **as if nothing has happened**; This is **what he prefers**.

A subordinate clause which performs the function of an object in a complex sentence is called an **object clause**. Object subordinate clauses complete the meaning of the predicate-verb in the principal clause. Object clauses are introduced by conjunctions *that, if, whether, lest*; conjunctive pronouns *who, which, what, whoever, whatever, whichever*; conjunctive adverbs *where, when, why, how*: He knew **that they would never meet again**; She wondered **if the man had learned his address or not**; He didn't know **who had phoned her**; We decided to find out **why they invited us**.



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**Attributive clause** serves as an attribute to a noun (pronoun) in the principal clause. The noun or pronoun is called the **antecedent** of the clause. According to their meaning and the way they are connected with the principal clause attributive clauses are divided into three groups:

**Limiting attributive clause;**

**Descriptive attributive clause;**

**Appositive attributive clause.**

Attributive relative clauses can be **restrictive** and **non-restrictive** or **descriptive**.

**An attributive relative restrictive clause** restricts the meaning of the antecedent. It cannot be removed without destroying the meaning of the sentences. It is not separated by a comma from the principal clause because of its close connection with it: I think my husband is the best man **I have ever known**; I cannot feel sympathy for *a person who insulted me so much*.

**An attributive relative non-restrictive clause** does not restrict the meaning of the antecedent; it gives additional information about it. It can be left out without destroying the meaning of the sentence: Bayram, **who had no assistant**, came to us step by step; He went to the dining room **where they were waiting for him**.

**Appositive attributive clauses** are used as appositive attributes specifying the meaning of the antecedent, when it is expressed by an abstract noun (idea, question, reason, answer, etc.).

Appositive clauses are chiefly introduced by the conjunction *that*, occasionally by adverbs *how* and *why*. They are never joined asyndetically.

**Examples:**

He did not want to explain to me the reason *why she had not accepted his offer*.

The idea *that I will invite him* surprised them.

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## ADVERBIAL CLAUSES

**An adverbial clause** performs the function of an adverbial modifier. It can modify a verb, an adjective or an adverb in the principal clause. According to their **meaning** there are the following kinds of adverbial clauses:

1. The adverbial clauses of time- *when, while, whenever, as, till, until, as soon as, as long as, since, after, before, now that*: My father died when he was 60 years old.

2. The adverbial clauses of place: *where, wherever*; We looked where they left.

3. The adverbial clauses of cause – *as, because, since, for fear (that)*: Since he had a certain talent for this work, we will invite him here soon.

4. The adverbial clauses of purpose- *that, in order that, so that, lest*: She stayed behind in order that he might not see her there.

5. The adverbial clauses of condition - *if, unless, suppose, in case, on condition that, provided*: If he is not here by the end of the week, we shall go after him.

6. The adverbial clauses of concession – *though, although, as, no matter how, however, whoever, whatever, whichever*: Although the man was alive he couldn't speak.

7. The adverbial clauses of result – *so . . . that, such . . . that, that*: The room was so dark that we turned the light on.

8. The adverbial clauses of manner – *as, the way*: He behaved as no one else could have behaved before.

9. The adverbial clauses of comparison – *than, as, as . . . as, not so . . . as, as if, as though*: She speaks as if she has never seen me before.

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## PART II

### EXERCISES

#### PARTS OF SPEECH

**Read this paragraph and say which part of speech each underlined word belongs to.**

Anar didn't go to the cafe with the other students. Ramil told him they were going there, but he wanted to finish his work. Anar isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun. Anar wanted to take Ramil with him, so he asked him again. He said to Ramil: "Oh, Ramil, finish your work, and let us go out."

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

**Read this paragraph and write the parts of speech in the table below. Do not write the same word more than once.**

Henry thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately he is rather old for her. Today they are at a cafe with their friends Sarah and Mark, so Henry can't get romantic with Claire. But he

might buy her some flowers later. Oh, he forgot to buy the flowers.

Verb	Noun	Adjective	Adverb	Article	Pronoun	Interjection	Preposition	Conjunction
think	Henry							

**Is the underlined word a verb, a noun or an adjective?**

Shall we go for a walk? *noun*

Shall we walk into town? *verb*

1. Laura wanted to talk to Rita.
2. Laura wanted a talk with Rita.
3. The windows aren't very clean.
4. Doesn't anyone clean the windows?
5. We went to a fabulous show in New York.
6. Laura wanted to show Rita her photos.
7. Henry thought Claire looked beautiful.
8. A strange thought came into Emma's head.
9. Sarah is feeling quite tired now.
10. Studying all night had tired Andrew out.

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## TENSE FORMS

Say which verbs express *states* and which express *actions*.

► I surf the Net most evenings, *action*

- 1 My flat is in the town center .....
- 2 I drive a taxi in the daytime .....
- 3 I own two cars. ....
- 4 I go to lots of parties.....
- 5 I love football. ....
6. He drove very fast to his home town. ....
7. Who are you lying here? .....
8. Tom and Ann are engaged. ....
9. Flowers soon fade when cut. ....
10. The strong sunlight had faded the curtains.  
.....
11. The house was too big.....
12. His face looked very tired and hollow again.....
13. I felt despondent, but happy.....
14. She turned her head to us silently.....
15. She turned deadly pale.....

**Complete the sentences by putting in the verbs. Use the present simple. You have to decide if the verb is positive or negative.**

Claire is very sociable. She *knows* (know) lots of people.

We've got plenty of chairs, thanks. We *don't want* (want) any more.

1. My friend is finding life in Paris a bit difficult. He..... (speak) French.

2. Most students live quite close to the college, so they ..... (walk) there.

3. My sports kit is really muddy. This shirt ..... (need) a good wash.

- 
4. I've got four cats and two dogs. I ..... (love) animals.  
 5. No breakfast for Mark, thanks. He .....(eat) breakfast.  
 6. What's the matter? You .....(look) very happy.  
 7. Don't try to ring the bell. It ..... (work).  
 8. I hate telephone answering machines. I just.....  
 (like) talking to them.  
 9. Matthew is good at badminton. He .....  
 (win) every game.  
 10. We always travel by bus. We .....  
 (own) a car.

**Complete the conversation. Put in the present simple forms.**

Rita: (►) *Do you like* (you / like) football, Tom?  
 Tom: (►) / *love* (I / love) it. I'm a united fan.  
 (1)..... (I / go) to all their games. Nick usually (2) ..... (come) with me. And (3) ..... (we / travel) to away games, too. Why (4) ..... (you / not / come) to a match some time? Rita: I'm afraid football (5)..... (not / make) sense to me — men running after a ball. Why (6) ..... (you / take) it so seriously? Tom: It's a wonderful game. (7) ..... (I / love) it. United are my whole life. Rita: How much (8)..... (it / cost) to buy the tickets and pay for the travel? Tom: A lot. (9) ..... (I / not / know) exactly how much. But (10) (that / not / matter) to me. (11) ..... (I / not / want) to do anything else. (12) ..... (that / annoy) you? Rita: No, (13) ..... (it / not / annoy) me. I just (14) (find) it a bit sad.

**Complete the newspaper story about a fire. Put in the past simple forms of the verbs.**

Two people (►) *died* (die) in a fire in Ellis Street, Old port yesterday morning. They (1).....(be) Herbert and Molly Paynter, a couple in their seventies. The fi-

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re(2)..... (start) at 3.20 am. A neighbour, Mr Aziz, (3)..... (see) the flames and (4) ..... (call) the fire brigade. He also(5)..... (try) to get into the house and rescue his neighbours, but the heat (6)..... (be) too great. The fire brigade (7) (arrive) in five minutes. Twenty fire-fighters (8) ..... (fight) the fire and finally (9).....(bring) it under control. Two fire-fighters (10).....(enter) the burning building but (11)..... (find) the couple dead.

**Complete the conversation. Put in the past simple negatives and questions.**

Claire: (►) *Did you have* (you / have) a nice weekend in Paris?

Mark: Yes, thanks. It was good. We looked around and then we saw a show. (1) ..... (we / not / try) to do too much. Claire: What sights (2) ..... (you / see)? Mark: We had a look round the Louvre. (3)..... (I / not / know) there was so much in there. Claire: And what show (4)..... (you / go) to? Mark: Oh, a musical. I forget the name. (5) ..... (I / not / like) it. Claire: Oh, dear. And (6)..... (Sarah / enjoy) it? Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but (7) ..... (I / not / want) to go shopping.

**Say what your decision is in these situations, or what you offer to do. Use these verbs: *answer, carry, have, post, shut***

► You and your friend have come into the room. The window is open, and it is cold.

*/I'll/ shut the window.*

- 1 The phone is ringing. You are the nearest person to it.
- 2 The choice on the menu is fish or chicken. You hate fish.

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3 You are meeting a friend at the station. He has two suitcases. There's a bag, too.

4 Your friend has written a letter. You are going to walk into town past the post office.

**Use the notes to write about what will happen next weekend.**

► it / be / warm / tomorrow *It will be warm tomorrow.*

1 Tom / watch / the match

2 Harriet's party / be / fun

3 Trevor / not put up / the shelves

4 Laura / be / annoyed

5 Andrew / study / all weekend

6 Rachel / not do / any work

**Complete the conversation. Put in *will* or *shall*.**

Rachel: What (►) *shall* we do today?

Vicky: It would be nice to go out somewhere. The forecast says temperatures (1) .....rise to thirty degrees.

Jessica: (2) .....we go for a walk?

Rachel: That sounds a bit boring. What about the seaside? We could get a bus.

Jessica: How much (3) .....it cost? I haven't got very much money.

Vicky: It isn't far. It doesn't cost much.

Jessica: Everywhere (4) ..... be so crowded today because it's a holiday. The journey (5) ..... take ages.

Rachel: Come on, Vicky. (6) we leave Jessica behind if she's going to be so miserable?



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**Look at the answers below and write the correct answer in each space.**

► A: Let's go to the carnival, shall we?

B: Yes, good idea. I expect *it'll be* fun.

a) it'll be b) it's c) it's being

1 A: Could I have a word with you, please?

B: Sorry, I'm in a big hurry. My train..... in fifteen minutes.

a) is going to leave b) leaves c) will leave

2 A: Have you decided about the course?

B: Yes, I decided last weekend.

..... for a place.

a) I apply b) I am to apply c) I'm going to apply

3 A: I'm trying to move this cupboard, but it's very heavy.

B: Well, ..... you, then.

a) I help b) I'll help c) I'm going to help

4 A: Is the shop open yet?

B: No, but there's someone inside. I think

.....

a) it opens b) it's about to open c) it will open

5 A: Do you mind not leaving your papers all over the table?

B: Oh, sorry. I'll take them all with me when .....

a) I go b) I'll go c) I'm going

6 A: It's a public holiday next Monday.

B: Yes, I know. .... anything special?

a) Are you doing b) Do you do c) Will you do

**Write the sentences using a future form of the verb. Use the word in brackets.**

► Express your instant decision to take a taxi. (I'll)  
*I'll// take a taxi.*

- 
- 1 Express your intention to have a rest, (going)
  - 2 Express the idea that the timetable shows the start of term on 6 September, (starts)
  - 3 Predict a world war in five years' time, (there)
  - 4 Express the idea that you and Judy have arranged a game of tennis for tomorrow, (playing)
  - 5 Give your prediction of a probable fall in prices, (probably)
  - 6 Warn your passenger about the car crashing, (going)

**Put in a present continuous tense form of the verb.**

Anar: What (▶) *are you doing?* (you / do)

Ramil: (▶) *I'm writing* (I / write) a letter to a friend.

He's a disc jockey. Vusal and I (1) ..... (try) to organize a disco.

Anar: That sounds a lot of work. How (2)..... (you / find) time for your studies? Ramil: Well, as I said, Vusal (3) ..... help) me. (4) (we / get) ..... on all right. (5) (we / not / spend) .....too much time on it. (6) ..... (it / not / take) me away from my studies, don't worry about that. Oh, sorry, (7) ..... (you / wait) for this computer? Anar: Yes, but there's no hurry. Ramil: (8) (I / correct) ..... the last bit of the letter. I've nearly finished.

**What can you say in these situations? Add a sentence with the present continuous.**

▶ A friend rings you up in the middle of your favorite program. Is it important? *I'm watching my favorite program.*

1 A friend is at your flat and suggests going out, but you can see rain outside.

I don't want to go out now.

Look,.....

2 A friend rings you up at work.

Sorry, I can't talk now. ....

---

3 You want to get off the bus, but the man next to you is sitting on your coat.

Excuse me, .....

4 A friend wants to talk to you, but you have just started to write an important letter.

Can I talk to you later? .....

5 You have been ill, but you're better now than you were.

I'm OK now.....

**Put in the present continuous or simple of the verbs.**

Mark: (▶) *Are you looking* (you / look) for someone?

Alan: Yes, (▶) / *need* (I / need) to speak to Neil. He isn't in his office.

Mark: (1)..... (he / talk) to the boss at the moment. (2)..... (I / think) (3)..... (they / discuss) money. Alan: Oh, right. And what about you? (4)..... (you / look) for someone too? Mark: Yes, Linda. (5) ..... (you / know) where she is? Alan: Oh, she isn't here today. She only (6) (work) four days a week. (7) ..... (she / not / work) on Fridays. She'll be here on Monday. Mark: Thank you. (8) .....(you / know) a lot about Linda. Alan: Well, most days (9) ..... (I / give) her a lift, or(10) ..... (she / give) me one. (11) .....(she / live) quite close to me. (12) .....(it / save) petrol. Mark: Yes, of course. Good idea. Yes, (13) .....(I/ agree). Well, (14) ..... (I / waste) my time here then. I'll get back to my computer.

**Complete the sentences. Put in the present continuous or simple of the verbs.**

▶ *I'm writing* (I / write) to my parents. / *write* (I / write) to them every weekend.

1 ..... (it / snow) outside. .... (it / come) down quite hard, look. 2 Normally ..... (I / start) work at

---

eight o'clock, but ..... (I / start) at seven this week. We're very busy at the moment. 3 I haven't got a car at the moment, so.....(I / go) to work on the bus this week. Usually ...../..... (I / drive) to work. 4 The sun ..... (rise) in the east, remember. It's behind us so..... (we / travel) west.5 I'm afraid I have no time to help just now..... (I / write) a report. But..... (I / promise) I'll give you some help later. 6 ..... (I / want) a new car ..... (I / save) up to buy one.

**Complete the sentences. Use *always* and the present continuous or simple.**

► Melanie: Tom talks too much, doesn't he?

Rita: Yes, and *he's always talking* about football.

► Laura: You forget your keys every time.

Trevor: I try to remember them, but */ always forget*.

1 Claire: Sarah takes the train every day, doesn't she?

Mark: Yes,..... the train.

2 Vicky: Rachel misses lectures much too often in my opinion.

Emma: I agree..... lectures.

3 Mike: Every time I drive along here, I go the wrong way.

Harriet: But it's very simple, isn't it? Why..... the wrong way?

4 David: Trevor and Laura argue much too often, I think.

Melanie: I know .....

**Complete the conversation. Choose the correct form of the verb.**

Emma: Hi, Matthew. What (►) do you look/are you looking at?

---

Matthew: Oh, hi. These are photos of me when I was a child.

Emma: Oh, look at this one. (1) I think/I'm thinking you look lovely, Matthew. Matthew: (2) I have/I'm having some more photos here. Emma: Look at this. Why such a big coat? Matthew: It was my brother's. That's why (3) it didn't fit/it wasn't fitting properly. Emma: Oh, (4) I see/I'm seeing. And (5) you have/you're having your tea here. And in this one (6) you think/you're thinking about something very serious. Matthew: This is a photo of the village (7) I come/I'm coming from. Emma: Oh, that's nice. Matthew: And I caught this fish, look. (8) It weighed/It was weighing about half a kilo. Emma: What a nice little boy! And what a sentimental old thing you are now!

**Each of these sentences has a mistake in it. Write the correct sentence.**

► The children is doing their homework now. *The children are doing their homework now.*

1 The girls are play tennis at the moment.  
.....

2 Both my brothers likes sport.  
.....

3 Anna wearing her new coat today  
.....

4 What colour you like best?  
.....

5 My suit case is weighing ten kilos?  
.....

6 At the moment I stay at a hotel.  
.....

7 Robert catch the same bus every month  
.....

8 What is this word mean here  
.....

---

**Complete the conversation. Put in the past continuous forms.**

Jessica: (►) *I was looking* (I / look) for you, Vicky. I'm afraid I've broken this dish.

Vicky: Oh no! What (1).....(you / do)?

Jessica: (2)..... (I / take) it into the kitchen. I bumped into Emma. (3)... ..... (she / come) out just as (4) ..... (I / go) in. Vicky: I expect it was your fault. (5)..... (you / not / look) where (6)..... (you/ go). Jessica: Sorry. I'll buy you another one as soon as I have some money.

**What can you say in these situations? Add a sentence with the past continuous to say that an action lasted a long time.**

► You had to work yesterday. The work went on all day.  
*/ was working all day.*

1. You had to make phone calls. The calls went on all evening.

2. You had to wait in the rain. The wait lasted for half an hour.

3. You had to make sandwiches. This went on all afternoon.

4. You had to sit in a traffic jam. You were there for two hours.

5. Your neighbour played loud music. This went on all night.

**Write the sentences from the notes. Each sentence has one verb in the past continuous and one in the past simple.**

when / he / carry / a suitcase / he / drop / it / on his foot

*When he was carrying a suitcase, he dropped it on his foot.*

---

he / break / his leg / when / he / ski

*He broke his leg when he was skiing.*

1 he / sit down / on a chair / while / I / paint / it

2 as / he / run / for a bus / he / collide / with a lamppost

3 his hair / catch / fire / when / he / cook / chips

4 when / he / hold / a beautiful vase / he / suddenly / drop / it

5 he / sit / in the garden / when / a wasp / sting / him /

on the nose

**Complete the sentences. Put in the correct form of each verb. Use the past continuous or past simple.**

► When Martin *arrived* (arrive) home, Anna *was talking* (talk) to someone on the phone. Martin *started* (start) to get the tea.

1. I..... (lie) in the bath when the phone..... (ring). It ..... (stop) after a few rings.

2. It..... (be) cold when we ..... (leave) the house that day, and alight snow..... (fall).

3. Your friend who..... (come) here the other day ..... (seem) very nice. I..... (enjoy) meeting her.

4. When I..... (see) the man, he ..... (stand) outside the bank. He..... (have) a black baseball cap on.

5. When I..... (open) the cupboard door, a pile of books (fall) out.

6. I..... (walk) along the street when I suddenly..... (feel) something hit me in the back. I ..... (not / know) what it was.

---

7. We..... (go) to London yesterday, but on the way. We..... (hear) about a bomb scare in the street. So, we ..... (drive) back home straightaway.

8. Something very strange ..... (happen) to me on my way home from work yesterday afternoon. I ..... (drive) along the bypass at the time. Suddenly I..... (see) my mother in the seat beside me.

**Complete the conversation. Put in a pronoun and the future continuous form of the verb.**

Daniel: I'm going to go into business when I leave college. Five years from now (▶) *I'll be running* (I / run) a big company. I expect (1)..... (I / earn) lots of money.

Vicky: I don't know what (2)..... (I / do). What about you, Natasha?

What (3)..... (you / do), do you think?

Natasha: I'm too lazy to do any work. I intend to marry someone very rich.

(4)..... (I / give) dinner parties all the time. We'll have a cook

(5)..... (who / do) all the work, of course. And you'll both get invitations.

Vicky: You're joking, aren't you, Natasha? I expect (6).....(you / play) in an orchestra. That's what you really want to do, isn't it?

**Put in the answers. People are saying what they will be doing as part of their routine.**

▶ David: When are you going to the club, do you know?

(Nick goes to the club every Friday.)



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Nick: *I'll be going there next Friday.*

1 Vicky: Are you likely to see Rihanna in the near future?

(Emma sees Rihanna every day.)

Emma:..... tomorrow.

2 Claire: Are you going to France again soon?

(Henry goes to France every summer.)

Henry: .....

3 Jessica: When are you going to play badminton again?

(Matthew plays badminton every weekend.)

Matthew:.....

4 Andrew: When are you next having lunch in the canteen?

(Daniel has lunch in the canteen every day.)

Daniel: .....

**You want to ask a friend to do something for you or to let you do something. Find out if it is convenient for your friend. Use the verbs in brackets.**

► You want to have a look at your friend's magazine tonight, (read)

*Will you be reading your magazine tonight?*

1 You want your friend to take your library book back today, (go to)

2 You want your friend to send your best wishes to Vicky soon, (write to)

3 You want to use your friend's calculator this afternoon, (use)

4 You want your friend to give a photo to Daniel tomorrow, (see)

5 You want your friend to give you a lift to the festival, (drive)

6 You want your friend to give a message to her sister soon, (phone)

---

**Put in the verbs with *be going to*.**

Laura: What are you doing with that camera?

**Trevor:** (►) *I'm going to take* (I / take) it to work.

(1)..... (I / lend) it to Phil.

(2) ..... (he / take) a few photos with it.

Laura: Why can't he buy his own camera?

Trevor: He's got one, but it isn't working properly.

(3)..... (it / be) a while before he can get it repaired.

Laura: Well, how long (4).....  
..... (he / keep) ours? When (5).....  
..... (we / get) it back?

Trevor: (6)..... (he / have) it over the weekend. (7) .....  
(we / get) it back on Monday.

Laura: Well, I hope (8).....  
(it / not / get) damaged.

**Complete the conversations. Put in *will* or *be going to* with the verbs.**

Vicky: Have you got a ticket for the play?

Daniel: Yes, *I'm going to see* (see) it on Thursday.

Harriet: The alarm's going. It's making an awful noise.

Mike: OK, *I'll switch* (switch) it off.

1 Daniel: Did you buy this book?

Matthew: No, Emma did.

She..... (read) it on holiday.

2 Laura: Would you like tea or coffee?

Sarah: Oh, I.....(have) coffee, please.

3 Trevor: I'm going to miss a good film on TV because I'll be out tonight.

---

Laura: I .....(video) it for you, if you like.

4 Rachel: I'm just going out to get a paper.

Emma: What newspaper

..... (you / buy)?

**Put in the verbs. Use the present perfect.**

Laura: How is the painting going?

(▶) *Have you finished?* (you / finish)

Trevor: No, I haven't. Painting the ceiling is really difficult, you know.

(1) ..... (I / not / do) very much. And it looks just the same as before. This new paint (2) ..... (not / make) any difference. Laura: (3) ..... (you / not / put) enough on. Trevor: (4) ..... (1 / hurt) my back. It feels bad. Laura: Oh, you and your back. You mean (5) ..... (you / have) enough of decorating. Well, I'll do it. Where (6) ..... (you / put) the brush? Trevor: I don't know. (7) ..... (i t / disappear). (8) ..... (I / look) for it, but I can't find it. Laura: You're hopeless, aren't you? How much (9) ..... (you / do) in here? Nothing! (10) ..... (I / paint) two doors. Trevor: (11)..... (I / clean) all this old paint around the window. It looks much better now, doesn't it? Laura: (12)..... (we / make) some progress, I suppose. Now, where (13) ..... (that brush /go)? Oh, (14)..... (you / leave) it on the ladder, look.

---

**Write replies using the present perfect and *just*.**

Use these past participles: *checked, eaten, made, remembered, rung, tidied*

► We must find out the address. ~ It's all right, *I've just remembered it.*

1. The children's room looks neat. ~ Yes, they've

.....

2. Is Daniel making some coffee? ~ It's ready.

.....

3. What happened to that chocolate? ~ Sorry,

.....

4. Has Rachel got all the answers right? ~ Yes,

.....

5. Have you told your sister? ~ Yes, I've

.....

**Complete the dialogue. Use the present perfect with *just, already* and *yet*.**

Vicky: (►) *You haven't done your project yet* (you / not do / your project / yet), I suppose.

Rachel: No, I haven't. (1) ..... (I / not / start / it / yet).

Vicky: (2)..... (I/just/see/Andrew), and he says (3)..... (he/ already/do) about half of it.

Rachel: Well, he works too hard.

Vicky: (4)..... (I / not / finish / my plan / yet).

Rachel: (5)..... (you / already / begin) to worry about it, haven't you? Take it easy. There's plenty of time.

Vicky: (6)..... (we / already / spend) too long thinking about it. (7)..... (I /

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not / do / any real work / yet) and (8)..... (I / just / realize) that there are only four weeks to the end of term.

Rachel: OK. (9).....  
(I / just / decide) to start next week. Well, maybe.

**Write sentences with the present perfect and *for* or *since*.**

► be / at his computer / six hours *He's been at his computer for six hours.*

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

2 have / a cold / a week  
.....

3 not / see / his friends / ages  
.....

4 not / do / any sport / last year  
.....

5 be / busy with his studies / months  
.....

four times before.

**Open the brackets using the correct verb form.**

*I've done* (I / do) all the housework. The flat is really clean now.

A young couple *bought* (buy) the house next door. But they didn't live there long.

1. Our visitors..... (arrive).  
They're sitting in the garden.

2. There's still a problem with the television. Someone  
..... (repair) it, but then it broke down again.

3..... (I / lose) my bank card. I can't find it anywhere.

---

4. The match..... .. (start). United are playing well.

5. My sister..... (run) away from home. But she came back two days later.

6. Daniel..... (earn) some money last week. But I'm afraid he's already spent it all.

7.....(we / plant) an apple tree in the garden. Unfortunately it died.

8. Prices..... (go) up. Everything is more expensive this year.

9. Someone..... (turn) on the hi-fi. What's that song called?

10. (I / phone) the office at eleven to speak to the manager, but he isn't there today.

11. (I / make) a cake. Would you like a piece?

12 The runner Amos Temila..... (break) the world record for the 1500 metres in Frankfurt. Then two days later in Helsinki, Lee Williams ran it in an even faster time.

**Give the news using the present perfect and past simple.**

► the Prime Minister / visit our university / speak to students there / earlier today

*The Prime Minister has visited our university. He spoke to students there earlier today.*

1. the train drivers / go on strike / stop work / at twelve o'clock

2. the Queen / arrive in Toronto / fly there / in an aircraft

3. two men / escape from prison / get away / during the night

4. the actor Howard Bates / die in a car accident / his car / crash into a wall

---

5. Linda, / win the women's marathon / run it / in 2 hours 27 minutes

**Complete this letter to a newspaper. Put in the present perfect or past simple.**

A few days ago I (▶) *learned* (learn) that someone plans to knock down the White Horse Inn. This pub (VJ) *has been* (be) the centre of village life for centuries. It (1)..... (stand) at our crossroads for 500 years. It (2)..... (be) famous in the old days, and Shakespeare once (3)..... (stay) there, they say. I (4)..... (live) in Brickfield all my life. The villagers (5)..... (know) about the plans for less than a week and already there's a 'Save Our Pub' campaign. Last week we (6)..... (be) happy, but this week we're angry. We will stop them, you'll see.

**Add a sentence with the past perfect using the notes.**

▶ Claire looked very suntanned when I saw her last week.

*She'd just been on holiday*, (just / be on holiday)

1 We rushed to the station, but we were too late.  
.....(the train / just / go)

2 I didn't have an umbrella, but that didn't matter.  
.....(the rain / stop)

3 When I got to the concert hall, they wouldn't let me in..... (forget / my ticket)

4 Someone got the number of the car the raiders used..... (steal / it / a week before)

5 I was really pleased to see Rachel again yesterday.  
..... (not see / her / for ages)

6 Luckily the flat didn't look too bad when my parents called in..... (just / clean / it)

---

7 The boss invited me to lunch yesterday, but I had to refuse the invitation.

..... (already / eat / my sandwiches)

**Put the verbs in the present perfect (have done) or past perfect (had done).**

It isn't raining now. It's *stopped* (stop) at last.

We had no car at that time. *We'd sold* (sell) our old one.

1 The park looked awful. People .....  
..... (leave) litter everywhere.

2 You can have that newspaper. I .....  
.....(finish) with it.

3 There's no more cheese. We.....  
.....(eat) it all, I'm afraid.

4 There was no sign of a taxi, although.  
I..... (order) one half an hour before.

5 This bill isn't right. They .....  
(make) a mistake.

6 I spoke to Melanie at lunch-time. Someone  
.....(tell) her the news earlier.

7 I was really tired last night. I .....  
.....(have) a hard day.

8 Don't you want to see this programme? It  
.....(start).

9 It'll soon get warm in here. I.....  
..... (turn) the heating on.

10 At last the committee were ready to announce their  
decision.

They ..... (make) up their minds.



---

**Put in a form of the verb. Use the future continuous (*will be doing*), the future perfect (*will have done*) or *was/were going to*.**

► It's quite a long way, isn't it? We// *have walked* (walk) about five miles by the time we get back, I'd say.

1 It'll be better if you don't ring at one o'clock.

We..... (have) lunch then.

2 I.....(drive) over and see you, but there's something wrong with the car.

3 I've got loads of work. I expect I .....(work) all night. And I'm not looking forward to it.

4 I'll have much more time next week because I..... (do) all my exams then.

5 We..... (buy) that computer game, but they don't make it for the kind of computer we've got.

6 I know you'll put on a wonderful show. You ..... (have) so much practice by the time you perform it that it's sure to be brilliant.

**Make up situations using the verbs in the Future Tenses in the Past (e.g. *Future Indefinite in the Past, Future Continuous in the Past, and Future Perfect in the Past tense forms*). You may use the following topics:**

- a) Going on an excursion;
- b) Celebrating our friend's birthday;
- c) Speaking about a new film, etc.

**Put in the verbs. Use the present perfect continuous.**

Irada: Sorry I'm late.

Elmira: It's OK. (►) / *haven't been waiting* (I /not/ wa-it) long.

---

What (1)..... (you/do)?

Irada: I've been with my teacher. (2) .....  
(she / help) me with my English.

Elmira: Your English is very good. You don't need lessons, surely. How long (3) .....  
(you/study) English?

Irada: Eight years now. But my accent wasn't so good before I came to England. (4) .....  
(I/try) to improve it. I think (5) .....  
(it/get) better lately.

Elmira: Your accent is fine, Irada. Honestly.

**What could you say in these situations? Write sentences with the present perfect continuous and a phrase with *for*. Use these verbs: *play, read, swim, talk, travel, work*.**

► A video is on. It began two hours ago, and it hasn't finished yet.

*The video has been playing for two hours.*

1 Matthew went into the water an hour ago. He doesn't want to come out yet.

2 Your friends started their journey around the world three months ago. They've gone about halfway now.

3 Mark got to the office early this morning. Ten hours later he's still there.

4 Melanie rang Rita forty minutes ago, and they're still on the phone.

5 Trevor has got an interesting book. He started it quite a long time ago. Ask him how long.

**Look at these conversations and put in the correct form of the verb. Use the present perfect continuous or simple.**

► Sarah: I feel really tired.

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Mark: It's because *you've been doing* (you / do) too much.

Sarah: Well, at least *I've finished* (I / finish) that report now, and I can relax.

David: Someone ..... (leave) the ladder outside, look.

Harriet: I expect that's Mike. (he / clean) the windows. I don't think .....(he/ finish) yet.

Laura: You've got mud on your shoes.

Trevor: It's all right, I'll take them off..... (I /work) in the garden.

Laura: Yes, it looks a lot tidier. Well done..... (you/do) a good job.

Tom: .....(I/hear) that you and Harriet are building a garage.

How long .....(you / do) that?

Mike: Oh, for about a month now. (we/do) ..... about half of it.

**Complete the conversation. Put in the past perfect continuous of the verbs.**

Rachel: How was your job interview?

Vicky: Awful. I felt terribly nervous. (►) *I'd been worrying* (I / worry) about it all week. And I was tired because (1)..... (I/work) on my project the night before.

(2) ..... (I/not look) forward to the interview at all.

Rachel: So what happened?

Vicky: The woman interviewing me was half an hour late because (3)..... (she / deal) with an unexpected problem, she said.

(4) ..... (I/wait) ages, and I'd got even more nervous.

---

Rachel: How did the interview go?

Vicky: Well, I tried to sound confident.

(5) ..... (I / read) a book that said that's what you have to do in job interviews. But I don't know if I gave the right answers.

**Translate the following sentences into your native language.**

1. Tələbələr tələffüzləri üzərində gərgin işləyirlər.

2. Onlar sabah yola düşürlər?

3. O, bəzən alman dilində kitablar oxuyur, elə deyilmi?

4. Onlar yay tətillərini Türkiyədə keçirməyi üstün tuturlar.

5. Bizim bunu etməyə vaxtımız olmadı.

6. Görəsən, nə üçün o, bu qədər çox səhv edib.

7. Siz dostlarınızla görüşməyə şadsınızmı?

8. Siz teleqramları nə zaman göndərdiniz?

9. Kitab stolun üstündədir. Siz onu götürə bilərsiniz.

10. O, söz verib ki, bu problem barədə düşünəcəkdir.

11. Görəsən, sabah qar yağacaq?

12. Biz bir neçə günə bu qaydaları təkrar edə bilmərik.

13. Məlumdur ki, su 100 dərəcədə qaynayır.

14. Ağaclar suzsuz ölə bilərlər.

15. Əgər o, özünü daha pis hiss edərsə, həkim çağıra bilərsiniz.

16. Siz uzun müddətdirmi ki, bu problem üzərində işləyirsiniz?

17. Onlar səhərdən dincəlirlər elə deyilmi?

18. Dünən siz gələndə oğlanlar hələ də futbol oynayırdılar.

19. Siz gələndə biz bir neçə saat idi ki, bu məsələ üzərində çalışırıdıq.

20. O, zəng çalanda mən bir neçə dəqiqə olacaq ki, kitab oxumaqda olacam.

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## THE PASSIVE VOICE

**Make up situations in the passive using the following nouns and verbs: *the car, dinner, a flag, some houses, the seals, build, feed, raise, repair, serve.***

▶ *The car is being repaired.*

**Choose the correct verb forms in this news report about a storm.**

Millions of pounds' worth of damage (▶ has caused/has been caused by a storm which ( 1 ) swept/was swept across the north of England last night. The River Ribble ( 2 ) burst/was burst i ts banks after heavy rain. Many people (3) rescued/were rescued from the floods by fire-fighters, who (4) received/were received hundreds of calls for help. Wind speeds (5) reached/were reached ninety miles an hour in some places. Roads (6) blocked/were blocked by fallen trees, and electricity lines (7) brought/were brought down, leaving thousands of homes without electricity. 'Everything possible (8) is doing/is being done to get things back to normal,' a spokesman (9) said/was said.

**You are telling a friend some news. Use the notes and complete the second sentence. Sometimes you need to use the active and sometimes the passive.**

(Past simple: Claire / go / to Florida / last month)

You remember Claire? She *went to Florida last month.*

(Present perfect: send / our luggage / to Australia)

Bad news about our luggage. It's *been sent to Australia.*

1 (Past simple: Claude / win / the quiz competition)

Did you hear about the quiz competition? It .....

2 (Past simple: Mahur / do / a parachute jump / last week)

ek)

---

You know Mahur? She .....  
3 (Present perfect: a bull / attack / David)  
Have you heard about David? He's .....  
4 (Present continuous: build / the house)  
Thomas and Laura have bought a house. It's still

.....  
5 (Present simple: Andrew / like / Jessica)  
Did I tell you about Andrew? He .....  
6 (Present perfect: throw away / your stamp collection)  
Bad news about your stamp collection. It's .....  
7 (Present perfect: Martians / kidnap / my neighbours)  
Did I mention my neighbors? They've.....  
8 (Past simple: five people / see / the ghost)  
Did you hear about the ghost? It .....

**Laura is writing to a friend. This is part of her letter:**

*Someone broke into our house at the weekend. The burglar took some jewelry. But luckily he didn't do any damage. A very nice young police officer interviewed me. Detectives found some fingerprints, and the police computer identified the burglar. Police have arrested a man and are questioning him. But they haven't found the jewelry.*

**Now complete the passive sentences in this conversation. Use a phrase with *by* only if it adds information.**

Laura: Our house (►) *was broken into at the weekend*

Melanie: Oh no!

Laura: Some jewelry (1).....

But luckily no damage (2) .....

Melanie: Did the police come and see you?

Laura: Yes, they did. I (3) .....

Melanie: I don't suppose they know who did it.

---

Laura: Well, amazingly they do. Some (4) .....  
..... , and the (5) ..... A man (6)  
..... and (7)

Melanie: Wonderful.

Laura: There's only one problem. The (8)

**Reply to what people say. Use the subject in brackets.**

► Daniel: The bus fares have been increased, (they)

Vicky: What? You mean *they've increased the bus fares* again!

Melanie: Bicycles should be used for short journeys, (people)

David: Yes, I agree.....

Emma: A new source of energy has been discovered, (someone)

Daniel: What? Did you say that .....

Rachel: This building is going to be knocked down, (they)

Vicky: Well, no one told me that .....

David: Eggs shouldn't be kept in a freezer, (you)

Tom: Really? I didn't know.....

Vicky: Why isn't litter put in the bin? (people)

Emma: Exactly. Why don't .....

**Rewrite these sentences beginning with the underlined words.**

► Thieves robbed a woman.

*A woman was robbed.*

1 They may ban the film.

2 They offered Nancy a pay increase.

3 We need to correct the mistakes.

4 Someone reported that the situation was under control.

- 
- 5 They are testing the new drug.
- 6 We haven't used the machine for ages.
- 7 The nurse will take care of the patient.
- 8 He had already translated the book into our language when we returned to our native land.
- 9 The students are doing their homework in the library at the moment.
- 10 They will have finished the packing by this time tomorrow.

**Read the story and write the missing words. Use one word only in each space.**

During periods of terrorist activity by the IRA, people in Britain are always *being* warned to look out for bombs.

Any bag or parcel without an owner (1)..... seen as a risk to the public. Some time ago a cardboard box was found at the entrance to Bristol Zoo one day. It was noticed (2)..... a visitor and reported to the director. Clearly, if it was a bomb and it went off, people might (3)..... killed.

So army bomb experts (4)..... called in, and the box was safely blown up in a controlled explosion. Soon afterwards (5)..... was reported that the box had (6)..... left there by a boy wanting to find a new home for his pet rat. He was tired of the rat, he explained, but he was unwilling to (7) .....it put to sleep by a vet, so he left it in a box outside the zoo. The director of the zoo is thought (8)..... be unenthusiastic about looking after people's unwanted pets. No one knows what I the rat thought about (9) ..... blown up.



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## THE INDIRECT SPEECH

### **Put in *tell* or *say*.**

All the experts *say* the earth is getting warmer.

Did you *tell* Mayil and Sarah how to find our house?

1 The manager is going to..... everyone about the meeting.

2 Vusal, why don't you just.....what the matter is?

3 They..... they're going to build a new Disney World here.

4 What did Narmina ..... about her holiday plans?

5 Could you..... me the way to the train station, please?

6 The company should..... its employees what's going on.

7 You shouldn't.....lies, you know, Mahur.

8 Did you ..... anything to Melek about the barbecue?

### **Put in *here*, *that day*, *the day before*, *the next day*, *the week before*.**

Rachel (a week ago): I'm taking my driving test tomorrow.

You (today): When I saw Rachel, she said she was taking her driving test *the next day*

1 Emma (two days ago): I've only had this new computer since yesterday.

You (today): Emma said she'd only had the new computer since

2 Matthew (a week ago): I'm meeting a friend at the station later today.

You (today): Matthew said he was meeting a friend at the station later

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3 Mark (in the street): I'll see you in the office.  
 You (in the office): Mark said he would see me  
 4 Sarah (a month ago): The conference was last week.  
 You (today): Sarah told me the conference had taken  
 place

**Put in the correct pronouns into the sentences in Reported speech.**

1. Jacob: "I work in an office." Jacob told me (that) .... worked in an office.
2. Ryan and Lucas: "We play football." Ryan and Lucas told me (that) ..... played football.
3. Victoria: "I like my cat." Victoria told me (that) .... liked .... cat.
4. Henry: "Can you see me?" Henry asked me if .... could see ....
5. Julian: "I will have to borrow your pencil." Julian told me (that) .... would have to borrow .... pencil.
6. Melanie: "My father is Jamaican." Melanie told me (that) ... father is Jamaican.
7. Emma and Doris: "Can we use your camera?" Emma and Doris asked me if ... could use ... camera.
8. Leah: "How is your journey?" Leah asked me how ... journey was.
9. Isabella and Ella: "We love our pets." Isabella and Ella told me (that) ... loved ... pets.
10. Grandmother: "Please bring me a cup of my tea." Grandmother told me to bring ... a cup of ... tea.

**These people are at the tourist information center. What do they want to know?**

*She wants to know what the most interesting sights are.*  
*He wants to know if the center has got a town plan.*

- 1 .....
- 2 .....

- 
- 3 .....
  - 4 .....
  - 5.....

**You need information. Ask for it using *Could you tell me ... ?* or *Do you know ... ?***

► Where are the toilets? (tell) *Could you tell me where the toilets are?*

- 1 Can I park here? (know)
- 2 How long does the film last? (tell)
- 3 How often do the buses run? (know)
- 4 Are we allowed to smoke? (know)
- 5 What time is the flight? (tell)
- 6 How much does a ticket cost? (tell)

**My brother isn't feeling very happy. Everyone has been telling him what to do. Report the orders and requests.**

► His mother: Can you dig my garden, please, Tahir?  
*His mother asked him to dig her garden.*

- 1 The doctor: You must take more exercise.
- 2 His boss: Would you mind not playing computer games in the office?
- 3 A traffic warden: You can't park your car in the High Street.
- 4 Lamiya: Could you put some shelves up, please, Tahir?

**Complete the sentences. Report what was said.**

Salim invited *Jafar to stay for lunch.*

Tahir agreed *not to talk about football.*

1. Mahir advised .....
2. Mahur apologized .....
3. Tahir suggested .....

- 
4. Ramil reminded.....
  5. Anar admitted .....
  6. Tural warned.....

**Combine each pair of sentences using *that*.**

► The roads were dangerous. The police warned us.  
*The police warned us that the roads were dangerous.*

1 Everything will be ready on time. The builders have promised.

2 We have to check the figures carefully. The boss insists.

3 Tom's story wasn't completely true. He's admitted it.  
Emma's train was about to leave. Matthew reminded her.

**Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.**

You promised you wouldn't be late. ✓

Susan thought 'That I can't understand what's happening.' *that*

1 Do you know me what time the coach leaves?

2 Robert wanted to know if did the price included breakfast.

3 Anna insisted on showing us her photos.

4 Someone asked us whether that we had eaten lunch.

5 Nancy told me she had started the job the week before.

6 Nigel said me he wanted to come with us.

7 My friend said she did liked her new flat.

8 Martin asked us for not to wake the baby.

---

**Decide which word is correct.**

► What did that man say *to you*?

a) at you b) for you c) to you d) you

1 I rang my friend in Australia yesterday, and she said it..... raining there.

a) is b) should be c) to be d) was

2 The last time I saw Jonathan, he looked very relaxed. He explained that he'd been on holiday the..... week.

a) earlier b) following c) next d) previous

3 I wonder..... the tickets are on sale yet.

a) what b) when c) where d) whether

4 I told you..... switch off the computer, didn't I?

a) don't b) not c) not to d) to not

5 Someone.....me there's been an accident on the motorway.

a) asked b) said c) spoke d) told

6 When I rang Tessa some time last week, she said she was busy..... day.

a) that b) the c) then d) this

7 When he was at Oliver's flat yesterday, Martin asked if he..... use the phone.

a) can b) could c) may d) must

8 Judy ..... going for a walk, but no one else wanted to.

a) admitted b) offered c) promised d) suggested

**Complete each sentence by reporting what was said to you yesterday. Use *said* and change the tense in the reported speech.**

► Polly: I'm really tired.

When I saw Polly yesterday, *she said she was really tired.*

1 Tessa: I feel quite excited.

---

When I saw Tessa yesterday,  
2 Nigel: I can't remember the code word.  
When I saw Nigel yesterday,  
3 Robert: I won't be at the next meeting.  
When I saw Robert yesterday,  
4 The twins: We've got a problem.  
When I saw the twins yesterday,  
5 Michelle: I've been swimming.  
When I saw Michelle yesterday,  
6 Your friends: We would like to be in the show.  
When I saw my friends yesterday,  
7 Adrian: I don't need any help.  
When I saw Adrian yesterday,  
8 Susan: My sister is coming to see me.  
When I saw Susan yesterday,

**Report the sentences. They were all spoken last week. Use the verbs in brackets.**

Anna to Janet: Don't forget to sign the form, (remind)  
*Anna reminded Janet to sign the form.*

Robert: What time will the office close this evening?  
(ask)  
*Robert asked what time the office would close that evening.*

1 A policeman to Christopher: Stop shouting, (tell)  
2 Tessa: It was me. I ate all the cake yesterday, (admit)  
3 Adrian: I'm sorry I was rude, (apologize)  
4 Simon to Susan: Would you like to join me for lunch?  
(invite)  
5 Martin to Nancy: Did someone ring you an hour ago?  
(ask)  
6 Peter: I really must leave, (insist)

---

## THE NOUN

### Put in the nouns and add *s* if necessary.

► Claire had to take her luggage through *customs* (custom).

1 Please accept this gift as an expression of our.....(thank).

2 The woman is demanding.....(damage) for her injuries.

3 The .....(pain) was so bad I called the doctor.

4 The old man carried his few (belonging) in a plastic bag.

5 If we pay in cash, we make a ..... (saving) of ten per cent.

6 More (good) should be transported by rail instead of by road.

7 The gas explosion caused some ..... (damage) to the flats.

8 We're going to spend all our ..... (saving) on a new car.

9 The company always takes ..... (pain) to protect its image.

### Choose the correct form of the verb.

The company (►)have/has just announced that it made a loss of £35 million last year. The management (1) is/are well aware that they have made mistakes. The press (2) have/has all been printing stories and articles critical of the company. The board (3) knows/know that they now have some difficult decisions to take. Naturally, the staff (4) is/are worried about their jobs and (5) wants/want a meeting with management as soon as possible. But Chief Executive Barry Douglas says things aren't really so bad. He has said that the company still (6) has/have a great future ahead of it.

---

**Put in a group noun and *is* or *are*. Use the following nouns:**

***cattle, choir, crew, crowd, orchestra, police, population, team.***

► The *crowd* *are* all enjoying the game.

1 This United .....the best one Tom has ever seen.

2 The ..... hoping they can take part in a national singing contest.

3 The ship's..... all very tired after a long sea voyage.

4 The ..... one of the biggest that has played at one of our concerts.

5 The ..... installing cameras to photograph speeding motorists.

6 At the moment beef ..... cheap because sales of beef are low.

7 The country's .....growing rapidly because of immigration.

**Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence.**

Would you like a piece of chocolate? ✓

I like a classical music very much. *a*

1 That's a wonderful news!

2 Do you own a computer?

3 I heard an interesting piece of information today.

4 I saw your friend playing a golf.

5 There's some luggage in the car.

6 I bought a carton of some milk.

7 The gates were made of an iron.

8 You need an experience to run a business like this.



---

**Tamara is talking about her shopping trip. Write the missing words. Use one word only in each space.**

I spent (▶) *some* time looking round the shops in Oxford Street yesterday. I spent far too (1)..... money, of course. I bought some (2)..... : three dresses, a sweater, a blouse, two (3)..... Of trousers and a skirt. I enjoyed myself- it was great (4)..... . The skirt is really nice. A hundred pounds (5)..... .. quite expensive, but I couldn't resist it. Anyway, it was reduced from a hundred and twenty pounds, so I made a (6)..... of twenty pounds. One of the dresses (7)..... fit, I've discovered, but I can take it back next time I go. I had a wonderful time and bought all these lovely things, But it was very crowded. Everyone (8)..... rushing about. And the traffic (9)..... terrible. I usually have a coffee and a (10).....of cake, but the cafes were all full, so I didn't bother.

**Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.**

▶ Could I have some bread, please? (piece)

*Could I have a piece of bread, please ?*

1 All the windows were broken, (every)

2 The money I earn isn't enough to live on. (earnings)

3 There were bits of paper everywhere, (litter)

4 We went to the hotel to get a meal, (food)

5 Judy bought some binoculars, (pair)

6 I need a new book of cheques, (cheque)

7 I'll have some orange juice, please, (glass)

8 The reporter needed some information, (two)

**Complete the conversations. Put in the nouns and decide if you need *the*.**

▶ Tom: Did you see *the football* (football) on television last night?

---

Melanie: No, I hate *football* (football). I was watching *the news* (news) on the other channel.

1 Rachel: Did your family have a dog when you were younger?

Vicky: No, thank goodness. I'm afraid of..... (dogs). I didn't like .....(dogs) that were running around in the park yesterday. I was afraid they were going to attack me.

2 Melanie: You shouldn't drive so much, Mark. You know that..... (cars) cause .....(pollution), don't you?

Mark: Yes, but ..... (cars) these days are cleaner than they used to be.

Isn't it..... (aeroplanes) that are mainly responsible for..... (pollution) of the atmosphere?

3 Melanie: I've put some bread out in the garden for ..... (birds).

Tom: You like ..... (birds), don't you?

Melanie: Yes, I do. I love ..... (wildlife), in fact. I'd much rather live in the country if I could.

4 Laura: You're always reading books about ..... (history), aren't you?

Harriet: It was always my favourite subject. Do you know anything about ..... (history) of this area?

Laura: No, but if you like looking round ..... (museums) and .....(old buildings), we could find out about it together.

---

**Put in the correct noun and decide if you need *the*.**

**Use these nouns: *atom, football, guitar, radio, telescope, television***

► I was listening to a phone-in on *the radio*.

1 Rutherford split ..... in 1911.

2 Tom and his friends played .....  
..... in the park.

3 Mike is quite musical. He can play.....  
.....

4 The children spend a lot of time watching .....  
.....

5 Galileo developed .....  
..... for use in astronomy.

---

## THE ARTICLE

**Lamiya has been to the supermarket. What has she bought? Use *a* or *some* with these words: *banana, biscuits, butter, cheese, eggs, flowers, lemon, light bulb, mineral water, magazine, soap, wine.***

- some/lowers* .....
- a magazine* .....
- some cheese* .....
- 1 .....
- 2 .....
- 3 .....
- 4.....
- 5 .....
- 6.....

**Complete the conversation. Choose the correct form.**

**Jessica:** What are you doing, Andrew?

**Andrew:** I'm writing (►) essay/an essay.

**Jessica:** Oh, you've got (1) computer/a computer. Do you always write (2) essay/essays on your computer?

**Andrew:** Yes, but I'm not doing very well today. I've been working on my plan for about three (3) hour/hours now.

**Jessica:** You've got lots of books to help you, though. I haven't got as (4) many/much books as you.

That's because I haven't got much (5) money/moneys. Quite often I can't even afford to buy(6) food/a food.

**Andrew:** Really? That can't be (7) many/much fun.

**Jessica:** I'd like to get (8) job/a job I can do in my spare time and earn (9) a/some money. I've got(10) a few/a little ideas, but what do you think I should do?

**Andrew:** I know someone who paints (11) picture/pictures and sells them. Why don't you do that?

---

**Jessica:** Because I'm no good at painting.

**Complete the sentences. Put in *a/an* or *some*.**

I really ought to do *some* housework.

The people who camped in the field have left  
.....

I've been working on the business plan. I've made ....

The visitors are here for two nights. They're looking for

That shop has..... nice sofa.

You'll have to pay extra for the taxi because you've got  
.....

The flat is quite empty. I need..... furniture.

I can't possibly fit this guitar into..... suitcase.

You need ..... luck to win at this game.

**You are talking about the holiday you had with a friend. Use these words:**

*accommodation, awful journey, beautiful scenery, chair, fun, good weather, meal.*

You have to decide whether you need to put *a/an* or not.

(It was quite easy to book a place to stay.)

Booking *accommodation* was quite easy.

(There was nothing to sit on in your room.)

But my room wasn't very nice. It didn't even have a *chair* in it.

I (You were in a beautiful part of the country.)

It was a lovely place, though. There was.....  
all around us.

2 (The weather was good.)

And we had.....while we were there.

3 (One evening you went to a restaurant with some other people.)

---

One evening we had ..... with some people we met.

4 (You enjoyed yourselves at the disco.)

We went to a disco. We had ..... there.

5 (Travelling home was awful.)

We had ..... home last Saturday.

**Complete the conversations. Choose the correct form.**

► Can I pick an apple/some apple from your tree? ~ Yes, of course.

1 I think sport/a sport is boring. ~ Me too. I hate it.

2 We ought to buy some potato/some potatoes. ~ OK, I'll get them.

3 I think painting/a painting is a fascinating hobby. ~ Well, you're certainly very good at it.

4 Did you hear noise/a noise in the middle of the night? ~ No, I don't think so.

5 Is there cheese/a cheese in this soup? ~ Yes, a little.

6 I had conversation/a conversation with Vicky last night. ~ Oh? What about?

7 Shall I put a chicken/some chicken in your sandwiches? ~ Yes, please.

8 Are you a pacifist? ~ Well, I don't believe in war/a war, so I suppose I am.

9 It isn't fair. ~ No, life/a life just isn't fair, I'm afraid.

10 What's the matter? ~ You've got some egg/some eggs on your shirt.

**Complete the conversations. Put in these nouns: *business* (2), *experience* (2), *glass*, *iron*, *light*, *paper*, *space*, *time*. Put *a/an* or *some* before each noun.**

► Harriet: Did you manage to park in town?

---

Mike: It took me ages to find *a space*. And all I wanted was to buy *some paper* to wrap this present in.

1. Sarah: Are you busy tomorrow?

Mark: I'm meeting someone in the office. We've got..... to discuss.

2. Trevor: Do you think I need to take..... with me for my shirts?

Laura: Oh, surely the hotel will have one.

3. Vicky: I was going to have some juice, but I can't find

Rachel: If you turned ..... on, you might be able to see properly.

4. Claire: I've never met your brother.

Mark: Oh, he's usually very busy because he runs..... But he's been ill recently.

The doctor has ordered him to spend..... resting.

5. Daniel: How did your interview go?

Emma: Well, I didn't get the job. I think they really wanted someone with..... of the work, and that's what I haven't got. So it was a bit of a waste of time. And the train coming back was two hours late. That's.....I don't want to repeat.

**Complete Claire's postcard to her sister. Choose the correct form.**

The island is very peaceful. (►) **Life/A life** is good here. Everybody moves at a nice slow pace. People have

(1) time/a time to stop and talk. It's (2) experience/an experience I won't forget for a long time. There aren't many shops, so I can't spend all my money, although I did buy (3) painting/a painting yesterday. Now I'm sitting on the beach reading (4) paper/a paper. The hotel breakfast is so enormous that I don't need to have lunch.

---

I've just brought (5) orange/an orange with me to eat later. I've been trying all the different (6) fruit/fruits grown in this part of the world, and they're all delicious.

**Each of these sentences has a mistake in it. Write the correct sentence.**

► Can you lend me some pen to write this cheque?  
*Can you lend me a pen to write this cheque?*

- 1 We can't sit here because the grass are wet.
- 2 Do you want a butter on your bread?
- 3 All my belonging was stolen.
- 4 Do you have any informations about hotels?
- 5 The police is questioning two men.
- 6 Can we have two coffee, please?
- 7 The news aren't very good, I'm afraid.
- 8 I just want to go into this shoes shop.
- 9 It's only a short travel by train.

**Choose the correct form.**

- The house is built of stone/a stone.
- 1 Each team wear/wears a different colour.
  - 2 Let me give you an advice/a piece of advice.
  - 3 Everyone was watching the football match/the match of football.
  - 4 We had to take our luggage through customs/a customs.
  - 5 The band is/are proud of their success.
  - 6 I haven't got many/much friends.
  - 7 Three hours is/are long enough to look round the museum.
  - 8 I wear this glass/these glasses when I go out.
  - 9 My father had a job at the steelwork/steelworks.
  - 10 We couldn't find an/any accommodation.
  - 11 Do you eat meat/a meat?
  - 12 The contents of the box was/were thrown away.



- 
- 13 Noise/A noise woke me up in the middle of the night.  
 14 Cattle was/were driven hundreds of miles by the cowboys.  
 15 One of the windows is/are open.  
 16 What would it be like to travel at the speed of light/a light?  
 17 Is there a sport club/sports club near here?  
 18 E-mail is a relatively new mean/means of communication.  
 19 We make furniture out of many different wood/woods.  
 20 Someone has/have kidnapped the President!

**Complete this true story. Put in *a/an* or *the*.**

► A man decided to rob (1) ..... bank in the town where he lived. He walked into (2) bank and handed (3) ..... note to one of (4)..... cashiers. (5)..... cashier read (6)..... note, which told her to give (7)..... man some money. Afraid that he might have (8)..... .. gun, she did as she was told. (9) ..... man then walked out of (10)..... building, leaving (11).....note behind. However, he had no time to spend (12).....money because he was arrested (13) ..... same day. He had made (14) ..... mistake. He had written (15)..... note on (16)..... back of (17)..... envelope. And on (18) ..... other side of (19)..... envelope was his name and address. This clue was quite enough for (20)..... detectives on the case.

**Complete the conversations. Put in *a/an* or *the*.**

► Laura: Look outside. *The* sky is getting very dark.  
 Trevor: I hope there isn't going to be *a* storm.

1. Mike: I'm going out for ..... walk. Have you seen my shoes?

---

Harriet: Yes, they're on ..... floor in ..... kitchen.

2. Melanie: Would you like..... tomato? There's one in ..... fridge.

David: Oh, yes, please. I'll make myself ..... cheese and tomato sandwich.

3. Sarah: If you're going into .....city centre, can you post these letters for me?

Mark: Yes, I'll take them to .....main post office.

4. Rita: I've got ..... problem with my phone bill. Can I see someone about it?

Receptionist: Yes, go to ..... fifth floor ..... lift is along the corridor.

5. Tom: I didn't know Melanie had..... dog.

David: It isn't hers. She's just taking it for a walk while ..... owner is away.

6. Vicky: I've got ..... headache. I've had it all day.

Rachel: Why don't you go to .....health centre? It's open until six.

7 Andrew: Guess what. I found .....£50 note on the pavement this morning.

Jessica: You really ought to take it to ..... police station, you know.

**Complete these sentences about *pollution* and the *environment*. Put in *a/an* or *the*.**

There was *a* programme on television about dangers to *the* environment.

1 There was also ..... article about pollution in ..... paper.

2. ....ozone layer will continue to disappear if we don't find way to stop it.

---

3 .....world's weather is changing. Pollution is having ..... effect on our climate.

4 Last week ..... oil tanker spilled oil into ..... sea, damaging wildlife.

5 Some professors have signed ..... letter of protest and have sent it to..... government.

6 If..... earth was ..... human being, it would be in hospital.

**Put in *a/an* or *the*.**

How was your trip to *the* coast?

Wonderful. *The* sun shone all day. We had *a* great time.

Would you like ..... cigarette?

No, thanks. I've given up smoking. It's .....

What's your brother doing now? Has he got

Yes, he's..... soldier. He's in .....

It's..... great life, he says.

I went to see Doctor Pascoe yesterday. She's

She's very nice, isn't she? You couldn't meet

You were..... long time at .....

Yes, I know. There was ..... enormous queue. I was thinking of complaining to..... manager.

Why were you late for your meeting?

Well, first I had to go to ..... hotel I'd booked into. I took..... taxi from..... airport, and..... driver got completely lost.

It was..... terrible nuisance ..... man was ..... complete idiot.

Is this .....book you were telling me about?

Yes, it's..... really interesting story.

What did you say it's about?

I knew you weren't listening to me. It's..... science fiction story.

It's about .....beginning of..... universe.

---

**Complete the sentences. Use *in, at* or *to* and these words:**

***bed, church, college, factory, home, hospital, library, prison, shop, town, work.***

**Decide if you need *the*.**

We'll eat out tonight. I'll meet you *in town* later.

This sweater was cheap. I bought it *at the shop* by the railway station.

1 The weather was awful. We stayed.....all weekend.

2 Melanie had an early night last night. She was..... at ten.

3 Emma's friend has just had a baby. Emma is going ..... to visit her.

4 Vicky's parents are religious. They go..... every Sunday.

5 Laura doesn't like her job. She just goes.....to earn some money.

6 I've read these books. I'm taking them back .....

7 The man who did the robbery is no longer.....He was let out last month.

8 Jessica is a student. She's .....

9 It's very quiet .....when they've turned all the machines off.

**Put in the words. Decide if you need to use *the*.**

Claire: Hello, Henry. Come in.

Henry: Oh, sorry. You're having (►) *lunch* (lunch).

Claire: No, this is (1)..... .(breakfast).  
I had a late night.

It was long after (2).....(midnight)  
when I got in.

---

Henry: Someone told me you're going away after (3)..... (Christmas).

Claire: Yes, I'm going to the Seychelles on (4)..... (Wednesday).

Henry: What a life you lead, Claire. What time do you leave for the airport?

Claire: Oh, in (5) .....(morning) some time. About ten.

It's cheaper to fly at (6)..... (night), but I decided it would be easier during (7)..... (day).

Henry: I can drive you to the airport. I'm usually free on (8).....(Wednesday) mornings. I'd like to see you off.

Claire: That's sweet of you Henry, but I can take a taxi.

Henry: I'll just check in my diary that it isn't (9)..... (Wednesday) of our next board meeting. No, it's OK. I can do it. And when will you be back?

Claire: At the beginning of (10) ..... (February). The second, I think.

**How much do you know about geography? Put in these names: *Andes, Brussels, Irish Republic, Italy, Lake Michigan, River Nile, North, Pennsylvania, Tasmania, United Kingdom, West Indies* Decide if you need *the*.**

Harrisburg is the capital of *Pennsylvania*.

Dublin is in *the Irish Republic*.

1. Chicago lies on the shore of .....
2. Sicily is a part of.....
3. ....are a mountain range in South America.
4. .... is England, Scotland, Wales and Northern Ireland.

---

5..... is an island to the south of Australia.

6. Jamaica is an island in.....

7. .... flows through Egypt.

8..... is the capital of Belgium.

9. Manchester is in..... of England.

**Complete these sentences from a guide to London. Put in the words and decide if you need *the*.**

The train to Paris leaves from *Waterloo Station* (Waterloo Station).

*The National Theatre* (National Theatre) is south of the river.

1. You can take a trip by boat along..... (Thames).

2. The Serpentine is a lake in..... (Hyde Park).

3 You can get to..... (Heathrow Airport) by underground.

4 Nelson's Column is in ..... (Trafalgar Square).

5 Walk a little way along ..... (Westminster Bridge).

6 From there you get a view of..... (Houses of Parliament).

7 The Queen lives at ..... (Buckingham Palace).

8 Earl's Court is in ..... (West London).

9 ..... (motorway) goes north from London.

10 ..... (Ritz) is a very elegant hotel.

---

**Complete the story about the theft of a river barge.**

**Put in *a, an, one* or *the*.**

This is (▶) a true story about (1) ..... man who chose (2).....worst possible time for his crime. It happened in London in (3) ..... summer of 1972. (4) ..... man stole a barge on (5)... .. River Thames (in case you don't know, (6)..... barge is a river boat used for carrying goods). (7) ..... owner of (8) ..... barge soon discovered that it was missing and immediately informed (9) ..... police so that they could look for it. Normally (10)..... river is quite (11) .....busy place, and it would be difficult to find what you were looking for. On this day, however, there was (12) ..... dock strike, and so there was only (13)..... barge on (14) ..... river. (15) ..... thief was quickly found and arrested.

**Decide which word or words are correct.**

▶ I think that's *an awful* thing to say. a)

a) awful b) an awful c) awful

1 Judy goes to..... on the bus.

a) work b) a work c) the work

2 I don't know what to do. It's .....

problem.

a) quite difficult b) a quite difficult c) quite a difficult

3 ..... is my favourite sport.

a) Golf b) A golf c) The golf

4 .....starts at nine o'clock.

a) School b) A school c) The school.

5 We had ..... time at the disco yesterday.

day.

a) really nice b) a really nice c) really a nice

6 Nigel opened a drawer and took out .....

a) photos b) a photos c) some photos

---

7 Did you learn to play..... ?

a) violin b) a violin c) the violin

8 We can finish the rest of the bread for

.....  
a) breakfast b) a breakfast c) the breakfast

9 While I was in hospital, they gave me

.....  
a) X-ray b) a X-ray c) an X-ray

10 I might listen to .....

a) radio b) radios c) the radio

11 We need to protect ..... from pollution.

a) environment b) some environment c) the environment

12 Why do they always play.....music?

a) so terrible b) such terrible c) such a terrible

**Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (V). If it is incorrect, cross the unnecessary word out of the sentence.**

The space capsule came down in the Pacific. V

My new job starts in the April. *the*

1 I was so tired I went to bed at nine.

2 We had a very good lunch in the company canteen.

3 The life just isn't fair sometimes.

4 What the clever children you have!

5 We went out and bought some pictures.

6 Tessa was still working at the midnight.

7 I drive past the hospital every morning.

8 A one boy was much taller than all the others.

9 It costs such a lot of money, you know.

10 I'll meet you outside the National Gallery.

11 Have you any idea who invented the fridge?



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## THE PRONOUN

### Insert the proper form of personal pronouns.

1. My husband and I are going to London. Our friends have invited . . . .

2. . . . were late, weren't you?

3. . . . are putting my plans for a new car on the ice until they finish school.

4. . . . don't have the faintest idea about this plan. They haven't told us yet.

5. . . . has some strange ideas about women, doesn't he?

6. He shouldn't work towards this plan, should . . . ?

7. The director thinks that . . . is ideally suited for this profession because he shows much promise.

8. This is . . . whom we can rely on. I think much about him.

9. My friends want . . . to go out with . . . tonight.

10. Has anybody seen my keys? I cannot find . . . .

11. If anyone phones, can you tell . . . to call back later?

12. Chris saw . . . last week, but we didn't see . . . .

13. Today . . . know much more about the disease. We read much.

14. We stood on the slope of a wooden hill, and the path wound away before . . . into a valley.

15. . . . wondered down the valley, and they were very happy.

16. . . . went down to pass underneath, and when I stood straight again, I saw that we were standing in a bay.

17. He smiled at . . . , watching my face.

18. Then . . . looked round, we found that he had disappeared.

---

**Point out the functions of personal pronouns.**

1. It had never crossed Marion's mind before, but then she had never seen so much money before.

2. She picked up five sovereigns and dropped them into the pocket of the apron which enveloped her from neck to feet.

3. She was quick with her answer: "I am not feeling very well."

4. Be sure. You cannot know that for sure.

5. I bet he is married, and you are wrong about him.

6. Leave my house. I don't want to see you ever again.

7. Did he have to be punished for it?

8. I wonder if he had not thought about his King and country.

9. We have decided to put both houses on the market and move to another district altogether.

10. I'll believe that when he tells me himself.

11. They hadn't far to go, and within minutes, the three men were seated at a table in a small room.

12. The man must know he was about to be accused of murder, but his eyes held no indication of worry.

13. He hadn't known himself at the time, not till Dad had told him.

14. He still couldn't understand all the ins and outs of all, some things still puzzled him.

15. She probably hadn't finished it when she went away, and dad must have put it back in the cupboard.

**Choose the appropriate form of the possessive pronouns.**

1. She makes all (hers, her) own clothes.

2. We ordered (our, ours) meal.

3. The children closed (their, theirs) eyes. Their daughter is a teacher. (Mine, my) is a student.

- 
4. Everybody bought (their, theirs) own wine to the party.
  5. There is a coat left. Someone must have forgotten (theirs, their).
  6. We ordered (our, ours) meal. He didn't care, but we did.
  7. (Her, hers) knees felt weak. He managed a weak smile.
  8. I would better keep (my, mine) seat.
  9. (Theirs, their) was not a friendship that could end.
  10. Her hands were shaking and she took (mine, my).
  11. Her mother's hair was as grey as (her, hers).
  12. Let him mind (his, him) own business, and we'll mind (our, ours).
  13. My sadness soon gave way to anger, but (hers, her) hers didn't.

**Point out the functions of possessive pronouns.**

1. I thought you'd like to tell your detective friend of yours.
2. Oh, God! It is my father, isn't it? Yes, yours.
3. Her full name was Alexander, and mine is Fraser.
4. Listen, this is going to warm a heart of theirs. Be sure.
5. His father's first reaction did not disappoint him.
6. My mam says he was a decent man.
7. They made their way back to where they had left their bicycles. And we returned for ours.
8. Giving herself a mental shake, she went to the kitchen for her carpet sweeper, and I followed the trace of hers.
9. Your sisters must be out of their minds worrying about you.
10. When she came down to breakfast, Tilly changed her mind, but she drew in a deep breath of hers.

---

11. No matter if what happened had been her fault or her sister's, or ours, or theirs, she should have done the proper thing and forgive him.

12. This is not your home, and if you feel you can't go back to a house of yours.

13. When her son came in again, we were still waiting in our places.

14. They met halfway down the track, but he kept his head down even when he drew his car to a halt.

15. Her youngest sister hadn't spoken to her since they set out, and we hadn't spoken to ours.

**Insert *it* or *its*.**

Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely should have never have happened. . . . was well designed and carefully maintained. . . . carried the proper number of lifeboats. . . . had been thoroughly inspected the day of . . . fatal voyage. Yet hours later, the Estonia rolled over and sank in a cold, stormy night. . . . went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves: Of those who managed to scramble overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls. However, there were an unpleasant number of questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children and the elderly.

**Insert the proper reflexive pronoun.**

1. Josh busied . . . with cleaning the house.

2. We will have to content . . . with a cheaper holiday this year.

- 
3. A restaurant that prides . . . on serving top quality food is situated in this street, isn't it?
  4. Just as we were preparing to leave, the door knocked, and we controlled . . . .
  5. Listen! Prepare . . . for a shock.
  6. I am just going to wash . . . .
  7. The babies started to get undressed . . . .
  8. Be careful. You may cut . . . with the knife.
  9. Why do they live by . . . ?
  10. Has he started this business . . . ?
  11. I don't think she would please . . . .
  12. All three of his aunts had let him see how they felt at some time during the day, but he didn't try to defend . . . .
  13. Don't forget that I can look after . . . .
  14. The music was very calming. And she was trying to give of enjoying . . . .
  15. He might be successful as a teacher, but he would never make a name for . . . at that or anything else.

**Insert *each other* (*each other's*) and *one another* (*one another's*).**

1. We are going to kill . . . today.
2. They helped to look after . . . children.
3. We often stayed in . . . houses.
4. Peter and Sue helped . . . with the homework.
5. Brigit and Billy smiled at . . . .
6. They were talking to . . . during the meeting.
7. I can't invite your sister and mine, they no longer talk to . . . .
8. Sue and Betty have known . . . for a long time, since they were kids.
9. Ann, Tony and Mary gave . . . a book.
10. Three children talked to . . . They stood next to my house.

- 
11. Barbara's three sons and their father hate . . . .
  12. I think that all people should love . . . . No matter where they live.
  13. She and her brother stopped talking and looked at . .  
.....
  14. I and my friend talk to .... . every day. Although her character isn't easy to bear.
  15. John and Mary looked at . . . . . . I would say he looked at her with admiration.

**Point out the defining pronouns and state their functions.**

1. In another hundred years, the horse turned, once more of its own accord, into a wide drive with huge metal gryphons perched atop the gateposts, one on each side of the entrance.
2. As he done every week, he bade her good night at her door.
3. They were afraid to trust any other men.
4. He owns twelve cows. All of them are Jerseys.
5. There are two girls in the hall. Both have been waiting since morning.
6. He tried to speak and sighed three times, but failed each time.
7. My daughter has some coats. You are welcome to use either of them.
8. All are ready; you may start your speech.
9. By other's fault wise men correct their own.
10. Everybody makes a mistake, do not they?
11. I always try to follow the proverb "Everything comes to those who wait."
12. The grass is always greener on the other side of the river (*proverb*).

---

13. They all said you were expecting to him, and that's why . . . . .

**Insert *other (others)* or *another*.**

1. "That's the school," the coachman announced shortly, pointing to what looked like . . . cottage on their left.

2. I won't forget, but why don't you find . . . worker?

3. 'One of the . . . guests,' she smiled.

4. Absolute silence fell again, and after . . . five minutes, he could stand it no longer.

5. It won't need any . . . alterations.

6. Why don't you ask that Miss Brown, or one of the . . . ladies in the room?

7. Had he . . . idea in mind for himself?

8. She would certainly be out of sight there, for it was well out of the village and she often played there with the . . . girls.

9. She was often asked to go to . . . room for to hold the meeting there, wasn't she?

10. He will return in . . . day and ask about his parents. Don't forget it!

11. I liked the taste of the coffee. I think I am going to have . . . cup.

12. I want to borrow . . . book from the library.

13. I think the . . . guests have already arrived.

14. Five of the books were returned on time, but three . . . were overdue.

15. My parents don't like the climate here, so we are going to move to . . . city.

**Choose the correct word.**

1. Every/each child over five has to go to school in England.

2. All/both children over five have to go to school in England.

---

3. Although it was my birthday and not my wife's, Mary brought a present for each/every of us.

4. 'Have you got any books on holidays in Scotland?'  
'No, I'm sorry, none/neither at all.'

5. Would you like to take either/each of these two dresses, madam?

6. There are five secretaries in our office. All/neither of them can speak at least one foreign language.

7. Jack gets up at six every/each Saturday.

8. Jill and Linda are sisters. Neither/none of them want to get married next year.

9. All/both the interesting women I meet are already married.

10. None/neither of the hand-bags in the shop was what I was looking for, so I didn't buy one.

11. I saw two lovely hand-bags in a shop this morning. They were so nice that I bought them both/all. But when I got home my husband said that he didn't like either/each of them. And then I found that neither/none of them went with my dresses, and so I took them back.

12. Jack has three brothers. Each/every of them is a good football player.

13. For the people who live near London airport, each/every plane increases the danger to their health.

14. I asked both/either the shopkeeper and the customer, but neither/none of them could tell me the way.

15. Take either/each half, they are exactly the same.

**Put in *some, any* or their compounds.**

1. Do you want ... tea?

2. I have made a cake; would you like . . . ?

3. There were .....children playing in the yard.

4. Most of the children enjoyed the film, but ... didn't.

5 . . . . days, I just can't get out of bed.



- 
- 6 . . . . of the roads were closed because of snow.
  7. I read about it in ... magazine.
  8. For ... reason or other he was not at work.
  9. It was ... time before the police finally arrived.
  10. Would you like ... more cake?
  11. "Are you feeling better today?" "... , I guess."
  12. I need ... who can help me.
  13. She didn't tell me to ask ... else.
  14. Maybe, ... day I'll be rich.
  15. Would you like ... to drink?
  16. Has he said ... about the party?
  17. Can ... answer this question?
  18. The doctor needs to know if you have eaten ... in the last two hours.
  19. Clearly ... murdered him. It was not suicide.

**Put in *some, any* or *their* compounds.**

1. She put her handbag down ... and now she can't find it.
2. Will you have ... pudding or ... fruit?
3. Haven't you got ... friends in London? I feel sure you mentioned them once.
4. ...can tell you how to get there.
5. Come and have supper with us if you aren't doing ... tonight.
6. I ... imagined the house would be much larger.
7. All the salaries are being paid much later now; it's ... to do with the computer.
8. You can't expect just ... student to solve the problem. It requires a mathematician.
9. Is there ... moving about downstairs? I heard ... falling.
10. Is there ... living in that house? It looks deserted.

---

11. Would you like ... to drink? There's ... very good beer in the fridge.

12. If you do not have ... friends here, you should join a club and get to know people.

13. ...tells me you've got ...bad news for me.

14. I'd like to know if there are ... letters for me here.

15. The buffalo has killed more hunters than ... other animal in the world.

**Insert the correct negative pronouns and state their functions.**

1. . . . will see what I have got in my bag.

2. "She wants . . . ," he said.

3. There is . . . quite right about Duncan.

4. ' . . . knew last Sunday,' Miss Edith remarked drily.

5. You have . . . idea what it was like.

6. The relatively small number of soldiers foisted upon them, . . . difference was made between officers and other ranks at the dances.

7. 'Just Mr. Brown for the whole school?' she asked. ' . . . other teachers?'

8. . . . was said while the high-stepping horse trotted out of the village at a gentle pace.

9. We can do . . . else but wait until he returns.

10. 'Have you . . . to say about her?' Moll demanded suddenly.

11. . . . of the fourteen/fifteen-year-olds wore watches.

12. . . . is apparent, if you have any doubt, you may go and ask.

13. 'Can I have some more coffee?' 'Sorry, there is . . . left.'

14. Everything is in order. . . . of the money is missing.

15. . . . of us really knew him.

16. There is . . . else we can do for them.

---

**Insert the following negative pronouns.**

*neither, none, no, no one, nothing*

1. . . . of my uncles writes to us often.
2. . . . of the boys forgot his promise.
3. I have three cars, but . . . of them are new.
4. There are two umbrellas here, but . . . of them is mine.
5. I asked six different people, but . . . of them knew where Walnut Street was.
6. There are two public libraries in the city, but . . . of them is located close to where I live.
7. George and Tom like playing chess together, but . . . of them likes to lose a game.
8. I have read five books on the subject, but. . . of them were very helpful.
9. Age is . . . . guarantee of wisdom.
10. Believe . . . of what you hear, and only half of what you see.
11. I have . . . in the world but you. Don't forget it.
12. . . . of the children wants (or want) to go to bed.
13. 'Is your friend British or American?' ' . . . . She is Australian.'
14. She got a letter from her. But . . . was written there.
15. I asked two people the way to the station but . . . of them knew.

**Complete the conversation. Put in *so* or *such*.**

Sarah: Sorry I'm ( ► ) *so* late. We had ( ► ) *such* a lot to do at work.

Mark: You shouldn't do (1) ..... much.

Sarah: The boss gets in (2) ..... a panic about things. She makes (3)..... a big fuss.

Mark: Well, you shouldn't be (4).....willing to work (5) ..... long hours. No wonder you're (6) ..... tired. You'll make yourself ill, you know.

---

**Match the sentences and combine them using *so* or *such*.**

Sarah was late home. All the tickets sold out.

Mike hadn't cooked for a long time. He wouldn't speak to anyone.

1 The piano was heavy. He'd almost forgotten how to.

2 Tom was annoyed about United losing. It kept all the neighbours awake.

3 The band was a big attraction. Mark had already gone to bed.

4 Vicky had a lot of work to do. Mike and Harriet couldn't move it.

5 The party made a lot of noise. She was sure she'd never finish it.

*Sarah was so late home that Mark had already gone to bed.*

*Mike hadn't cooked for such a long time that he'd almost forgotten how to.*

1. ....
2. ....
3. ....
4. ....
5. ....

**Complete the conversations. Use *this*, *that*, *these* and *those*.**

► Mark: Are we going out *this* evening?

Sarah: I can't really. I'll be working late at the office.

1 David: I hear you've got a new flat.

Rita: ..... 's right. I've just moved in.

2 Mike: What's the matter?

Harriet: It's .....boots. They don't fit properly. They're hurting my feet.

3 Jessica: It's so boring here.

---

Rachel: I know. Nothing ever happens in.....place.

4 Emma: What's happened? You look terrible.

Vicky: You won't believe ....., but I've just seen a ghost.

5 Laura: What kind of planes are .....

Trevor: I don't know. They're too far away to see properly.

6 Matthew: The match is three weeks from today.

Daniel: Sorry, I won't be able to play for the team. I'll be away all..... week.

7 Mark: Can I help you?

Alan: Hello..... is Alan. Can I speak to Fiona, please?

8 Daniel: I've had .....bump on my head ever since someone threw a chair at me.

Natasha: Someone threw a chair at you? .....wasn't a very nice thing to do.

9 Mark: ..... seats aren't very comfortable, are they?

Sarah: No, I don't think I'll want to sit here very long.

---

## THE NUMERAL

### **Rewrite each item writing numerals in words.**

1. In 1997 Portland, Oregon, had a population of about 481, 000.

2. At that time Portland was the 27<sup>th</sup> largest city in the United States.

3. What is 5% of 60?

4. Richard was an acclaimed dramatist whose best-known works were produced after 1775.

5. A biography of Gogh can be found on pages 63-65 in your text book.

6. South Dakota has a total land area of about 77, 000 square miles.

7. That publishing house is located at 757 third avenue in New York City.

8. 4,700 Elks attend the conversation in Pittsburgh.

9. The 21<sup>st</sup> century began with both fear and celebration.

### **Write the proper cardinal and ordinal numerals in words.**

1, 5, 10, 11, 15, 27, 111, 1236, 2016, 3345; 2<sup>nd</sup>, 4<sup>th</sup>, 34<sup>th</sup>, 105<sup>th</sup>, 1234<sup>th</sup>, 8<sup>th</sup>, 1<sup>st</sup>.

### **Write the dates in words.**

December 12<sup>th</sup>; August 15; 8<sup>th</sup> March, 1234; 1 February; 12.34.2017.

### **Write arithmetic calculations and check your math's knowledge.**

$4+62=$	$23:8=$	$223-13=$
$11+9=$	$78-34=$	$209:11=$
$34\times 6=$	$45:7=$	$14\times 4=$
$7-3=$	$734+67=$	$203\times 5=$

---

**Write the years in words.**

1122; 1527; 1666; 1976; 1981; 1695; 2007; 2017; 2025

**Write simple and decimal fractions in words.**

$\frac{1}{2}$ ;  $\frac{1}{4}$ ;  $\frac{2}{8}$ ;  $\frac{3}{7}$ ;  $1\frac{2}{5}$ ;  $6\frac{4}{9}$ ; 0,5; 3,25; 6,5; 7,033;

8,976; 9,145

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## THE ADJECTIVE

### **Define simple, derivative and compound adjectives.**

Comfortable, quick, brown, recent, harmless, reliable, impossible, original, childish, foolish, blue-eyed, careful, snow-white, life-giving, over-peopled, four-wheeled, cold-hearted, smoke-dried, unhappy, incorrect.

### **Define qualitative, relative, and stative adjectives.**

Socialist, analytical, synthetic, afoot, woolen, agog, American, monthly, necessary, asleep, silken, Asian, pink, bold, graceful, dark, interesting, strong, weekly.

### **Underline all the adjectives in this description of a hotel and write their comparative and superlative degrees.**

This comfortable hotel with its pleasant gardens is ideal for people who want a quiet holiday, yet it is only a short distance from the highly popular attractions of the area. There are lovely views from every room. The atmosphere is very friendly, and the staff are always helpful. A holiday here is very good value for money.

You can eat your meals at the hotel, where the food tastes marvelous. Or you can of course try some of the excellent local restaurants.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

### **Write the superlative form of the words in brackets.**

It's the *shortest* (short) day of the year.

It's the *most beautiful* (beautiful) building in the world.

1 That was the..... (funny)  
film I've ever seen.

2 It was the ..... (horrible) feeling I've ever had.



- 
- 3 Have you read her..... (recent) book?  
 4 It's the ..... (large) company in the country.  
 5 It was the ..... (boring) speech I've ever heard.  
 6 You've got the ..... (far) to travel.  
 7 That's the ..... (helpful) idea so far.  
 8 The factory uses the ..... (modern) production methods.  
 9 This is the ..... (early) I've ever got up.  
 10 It was the .....(sad) day of my life.

**Use the notes and add sentences with *isn't as ... as*.**

▶ a car / a motor bike / expensive

Why don't you buy a motor bike? *A motor bike isn't as expensive as a car.*

1 metal / plastic / strong

I don't like these plastic screws.....

2 the armchair / the stool / comfortable

Oh, don't sit there. ....

3 surfing / swimming / exciting

I prefer surfing to swimming. ....

4 the post / e-mail / quick

A letter will take two days.....

**Some of these sentences are correct, and some have a word which should not be there. If a sentence is correct put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.**

I've got the least powerful computer in the world. ✓

London is more bigger than Birmingham. *more*

1 Silver isn't as expensive as gold.

- 
- 2 Indian food is the nicer than Chinese, I think.
  - 3 The telephone is one of the most useful inventions  
ever
  - 4 I feel a much better now, thank you.
  - 5 The longer you wait, so the harder it'll be.
  - 6 The piano is heavier than the sofa.
  - 7 This is the most quickest way to the hotel.
  - 8 You're taller than he is.
  - 9 Who is the cleverest student in of the class?
  - 10 The weather is getting hotter and more hotter.

**Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.**

- This train is more convenient than all the others,  
(most)  
This train is *the most convenient*.
- 1 The living-room isn't as big as the kitchen, (bigger)  
The kitchen .....
  - 2 I'm not as fit as you. (am)  
You're .....
  - 3 The table and the desk are the same size, (big)  
The table..... the desk.
  - 4 Prices just get higher all the time, (and)  
Prices.....
  - 5 The dress is cheaper than the skirt, (expensive)  
The skirt.....the dress.
  - 6 This crossword is the easiest, (difficult)  
This crossword.....
  - 7 Their excitement was increasing all the time, (excited)  
They were getting .....
  - 8 I've never read a more romantic story, (most)  
It's the..... read.

---

**Look at each advertisement and write the information in a single sentence.**

► This game is new. It's for the family. And it's exciting.

*This is an exciting new family game.*

1 This computer is for business. It's Japanese. And it's powerful.

2 This fire is electric. It's excellent. And it's small.

3 This is a chocolate bar. It's new. And it's a big bar.

4 This comedy is American. It's for television. And it's terrific.

5 These doors are aluminum. They're for your garage. And they're stylish.

6 These shoes are modern. They're for sports. And they're wonderful.

This phone is a mobile. It's German. And it's very good.

**Complete these sentences from a newspaper. Use the adjectives in brackets. Put in e.g. *the hungry* or *the hungry people*.**

Rich nations can afford to feed *the hungry* (hungry).

*The homeless people* (homeless) whose story appeared in this paper last week have now found a place to live.

1 ..... (sick) need to be looked after, so money must be spent on hospitals.

2 Some of .....(young) at the youth club here are running in a marathon.

3 Life must be hard for..... (unemployed) in our society today.

4 What is the government doing to help..... (poor)?

---

5 There was a fire at a nursing home in Charles Street, but none of..... (old) who live there were hurt.

6 ..... (homeless) usually have great difficulty in getting a job.

7 There is a special television programme for.....(deaf) every Sunday morning.

---

## THE ADVERB

**Define the following adverbs according to their morphological structure.**

At once, anyhow, at last, slowly, enough, here, there, eastwards, clockwise, sometimes, nowhere, likewise, forward, headlong, little by little, never.

**Define the following adverbs according to their meaning.**

Personally, enough, where, kindly, therefore, hard, inside, often, ever, accordingly, soon, tomorrow, why, how, rather, almost, little, consequently, backward, sometimes, sideways.

**This is part of a story about a spy. Put in adverbs formed from these adjectives:**

*bright, careful, fluent, immediate, patient, punctual, quiet, safe, secret, slow.*

The journey took a long time because the train travelled so *slowly*. It was hot, and the sun shone (1) ..... from a clear sky. X could only wait (2)..... for the journey to end. When the train finally arrived, he had no time to spare, so he (3)..... took a taxi to the hotel. I was on time. She arrived (4)..... at three. No one else knew about the meeting - it was important to meet (5) ..... . 'I had a terrible journey,' said Y. 'But luckily the pilot managed to land (6) ..... .' Her English was good, and she spoke very (7) ..... X was listening (8)..... to every word. They were speaking very (9) ..... in case the room was bugged.

---

**Look at the information in brackets and put in the adverbs. Be careful with the spelling.**

► (Emma's toothache was terrible.) Emma's tooth ached *terribly*.

1 (Henry was angry.) Henry shouted ..... at the waiter.

2 (I'm happy sitting here.) I can sit here .....for hours.

3 (The switch is automatic.) The machine switches itself off .....

4 (The debate should be public.) We need to debate the matter.....

5 (Everyone was enthusiastic.) Everyone discussed the idea .....

6 (We should be reasonable.) Can't we discuss the problem..... ?

7 (The building has to be secure.) Did you lock all the doors ..... ?

**Decide what you need to say. End your sentence with an adverb ending in *-ly*.**

► Tell the police that you can't remember the accident. It isn't very clear in your mind.

*I can't remember the accident very clearly.*

1 Tell your friend that United won the game. It was an easy win.

2 Tell your boss that you've checked the figures. You've been careful.

3 Tell your neighbor that his dog barked at you. It was very fierce.

4 You are phoning your friend. Tell him about the rain where you are. It's quite heavy.

---

**Vusal is telling Ramil about a dream she had. Choose the correct forms.**

I had a (▶)strange/strangely dream last night. I was in a garden. It was getting (1) dark/darkly, and it was (2) terrible/terribly cold. My head was aching (3) bad/badly. I was walking out of the garden when (4) sudden/suddenly I saw a man. He was sitting (5) quiet/quietly on a seat. He seemed very (6) unhappy/unhappily. He looked up and smiled (7) sad/sadly at me. I don't know why, but I felt (8) curious/curiously about him. I wanted to talk to him, but I couldn't think what to say. I just stood there (9) foolish/foolishly.

**Complete the conversation. Decide if you need -ly with the words in brackets.**

Mark: How did you get on with Henry today?

Sarah: Oh, we had a nice lunch and some (▶) *lively* (live) conversation. Henry was charming, as usual.

He gave me a lift back to the office, but it was (1)..... (hard) worth risking our lives to save a few minutes. He (2)..... (near) killed us.

Mark: What do you mean?

Sarah: Well, we'd sat a bit too (3)..... (long) over our meal, and we were

(4).....(late) getting back to work.

Henry drove very (5)..... (fast). I tried(6) ..... (hard) to keep calm, but I was quite scared.

We went (7)..... (wrong)

and missed a left turn, and Henry got annoyed. Then a van came round the corner, and it was

coming (8)..... (straight) at us. I don't know how we missed it.

Mark: Well, I'm glad you did. And next time you'd better take a taxi.

---

**Complete the conversation. Put in *good, well* (2), *bad, badly*.**

Rachel: How did you and Daniel get on in your tennis match?

Matthew: We lost. I'm afraid we didn't play very (►) *well*. Daniel made some (1)..... mistakes.

It wasn't a very (2)..... day for us. We played really (3).....

Andrew: I heard Daniel's in bed at the moment because he isn't very (4).....

Matthew: Yes, I'm afraid he's been (5)..... for several days, but he's better now.

**Complete the conversation. Choose the correct form.**

Daniel: Is it true you saw a ghost last night?

Vicky: Yes, I did. I went to bed (►) late/lately, and I was sleeping (1) *bad/badly*. I suddenly woke up in the middle of the night. I went to the window and saw the ghost walking across the lawn.

Daniel: Was it a man or a woman?

Vicky: A woman in a white dress. I had a (2) *good/well* view from the window, but she walked very (3) *fast/fastly*. She wasn't there very (4) *long/longly*. I'd (5) *hard/hardly* caught sight of her before she'd gone. I (6) *near/nearly* missed her.

Daniel: You don't think you've been working too (7) *hard/hardly*? You've been looking a bit pale (8) *late/lately*.

Vicky: I saw her, I tell you.

Daniel: It isn't very (9) *like/likely* that ghosts actually exist, you know. I expect you were imagining it.

**Choose the correct word or phrase.**

► We walked *slow/slowly* back to the hotel.

1 We could walk *free/freely* around the aircraft during the flight.



---

2 The young/The young man with dark hair is my sister's boyfriend.

3 I'm getting quite hungry/hungrily.

4 The man looked thoughtful/thoughtfully around the room.

5 Have I filled this form in right/rightly?

6 I think Egypt is a fascinated/fascinating country.

7 The two sisters do alike/similar jobs.

8 I'm pleased the plan worked so good/goodly/well.

9 She invented a new kind of wheelchair for the disabled/the disabled people.

10 I'm very confused/confusing about what to do.

11 They performed the experiment scientifically/scientificly.

12 The hostages must be very afraid/frightened people.

**Put in the comparative form of these adverbs: *carefully, early, easily, high, long, loud, often, smartly.***

I was too nervous to go *higher* than halfway up the tower.

We could have found the place *more easily* with a map.

1 Do you have to wear those old jeans, Mike? Can't you dress .....

2 You needn't go yet. You can stay a bit .....

3 There are lots of break-ins. They happen .....

4 If you do it again ....., you won't make so many mistakes.

5 The film starts at eight, but we should get to the cinema a few minutes .....

6 We can't hear. Could you speak a bit .....

---

**Put in *further, furthest, better, best, worse and worst.***

Emma: I'm not used to country walks. How much (▶) *further* is it?

Matthew: Not far. And it gets better. We've done the (1)..... part. Look, the path gets easier. It goes downhill from here. I hope you're feeling (2)..... now, Emma.

Emma: I feel dreadful, actually, (3) ..... than before.

Matthew: Oh, dear. Do you want to have a rest?

Emma: No, the (4) ..... thing would be to get home as soon as we can. I'm not very fit, you know. This is the (5) ..... I've walked for a long time.

**Put in *more, most, less (2) and least.***

Laura: Our new car is smaller, so it uses (▶) *less* petrol. They tested some small cars, and this one costs the (1)..... to run of all the cars in the test. It's very economical, so Trevor likes it. He wants to spend (2)..... on motoring.

Harriet: Can you get three people in the back?

Laura: Not very easily. We had (3)..... room in our old car. (4)..... cars take five people, but not this one.

**Write the correct forms.**

You're the lac-kyest person I know. *luckiest*

The situation is getting difficulter. *more difficult*

1 I was happyer in my old job.

2 I've got the most small office.

3 This photo is the goodest.

4 Money is the importantest thing.

5 Is Rachel elder than Vicky?

6 This game is exciteger than the last one.

---

7 Of all the students, Andrew does the mere work.

8 This month has been weter than last month.

9 The prices are more-low here.

10 I feel more-bad than I did yesterday.

**Comment on the situations. Use *too* or *enough* and a phrase with *for* or a to-infinitive.**

A taxi would have been best. But you didn't have the money.

*I didn't have enough money for a taxi.*

Sarah can't take a day off. She's very busy.

*Sarah is too busy to take a day off.*

1 A picnic would be nice. But it's wet.

2 All your guests will need chairs. But you haven't got very many.

3 You couldn't carry the equipment. You had such a lot.

4 Natasha wants to be a professional musician. You think she's very good.

**Put each word in brackets into the sentence.**

► Anna arrives for work, (late)

*Anna arrives late for work.*

1 I like old cowboy films, (quite)

2 Have you finished this magazine? (yet)

3 This coat is big. (too)

4 Have the children had their tea? (already)

5 You don't look ill. (certainly)

6 We don't go out. (much)

7 I think everyone works hard, (fairly)

8 I don't know the date of the meeting, (still)

9 The others are getting ready, (just)

10 I have to go to work, (on Saturdays)

---

**Put the words in the right order to form a statement.**

► I / love / really / these trousers

*I really love these trousers.*

1 is / rather / silly / this game

2 already / I've / paid / the bill

3 enough / isn't / loud / the alarm

4 easily / Jonathan / passed / the test

5 a lot / cards / play / the children

6 didn't / enough / sell / they / tickets

7 ask / many / questions / too / you

8 a member / any more / of the club / I'm / not

9 enough / it's / outside / to sit / warm

---

## THE CONJUNCTION

**State the morphological structure of the following conjunctions.**

Unless, if, and, but, whereas, not only but also, for fear that, though, although, once, before, after, nor, either or, however, till, so, when, both and, as well as, in case, as long as, yet, hence, whether or, while, else, or.

**Put in the correct coordinating conjunctions. Pay attention to the use of punctuation marks too.**

1. I like English . . . I like French very much.
2. My brother likes maths . . . he doesn't like history.
3. The children forgot their homework,. . . the teacher was angry with them.
4. Can you read. . . write English words?
5. Are the questions right . . . wrong?
6. It's great . . . it's fun.
7. Would you like tea . . . hot chocolate for your breakfast?
8. Our car is old, . . . it drives beautifully.
9. It was very warm,. . . we all went swimming.
10. Do we have French. . . music after the break?

**Write all conjunctions. Then identify them as either coordinating or correlative.**

1. At the shore, you'll see seagulls both on the sand and in the water.
2. Neither Sona nor Anar I voted for the amendment.
3. In 1500 the cities now known as New Mexico, and New York, were already large,
4. Either come to the party or stay away.
5. Apparently Jane found nothing on the counter or under the table.
6. He ordered the pasta, and he ate it with lemon.

---

7. Not only has the bridge been restored, but parts of the cities have been completely rebuilt.

8. The weather has grown very cold today, yet it has not snowed.

9. Just as the days grow longer in springtime, so the nights grow longer in fall.

10. She was rich, but not happy.

**Write each subordinating conjunction and define the clause they introduce.**

1. I'll go with you where you go.

2. You may as well eat dinner as long as you are here.

3. Since Kate may be upset by our movie, I'll keep her inside for now.

4. No one may leave until the exam over.

5. Although it was cold morning, he wore only a light jacket over his school clothes.

6. New England's climate is cool and humid, whereas the Southwest's is hot and dry.

7. After his stay on the space station, the astronaut headed back to Earth.

8. Please come to visit us if you are ever in our city.

9. While you finish your homework, I'll scrub the floor.

10. Don't expect lunch unless you're home by morning.

**Read the text and point out the coordinating and subordinating conjunctions.**

Mice live in our walls but do not trouble our kitchen. We are pleased but cannot understand why they do not come into our kitchen where we have traps set, as they come into the kitchens of our neighbors. Although we are pleased, we are also upset, because the mice behave as though there were something wrong with our kitchen. What makes this even more puzzling is that our house is much less tidy than the houses of our neighbors. There is more food lying about in our kitchen, more

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crumbs on the counters and filthy scraps of onion kicked against the base of the cabinets. In fact, there is so much loose food in the kitchen I can only think the mice themselves are defeated by it. In a tidy kitchen, it is a challenge for them to find enough food night after night to survive until spring. They patiently hunt and nibble hour after hour until they are satisfied. In our kitchen, however, they are faced with something so out of proportion to their experience that they cannot deal with it. They might venture out a few steps, but soon the overwhelming sights and smells drive them back into their holes, uncomfortable and embarrassed at not being able to scavenge as they should.

**Read the text and point out the coordinating and subordinating conjunctions.**

One day an ant was strolling beside a river and he was feeling very thirsty because it was very hot. He was sure that there was a river nearby as he had been in this place before. Although his legs were very small he ran as fast as he could until he reached the riverbank. He raced up to the edge of the water but in his haste he went too quickly and fell into the water. Since his mother had never taught him to swim, he was in great danger of drowning. While this drama with our friend was taking place, a dove was sitting on a branch over the river. The dove realised that unless he did something quickly, the ant would not survive. Even if he tried, the dove knew he couldn't dive in and save the ant. Suddenly he did something brilliant in order that the ant could escape. He picked a leaf from the tree and dropped it into the water so that the ant could climb on to it and float to safety. When the ant was next in the area some days later, he saw a man with a net, who wanted to catch his friend, the dove. After the ant had thought about how to help the dove, he decided to take immediate action. In spite of the

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fact that the ant was very small, he was able to give someone a nasty bite. The ant thought he could bite the man in the hand but that meant a long journey or he could bite his foot. IF he did that immediately, his plan might work so he gave the man a really good bite. The man let out a scream and dropped the net. Whereas the man had tried to be quiet in catching the bird, the noise he made warned the dove who flew away to safety.



---

## THE PREPOSITION

**Complete the conversations. Choose the correct preposition.**

1. Vicky: I felt really afraid when I was walking home from/off the club. All the time I could hear someone behind/in front of me, but I didn't dare turn round.

Rachel: I expect you were imagining it.

Vicky: No, I wasn't. I saw him after I'd come in across/through the gate. He was wearing a long black coat that came down well below/under his knees.

2. Daniel: You know Adam, don't you? He's very strange. He walked right along/past me yesterday as I was coming among/down the stairs, but he didn't say hello.

Matthew: The other day he was sitting beside/opposite me at lunch, so I couldn't help looking at him, I said hello, but he didn't speak.

**Put in the prepositions. Sometimes more than one answer is correct.**

► The bank is *next to* the gift shop.

1. The sports shop is .....the bank.

2. The travel agency is .....the sports shop and the art gallery.

3. The restaurant is..... the art gallery.

4. The gift shop is.....the bank and the restaurant.

5. The art gallery is..... the travel agency.

6. It's my holiday next week. I'm going .....Spain.

7. There was a big crowd ..... the shop waiting for it to open.

---

8. That man is an idiot. He pushed me .....the swimming-pool.

9. I went ..... the chemist's just now, but I didn't notice if it was open.

10. David hurt himself. He fell ..... his bike.

11. There's a cafe..... top of the mountain. You can have a coffee there before you go down.

12. The sheep got out ..... a hole in the fence.

13. Pompeii is quite..... Sorrento. It's only a short train ride.

14. There's such a crowd. You won't find your friend .....all these people.

**Complete each sentence. Use *in* or *at* and these words:**

***the petrol station, the restaurant, the stadium, the station, the theatre, the zoo.***

► There's a huge crowd *in the stadium* waiting for the Games to start.

1 Sarah's just rung. She's ..... getting some petrol.

2 The children like wild animals. They'd love to spend an afternoon .....

3 It was so hot ..... that I didn't really enjoy the play.

4 We're quite a large group. There may not be enough room

..... for all of us to sit together.

5 I saw Daniel while I was..... waiting for a train.

**Complete the conversations using *in*, *on* or *at*.**

► Andrew: You only bought that book *on* Saturday. Have you finished it already?

---

Jessica: I read it *in* about three hours yesterday evening.  
 1 Vicky: Will the bank be open .....half past nine?  
 Daniel: Yes, it always opens absolutely ..... time.  
 2 Sarah: We're leaving..... half past, and you haven't even changed.  
 Mark: It's OK. I can easily shower and change..... ten minutes.  
 3 Laura: Your mother's birthday is .....Monday, isn't it?  
 Trevor: Yes, I just hope this card gets there .....time.  
 4 Harriet: If we ever go camping again, it's going to be ..... summer, not autumn.  
 Mike: Never mind. We'll be home .....two days, and then we'll be dry again.

**Put in *for, since, or ago*.**

1.How long have you been learning English?  
 2.Well, I studied it *for* five years at school, and I've been having evening classes (1) .....last summer. That's when I left school.  
 3.And you're staying here (2).....three months?  
 4.That's right. I've been here (3)..... the end of April. I'm going to London (4) ..... a week before I go home.  
 5.The phone last rang at four o'clock. ~ So you've had no calls ..... ?  
 6.I haven't been to the dentist for ten years. ~ You last went to the dentist.....?  
 7.I last saw Rachel on Monday. ~ Haven't you seen her .....?

---

8. We've had six weeks without rain. ~ Yes, it hasn't rained.....

9. It's three years since Laura got married. ~ Really? Has she been married.....?

10. It's eight months since my brother had any work. ~ He lost his job.....?

11. Mrs Miles was taken ill three weeks ago. ~ You mean she's been ill....., and nobody's told me!

**Put in *by, from, in or on.***

► There's something I want to listen to *on* the radio.

1 They've promised me more money, but I haven't got it..... writing.

2 Why can't you look at the problem..... my point of view?

3 Would you mind moving? You're rather.....the way here.

4 I rang the wrong number..... mistake.

5 I booked our seats more than a month..... .. advance.

6 Sarah's mobile phone was stolen while she was away ..... a business trip.

7 Could you be quiet for a minute, please? I'm..... ... the phone.

8 We've had a few nice days, but ..... general it's been a poor summer.

9 I was lucky. I found the solution ..... accident.

10 It's a long journey. Let's stop somewhere ..... the way and have a meal.

11 I spent ages looking for a phone box. .... the end I found one.

12 Are you here .....holiday or..... business?

---

**Complete the advertisement for a supermarket. Put in *between, for, in, of or with*.**

Why not shop at Greenway Supermarket? You'll find the cost (►) *of your* weekly shopping is much lower.

There's quite a contrast (1)..... other stores. Here's one example

(2)..... this: from today many of our products have a price reduction

(3) ..... five per cent! But this is not the only reason (4)..... Greenway's

success. We're proud of our good relationship (5) ..... our customers. We believe there is

simply no substitute (6) ..... quality. And there is no lack(7) ..... choice at Greenway.

That's the difference (8) ..... Greenway and ordinary stores.

---

## THE INTERJECTION

**Read the sentences. Find the interjections and put them into the proper box. Give their Azerbaijani equivalents.**

<b>Emotional</b>	<b>Imperative</b>

1. Ahh, that feels wonderful.
2. Alas! I'm lost in the wilderness.
3. Bah! That was a total waste of time.
4. Bless you, I couldn't have done it without you.
5. There! It's time for me to go.
6. Congrats! You finally got your Master's degree.
7. Goody! Do you ever think before you speak?
8. Fiddlesticks! Are you starting to get a cold?
9. Good grief! Why are you wearing shorts in the winter?
10. Oho! I'm going to get back at him for that.
11. Humph, he probably cheated to make such good grades.
12. Oh dear! I don't know what to do about this mess.
13. Oops! Let's get moving.
14. Shoot! I forgot my brother's birthday.
15. Well, duh! That was a stupid thing to do!
16. Yuk! That is a beautiful ball gown.

**Group simple, derived, and compound and composite interjections.**

Alas, bravo, ah, oh, dear me, here, tush, confound it, hang it, God forbid, hey-ho, goodness, fiddlestick, hurrah.

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## THE MODAL WORDS

**Point out all the modal words and define their meanings. Give their Azerbaijani equivalents.**

1. The wildlife had probably taken care of them.
2. When Miss Sullivan came back, I did not speak to her about "The Frost Fairies," probably because she began at once to read "Little Lord Fauntleroy," which filled my mind to the exclusion of everything else.
3. It was probably the last thing he expected to hear, and yet, he knew it was true.
4. Perhaps, not or he would have used it.
5. He supposedly hasn't had any cause to speak French.
6. Friends had perhaps brought her candy in their bags, and she expected to find some in mine. They may be had a lot to discuss and most likely were not alone.
7. Truly, she had been under a lot of stress.
8. Surely, he wasn't responsible for their safety.
9. He was certainly mysterious, even a little eccentric, but... what did she know about the business?
10. That was, of course, a surprising turn of events!
11. Apparently, you're been a great help, Brenda.
12. Luckily, breakfast was nothing like she imagined.
13. Happily, there was no opportunity to discuss the situation with the children present.
14. I am serious and fortunately in a perfect position to act.
15. Luckily, Gerald and Sam had escaped.
16. Happily, Frederick had never been deficient in courage.
17. Maybe, no human-made weapon was able to hurt him.
18. Probably, her father heard a car drive away so the time of abduction was clearly set.

- 
19. Assuredly, Bill was equally smitten with Katie.
  20. But maybe for us both, I am a little stronger, and quite as obstinate when I set out.
  21. Surely, things look bleaker every day, he replied with amusement.
  22. Possibly, a cool console managed to keep them in separate seats.
  23. No doubt, Jonathan had already gone to bed.

**Define whether the words in bold are modal words or adverbs.**

1. **Unfortunately**, this session was unsuccessful.
2. He has said nothing **unfortunately** to me about you.
3. **Happily**, she could not grant my request, but I hope, Count, I shall be more fortunate with you, he said with a smile.
4. **Maybe** something was wrong all along.
5. "**Maybe** I do love a poor girl," said Nicholas to himself.
6. There were **maybe** 100 people at the meeting.
7. Amina was **maybe** right when she said that I needed to mend my ways.
8. 'When will you finish the work?' 'I don't know. **Maybe** tomorrow.'
9. You should get another job **probably**.
10. Maybe you should get another job.
11. He was **certainly** mysterious, even a little eccentric, but... what did she know about the business?
12. Now we are **certainly** on the fuzzy edges, a place where words, often fuzzy in their meanings, begin to fail us.
13. **Certainly** he wasn't responsible for their safety.
14. **Surely** he should have known she would get suspicious.
15. He knew **surely** his father would disapprove of her.



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## THE PARTICLE

**Point out the particle and define the group it belongs to. Give their Azerbaijani equivalents.**

1. I just did it.

2. Jane speaks French. Sam speaks French too.

3. I guess she just wanted to say goodbye.

4. I just can't believe this.

5. When Connie arrived, Lisa had barely buckled her seatbelt before she started asking questions.

6. But this wasn't just any trip.

7. I love chocolate. I love pizza too.

8. Just an unexpected memory, I guess.

9. Frank can come with us. Nancy can come with us too.

10. Her mouth felt dry and her voice was barely a whisper.

11. People simply cannot move that fast.

12. Maybe Katie was simply trying to stay out of trouble.

13. I am simply saying that if life is a fundamental right, then its most essential requirements, food, water, and air, seem to be as well.

14. I was even taken aback. I didn't like to refuse, either.

15. I just don't know why he had begun the story against himself yet.

16. I only came to ask you to lend me twenty francs.

17. Where else would they like to go? Or What else would they plan to do?

**Define whether the words in bold are particles or other parts of speech.**

1. They had **never** been anywhere else overnight together.

- 
2. "The flies **never** trouble me," said the Saw-Horse.
  3. "**Never** mind, my dear," said his mother.
  4. They admired the book very much, for they had **never** seen anything like it.
  5. Alex was supposed to be sterile, **but** they had been wrong about that.
  6. It was going to be nice having nothing to do **but** enjoy their little family for the next two weeks.
  7. It is to solve some of the problems of life, not only theoretically, **but** practically.
  8. Who will help you **but** me?
  9. I **only** wish there was a real horse here for me to race with.
  10. **Only** Nick noticed her standing in the door.
  11. Maybe she thinks I'm the **only** thing keeping you from doing that.
  12. She had to move a few things to make room, but that wasn't **too** hard.
  13. I'm **too** warm in this one.
  14. It is never **too** late to give up our prejudices.
  15. I will speak about this problem **too**.
  16. I guess she **just** wanted to say goodbye.
  17. But this wasn't **just** any trip.
  18. One who has **just** come from reading perhaps one of the best English books will find how many with whom he can converse about it?
  19. You have **just** seen him, haven't you?

---

## THE PUNCTUATION

**Add commas wherever they are necessary. Not all sentences need them, and some sentences need more than one.**

1. If you can't find them let me know.

2. As she turned to look at him again the young woman at the historical society saw his look of amazement.

3. He couldn't help remembering Carole at the same age she had been all warmth and laughter.

4. He had already finished one and had started the second one early that morning.

5. In fact he felt nothing at all as he wandered around the house.

6. He seemed decent and kind and whole and he still had a health sense of humor.

7. Although she was very grateful that nothing of the sort had ever happened to her she felt certain it would have killed her if Roland had ever left her.

8. She would have liked to stop him but she didn't know how to.

9. But they were so powerful so breathtaking they were like a storm rushing past her.

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## THE NON-FINITE FORMS OF THE VERB (THE VERBALS)

**Put the forms of the following infinitives in the correct boxes.**

To do, to help, to carry, to write, to wait, to go, to shout, to play, to visit, to sit, to love, to die, to take, to swim, to translate.

<b>Forms</b>	<b>Active</b>	<b>Passive</b>
Indefinite Infinitive		
Continuous Infinitive		
Perfect Infinitive		
Perfect Continuous Infinitive		

**Put the particle *to* before the infinitive wherever possible.**

1. A friend of hers who is a florist asks if she can . . . advertise on the site.

2. Thanks, I know we can . . . count on you, Katie, but I think she'll be more comfortable staying at our house.

3. I couldn't help but . . . do it.

4. Let us have a good old song that will help . . . keep us warm.

5. Bringing an end to poverty, then, will also help . . . bring an end to hunger.

6. It's five o'clock. I'd better . . . go now before the traffic gets too bad.

7. She'd better . . . get here soon or she'll miss the opening ceremony.

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8. You'd better not . . . tell Elizabeth about the broken glass – she'll go crazy!

9. Had I better . . . speak to Joan first before I send this form off? What do you think?

10. The king had sent them there to make the people . . . obey his unjust laws.

12. They did not kill him, but they drove him out of the city and bade him never . . . return.

13. We wouldn't want them . . . think we were doing anything immoral.

14. I promise not . . . plaster you with mud this time.

15. She would rather . . . spend the money on a holiday.

16. I'd much rather . . . make a phone call than send an email.

**Complete the conversation. Put in a to-infinitive or ing-form.**

- Are we going to have a holiday this year?

- Didn't we all decide (►) *to spend* (spend) our holidays on a Greek island?

- Lovely. I enjoy (►) *lying* (lie) on the beach.

I might manage (1) .....(get) a sun tan.

- I'd love a holiday. I can't wait (2) ..... (leave) this place behind.

- I don't fancy (3)..... . (stay) in one place all the time.

-I really dislike (4) ..... (sit) on the beach all day.

- Well, I don't mind (5) ..... (tour) around somewhere.

- Matthew, you promised (6) ..... (go) to Scotland with me.

---

We were planning (7) ..... (hire) a car.

-Scotland? Are you sure? But I couldn't face (8)..... (drive) all the time.

-I'm afraid I can't afford (9).....  
. (spend) too much money.

- And I can't justify (10) ..... (take) all that time off from my studies.

**Complete this article from a magazine. Put in the to-infinitive or ing-form of these verbs: *accept, argue, be, find, have, insist, lose, plug, repair, say, take, wait***

If you buy something from a shop, a new stereo for example, you usually can't wait (►) to *plug* it in and put some music on. And of course, you expect (►) to *find* the equipment in working order. But that doesn't always happen, unfortunately. If the thing doesn't work, you should take it straight back to the shop.

If you delay (1)..... it back, you will risk (2) ..... your rights as a customer. And you should prepare (3) ..... on those rights. You may be one of those people who always avoid (4)..... with people, but in this case you should be ready for an argument.

The assistant may prove (5)..... a true friend of the customer - it's not impossible - but first he or she will probably offer (6)..... the stereo for you. That's all right if you don't mind (7)..... a few weeks, but it isn't usually a good idea. What you should do is politely demand (8) ..... your money back immediately. You may want to accept another stereo in place of the old one, but you don't have to. You should refuse (9)..... a credit note, just keep on (10) ..... that you want your money back.

---

**Point out the Objective and the Subjective Infinitive Constructions.**

1. I have never seen her cry.
2. We didn't expect it to be a long conversation.
3. Will there be anyone who can get him to tell me the truth?
4. My friend proved to be a good fellow.
5. He took a chair and made me sit.
6. My husband appeared to be an honest man.
7. I won't let anything happen to you.
8. We have seen this happen already, and it will get substantially better in the near future.
9. I happen to be going that way, and I will carry your turkey, if you will allow me.
10. You don't seem to be very happy.
11. We live on a planet that is two-thirds water, but we seem to have trouble figuring out how to get the salt out of it.
12. You just seem to be troubled, lately.
13. He didn't seem to be bleeding from anywhere else, though she wasn't sure she hadn't damaged anything else by running him over.
14. He ordered her car to be washed in the yard.
15. My mother permitted herself to be taken to the hospital.

**State the functions of the Infinitive.**

1. You'll stop to fight when the breath is gone from your body!
2. You're the one who taught me not to put all my eggs in one basket.
3. His father was never able to get custody of him as a child.
4. She wasn't going to be able to sleep any more.

---

5. She had to move a few things to make room, but that wasn't too hard.

6. It is never too late to give up our prejudices.

7. Maybe that was why he was the first to notice when she developed a fever.

8. With these words she greeted prince, a man of high rank and importance, who was the first to arrive at her reception.

9. I'm sorry to have been rude to you, and I know it's not your fault you look so good in that suit.

10. "There are hundreds, maybe thousands of entries," I offered in a weak effort to give her hope.

11. It is very pleasant to live here in our beautiful world.

**Match the sentence pairs and write sentences with *for* and a to-infinitive.**

There are lots of activities. There's a fun pool.

There are quiet areas. There are regular shows.

There's a saint roller-coaster.

You can enjoy them. You can relax in them. Guests can take part in them. You can ride on it if you dare. Children can swim in it.

► *There are lots of activities for guests to take part in.*

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5.....
- 6.....

**Make sentences from the notes.**

► Tessa / want / buy / a new coat / soon  
*Tessa wants to buy a new coat soon.*

1 we / must / avoid / waste / so much time



---

2 sometimes / a country / refuse / take part / in the Olympics

3 I / like / see / the Rocky Mountains / some day

4 I / mean / give / Judy / a nice welcome / yesterday

5 I / always / like / see / my doctor / once a year

6 the buses / usually / stop / run / before midnight

7 I / can't face / get up / at five / tomorrow

8 last year / we / make / an agreement / work / together

9 yesterday / you / promise / carry on / shoot / the film

10 my father / seem / get / better / now

**Complete the sentences using *would like* or *don't/doesn't want* and underline the constructions.**

► Mike won't wear a tie. Harriet is annoyed.

She *would like him to wear a tie* because they're going to a concert.

1. Mrs Miles is going to do a parachute jump, but her son and daughter don't like the idea.

They .....because they think it's dangerous.

2. Henry is falling in love with Claire, but she's worried about this.

She.....because she doesn't find him attractive.

3. Narmina may not go on holiday with her friends.

They.....because she's always good fun to be with.

**Complete your answers to the questions. Use a question word and a to-infinitive.**

Rachel: Are you going to buy that sweater?

You: I don't know *whether to buy* it or not.

Tom: What time do you think we should leave?

You: I'm not really sure *what time to leave*.

---

1 Daniel: Do you want to do business studies?  
 You: I'm wondering .....  
 business studies or statistics.

2 Vicky: How much money should we spend on the present?  
 You: I've no idea .....  
 on it.

3 Matthew; Do you intend to join the sports club?  
 You: I can't decide ..... it  
 or not.

4 Vicky: Which route should we take?  
 You: It's difficult to know.....

5 Melanie: Which lottery numbers are you going to choose?  
 You: I haven't decided .....

**Complete the conversation. Make sentences from the notes in brackets and underline the constructions.**

Nick: Are you going to Mike and Harriet's party?  
 Tom: Yes, I am. (►) *It's sure to be a good party* (it / sure / be / a good party).  
 Nick: Will there be a lot of people there?  
 Tom: Yes, (1)  
 .....(it/likely / be / pretty crowded).  
 Nick: Has Rita been invited, do you know?  
 Tom: Oh, (2)  
 ..... (she/certain/be / there).  
 Nick: I don't know that part of town. Is the house easy to find?  
 Tom: No, it isn't. Take a map or (3)  
 .....(you /unlikely/ find / it).

---

**Put in the infinitive of the verbs. You have to decide whether or not you need *to*.**

Matthew: Are you sure you'll (►) *be* (be) all right?

Emma: Yes, of course. I'm not a child. I can manage (►) *to look* (look) after myself.

Matthew: OK, sorry.

Emma: Some friends have invited me (1)..... (vi- sit) them. I'm not going to the North Pole.

Matthew: It'll be nice for you (2) ..... (see) your old friends again. I just know you're going (3)..... (have) lots of fun. Let me (4) ..... (buy) you a magazine(5)..... (read) on the train.

Emma: I can't (6)..... (read) when I'm travel- ling. It makes me (7).....(feel) sick, even in a train. I'd rather just (8) .....(look) out of the window.

Matthew: OK. Well, you'd better (9) ..... (get) in. I think it's about (10).....(leave).

Oh, did I remind you (11).....(change) at York?

Emma: Yes, Matthew, you did. Don't worry, I won't (12) .....(forget). I know perfectly well how (13).....(get) there.

**Put in the to-infinitive or the ing-form of the verbs.**

Lamia: Did you remember (►) *to pick* (pick) up those photos today?

Tahir: What photos?

Laura: Oh, no. I can remember (1) ..... (mention) it to you only this morning.

Tahir: I can't remember (2) ..... (agree) to pick up some photos.

Lamia: Well, don't forget (3)..... (call) at the shop for them tomorrow. You've got a terrible memory. Yesterday you forgot (4)..... (lock) the door.

---

Tahir: I'm sure I didn't forget (5) .....  
(lock) it.

I can clearly remember (6)..... (look)  
for my keys. They were in my pocket.

Lamia: You ought to write notes to yourself to remind  
you.

Tahir: That wouldn't be any good. I'd never remember  
(7) ..... (look) at them!

**Put in the to-infinitive or the ing-form of the verbs.**

I used to like going to our local cinema. It was old and  
rather uncomfortable, but it had character. Now they've stopped  
(►) *showing* (show) films there. The owner would like to go  
on (1) ..... (run) the cinema, but he would need  
(2)..... (make) a lot of improvements, which would  
mean (3)..... (spend) tens of thousands of pounds. I re-  
member (4).....(watch) the last film at the cinema. It was a  
murder mystery.

It was five minutes from the end, and we were  
trying(5)..... (work) out who the murderer was when  
suddenly all the lights went out and the film

stopped. We sat in the dark for a few minutes, and then  
the owner appeared with a torch.

I regret(6) ..... (tell) you,' he said, 'that our  
electricity has failed. I don't mean

(7)..... (disappoint) you, but I'm afraid we can't  
show you the end of the film.

We've tried (8)..... (phone) the electricity com-  
pany, but they say they can't help.' He went on

(9)..... (explain) to the audience how the film  
ended. I didn't understand the story. But I don't regret  
(10)..... (go) to the cinema on that last evening.

---

**Some friends have had a meal together in a restaurant. Put in the ing-forms. Use these verbs: *change, discuss, eat, get, miss, ring, try, wait, walk.***

Vicky: Shall we go then?

Rachel: Daniel hasn't finished (►) *eating* yet.

Daniel: It's OK. It's just a piece of chocolate.

Matthew: Chocolate? After that enormous meal?

Daniel: I know. I've eaten too much. When I find something new on the menu,

I just can't resist (1) ..... it.

Rachel: How are we getting home?

Vicky: I don't mind (2) ..... I feel like some fresh air.

Rachel: You're crazy. It's miles. And we've just eaten.

Matthew: I suggest (3)..... for a taxi. It'll save (4).....around for a bus.

Emma: Good idea. I couldn't face (5)..... cold again after being in the warm all evening.

Rachel: Yes, the bus journey is too complicated. It involves (6)..... buses in the center.

We don't want to risk (7)..... a bus and having to wait half an hour.

Daniel: Or we could take a taxi to the bus station and then get a bus from there.

Matthew: Well, you can carry on (8)..... the problem, but I'm going to ring for a taxi.

**Write each pair of sentences as one. Use a to-infinitive or an ing-form.**

Trevor didn't ring Laura. He forgot.

*Trevor forgot to ring Laura.*

Tom and Nick had been playing cards for hours. But they went on with the game.

*Tom and Nick went on playing cards.*

---

1 Harriet didn't think she could move the piano. She didn't even try.

2 Mike once saw a spaceship. He'll never forget it.

3 What about painting the walls? They need it.

4 Natasha was unkind to Jessica. But she didn't mean it.

5 Andrew was studying. He went on through the night.

6 When Mark was driving, he needed to make a phone call. So he stopped.

**Point out the gerundial construction and comment on the way the nominal element is expressed.**

1. I thought of her mother sitting on the sofa.

2. The idea of anybody wasting his time was very uncomfortable to him.

3. It is no use denying his having stolen the car.

4. Well, it is no use my telling you a lie.

5. The sound of Jane's descending the stairs surprised us.

6. She doesn't like the idea of her husband's leaving her alone in the house.

7. You must excuse my being so late; I was in a hurry, but couldn't find any taxi.

8. It is no good your staying here at midnight.

9. Their being bothered excited you or not?

10. There is something absurd in the idea of Maryam's getting married.

11. I make you sure that there is no danger of this accident happening again.

12. My mother said something about my friend's having come back to London again.

**State the functions of the Gerund.**

1. We avoided speaking to our leader.

2. They all burst out laughing.

3. Excuse my interrupting you, but I have to speak to you.

- 
4. He gave up smoking and looked at them.
  5. Do you mind my asking you this question?
  6. My sister gave up the idea of trying to buy that blouse.
  7. She was not pleased at our coming.
  8. Are not you afraid of losing your life?
  9. I do not like being interrupted by others.
  10. He ceased speaking to them seeing us.
  11. Jamil could not help admiring the teacher.
  12. The baby began sobbing and crying.
  13. He has the chance of getting married with her.
  14. After leaving home he decided to phone her.
  15. She began talking by bursting into tears.
  16. The day was spent in packing.
  17. They stopped dancing and he gazed down at her with a solemn expression.
  18. He has no right to come here without having been invited.
  19. In spite of being busy, he tried to solve our problem.

**Define whether the words ending in *-ing* are the gerund or the verbal noun.**

1. Your credit card statement captures an accurate, albeit extremely abbreviated, record of your comings and goings.
2. Clara identified some of the bushes - all the while filling Megan in on the goings on in town.
3. The extraordinary comings and goings of strangers to this city suggest that the city is very interesting to visit.
4. Tears stung her eyes as she brought her hand around and struck his other cheek with a ringing blow.
5. The door was open, so he entered without ringing the bell.
6. And as he waved his arms to impersonate the policeman, his portly form again shook with a deep ringing laugh at they.

---

7. I remember seeing some pictures of Granddad on an old rake like that.

8. How well their teaching served his purpose is shown by the sayings of those two statements.

9. Everybody in the stalls, boxes, and galleries began clapping and shouting with all their might.

10. The early coming of spring made the children happy.

11. "My dear fellow, how are you?" said he through the merry singing, making his horse keep pace with the company.

12. Mother gave a good brushing to her daughter's hair until it shone.

13. After reading my arguments, you may or may not believe the future I describe is inevitable, as I say it is.

14. By a minute and frequent system of official and private reports he is informed of the doings and progress of every member of the Society.

**Complete the conversations. Put in a to-infinitive or an ing-form.**

► A: I hear you sometimes sail to France in your boat.

B: That's right. I really enjoy *sailing*.

1 A: Are you going to organize our trip?

B: Yes, of course. I've agreed.....it.

2 A: You wear a uniform at work, don't you?

B: Yes, I have to, although I dislike ..... it.

3 A: Do you think they'll approve the plan?

B: Yes, I'm quite sure they'll decide ..... it.

4 A: What time will you be back?

B: Oh, I expect..... . back some time around nine.

5 A: Did I remind you about the dinner tonight?

B: Yes, thank you. You keep.....me.

6 A: Was your decision the right one, do you think?



---

B: Yes, luckily. In the end it proved..... the best thing for everyone.

7 A: Do you still work at the post office?

B: No, I gave up..... there last year.

8 A: Have ICM bought the company?

B: Well, they've offered.....it.

9 A: I'm sorry you had to wait all that time.

B: Oh, it's all right. I didn't mind.....

**Complete the conversation putting in the verbs with these prepositions: *for, in, like, of, on*.**

Sophie: Where's that little radio of yours?

Claire: Oh, it got broken. Henry knocked it off the table.

Unfortunately he hasn't succeeded (►) *in getting* (get) it to work again.

Sophie: Oh, what a pity.

Claire: It was only a cheap thing. In fact I'd been thinking (1) ..... (buy) a new one.

But Henry not only apologized (2) ..... (break) it, he insisted (3)..... (buy) me a much nicer one. It's in the dining-room.

Sophie: Henry is such a gentleman.

Claire: He didn't really need to buy me a new one, but I didn't feel (4)..... (argue).

**Comment on these situations. Join each pair of sentences using a preposition and an ing-form.**

The police prevented the crime. It didn't take place. The police *prevented the crime from taking place*.

1 Laura blamed Trevor. He forgot the tickets.

Laura .....

2 The doctors succeeded. They saved the driver's life.

The doctors .....

---

3 The customers complained. They didn't receive the goods.

4 Emma has accused Matthew. She says Matthew broke his promise.

5 Melanie is insisting. She's going to cook a meal for David.

6 A new traffic scheme has stopped cars. They can't go into the town centre.

7 Everyone congratulated Claude. He won the quiz competition.

8 Some football fans were arrested. They attacked a policeman.

**This structure is often used in instructions (sentences which tell people what to do). Put in *before* or *after* and the *ing*-form of the verb in brackets.**

► Replace the top on the bottle *after taking* (take) the medicine.

1 Read the contract through carefully.....  
(sign) it.

2 You shouldn't have a bath straight .....  
(eat) a meal.

3 ..... (leave) home ring the airport to check that your flight is on schedule.

4 Always put your skis away carefully.....  
(use) them.

5 Be sure to switch off the electricity.....  
(change) a fuse.

6 Make sure the safety chain is on.....  
(open) the door.

**Join two sentences into one using the words in brackets.**

---

► He saw an empty shop. He was walking around town one day. (while)

*He saw an empty shop while walking around town one day.*

1 He thought carefully. He decided to buy it. (before)

2 He bought the shop. He had little money of his own. (despite)

3 He became successful. He gave the customers what they wanted, (by)

4 He put the profit back into the business. He didn't spend it on himself, (instead of)

5 He was happy. He was running his own business, (when)

6 He fell ill. He worked too hard, (as a result of)

**Read the following sentences. Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross out the unnecessary word and write it in the space.**

I'm used to driving in heavy traffic every day. ✓

Although of- feeling tired, Polly didn't want to go to bed. *of*

1 It's important for to sign the form.

2 Peter broke his arm in playing rugby.

3 A woman accused Martin of stealing her money.

4 I wasn't sure whether to write a letter of thanks.

5 Do you remember a young man bumping into you?

6 The girl's parents wouldn't let her to stay out so late.

7 The book is too difficult enough for children to understand

8 Police found the woman for lying dead on the floor.

9 Cars are always expensive to repair them.

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10 The man died as a result of falling asleep while driving.

**Put in the correct form of each verb.**

Are you fed up with (►) *being* (be) a failure in your job? Wouldn't you rather (►) *succeed* (succeed)?

Do you want (►) *to earn* (earn) more money? Are you anxious (1)..... (get) ahead?

Do you believe in (2)..... (make) the most of your talents? Do you sometimes dream about (3).....(reach) the top? If the answer is yes, read on. Just imagine yourself (4).....(run) a big successful company. And now you can do something about it instead of (5)..... (dream).

It'll happen if you want it (6) ..... (happen).

Make it a reality by (7)..... (order) your copy of the best-selling 'Winning in Business'.

It has a ten-point plan for you (8) ..... (follow). Do it and you're certain (9).....(be) a success. You'll know what (10)..... (do) in business.

You can make other people (11) ..... (respect) you and persuade them (12)..... (do) what you want. Experts recommend (13)..... (buy) this marvellous book.

You'd better (14)..... (order) your copy today.

**Complete the conversations. Put in the correct form of each verb.**

A: I'm annoyed about *being* (be) late.

B: Well, I told you *to set* (set) off in good time, didn't I?

1 A: Did you accuse Nigel of .....(break) a plate?

B: Well, it was an accident, but he did break it. I saw him..... (knock) it off the table with his elbow.

---

2 A: I came here ..... (see) Janet. She must have forgotten I was coming.

B: It seems rather careless of her..... (forget).

3 A: Are you going to have a rest now after..... (do) all the cleaning?

B: No, I've got some letters ..... (write).

4 A: You say you need some advice?

B: Yes, I'm sorry..... (bother) you, but I don't know who..... (ask).

5 A: Do you like Scrabble?

B: Well, I used ..... (play) it quite a lot, but I got fed up with it. I'd rather ..... (watch) television, actually.

**Point out the Objective and the Subjective Participial Constructions.**

1.The car can be seen waiting in the street.

2.We found him lost in his thoughts.

3.She heard the doctors consulting in the next room.

4.When I entered the room, I heard a voice could be speaking.

5.Have you just had your photos taken?

6.My friend always asks me if I can get my clothes made here.

7.I wondered why he didn't have his watch mended so often.

8.I cannot bear him whistling all the time.

9.She had her furniture moved to the other side of the room.

10.Afetr some days he heard music bells coming up the hall.

11. I think I must have my shoes cleaned. They are too dirty.

12.I can feel her hands trembling.

---

13. She saw her brother coming up the street carrying a case.

14. One day he was seen going into the flat with his friends, and that day the accident happened.

15. We found the children playing with their toys in the dining room.

**Use the Nominative Absolute Participial Construction instead of the subordinate clauses.**

1. When the letter was written, she went to post it.

2. When question was settled, we parted, and took our way.

3. As the hour was late, the children hurried home.

4. As the night was warm, my father slept in the yard.

5. If the chairman comes in time, the meeting will be opened at 6 o'clock.

6. If weather permits, we shall start tomorrow.

7. If circumstances permit, they will leave for London at noon.

8. When this had been done, my parents left for home.

9. As the storm had ruined our home, we had to build a new one.

10. As everything was ready, we could go home.

11. As the weather was dark, we decided to end the conversation.

12. I found him waiting for me, and his stich was in his hand.

13. She entered the room, and her dog was following her.

**Define the functions of Participle I and II.**

1. We looked at the stars shining in the sky.

2. Entering the room he greeted the guests.

3. Having done his homework the child left the room.

---

4. He stepped aside, out of the way to the corridor leading into the fortress.

5. They were home but still playing love tag at night.

6. Approaching from behind, she noticed a bottle of scotch on the table, along with the two glasses.

7. Turning her head, he lifted her chin and gazed into her eyes.

8. Being scolded by him again wasn't something she was looking forward to.

9. She spoke to them though betrayed.

10. If discovered Alice would make the call when she went to investigate why Lori's car was there.

11. Maybe he was impressed with how quickly Jamil improved.

---

## THE MODAL VERBS

**Make up situations using can or can't do. Use these words: *climb trees, juggle, lift the weights, play the violin, walk on his hands too.***

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

**How would you ask for permission in these situations?**

**Use *Can I...?*, *Could I...?* or *May I...?* and these verbs: *borrow, join, look at, use.***

► You are at a friend's flat. You want to make a phone call. *Can I use your phone?*

1. You need a calculator. The person sitting next to you has got one.

2. You have gone into a cafe. Three people who you know from work are sitting at a table. You go over to the table.

3. You had to go to a lecture, but you were ill. Your friend went to the lecture and took notes. Next day you are well again and you see your friend.

4. You are coughing and need some medicine. So, you go to the drug store and ask some medicine.

5. You hear the girls singing in the room. You want to listen to their songs beside them. So, you ask them to let you listen to them.

**Vusal and Ramil are at college. They're looking for their friend Narmina. Complete the conversation. Use *may* or *might* and the verb in brackets. Sometimes you need to use the continuous.**



---

Vusal: I can't find Narmina. Have you seen her?

Ramil: (▶) *She might be* (she / be) in the music room.

(▶) *She may be practising* (she / practise).

Vusal: No, she isn't there. I thought

(1)..... (she / be) with you.

Ramil: It's a nice day.

(2)..... (she / be) on the lawn.

(3) ..... (she / sit) out

there reading the paper.

Or (4) ..... (she / have) a coffee.

(5) .....(you / find) her

in the canteen.

Elmira: No, I've looked there.

Ramil: Well, here comes Jamila. (6) .....

(she / know).

**Add a sentence with *may* or *might* (both are correct).**

I'm not sure if it's going to rain. *It might rain.*

I don't know if we'll see an elephant. *We may see one.*

1 I can't say whether Daniel will win

.....

2 I haven't decided if I'm having a holiday.

.....

3 I don't know if we'll get an invitation.

.....

4 I've no idea whether Sarah will be la-

te.....

3 I'm not sure if my friends are visiting

me.....

**Put in *mightn't* or *couldn't*.**

I've got one or two things to do, so I *mightn't* have time to come out tonight.

David *couldn't* work as a taxi driver. He can't drive.

---

1 We're going to need lots of glasses. We .....  
have enough, you know.

2 Mark .....be in the office tomorrow. He thinks he's  
getting a cold.

3 We ..... possibly have a dog, living in a  
small flat like this.

4 I How can you work with all this noise?

I .....work in such conditions.

5 Don't ring tomorrow because I..... be in. I'm  
not sure what I'm doing.

**Complete the conversation. Put in *must*, *can't* or  
*might*.**

Mrs Miles: My name's Nora Miles, and I'm going to do  
a parachute jump.

Reporter: Mrs Miles, you're seventy-three, and you're  
going to jump out of an aeroplane.

You (▶) *must be* mad. You (1).....be serious.

Mrs Miles: It really (2)..... be won-  
derful to look down from the sky. I've always wanted to try it.

Reporter: But anything could happen. You

(3)..... be injured or even killed. I wo-  
uldn't take the risk.

Mrs Miles: Well, young man, your life (4)

.....be much fun if you never take risks.

You ought to try it. You never know - you (5)

.....enjoy it.

Reporter: Enjoy it? You (6) ..... be joking!

**Complete the conversations. Use the words in brac-  
kets and a form of *have to*.**

▶ Melek: David's broken his leg. *He's had to go* (he's /  
go) to hospital.

---

Hafiz: Oh no! How long *will he have to stay* (will / he / stay) there?

Melek: I don't know.

1. Solmaz: I parked my car outside the hairdresser's, and while I was in there, the police took the car away. I've got it back now. But .....(I / pay) a lot of money.

Famil: How much..... (you / pay)?

Solmaz: Two hundred pounds!

2. Tahir: That door doesn't shut properly. . . (you / slam) it every time.

Lamia..... (you / will / fix) it then, won't you?

3. Jeyhuna: You're always taking exams. Why ..... (you / take) so many?

Anar: .....(I / will / take) a lot more if I want a good job.

4. Mayil: We're in a new house now.....(we / move). The old place was too small.

Novruz: Did it take you long to find a house?

Mahur: No, we found one easily. .... (we / not / look) very hard. But it was in bad condition..... (we've / do) a lot of work on it.

5. Novruz: My brother..... (start) work at five o'clock in the morning.

Melek: That's pretty early. What time .....(he / get) up?

Novruz: Half past three.

**Write a sentence with *must*, *have to* or *has to*.**

▶ The sign says: 'Passengers **must** show their tickets.'

So *passengers have to show their tickets*.

▶ The children **have to** be in bed by nine.

Their parents said: '*You must be in bed by nine.*'

- 
1. Laura has to get to work on time.  
Her boss told her:.....
  2. The police told Nick: 'You must keep your dog under control.'  
So Nick: .....
  3. The pupils have to listen carefully.  
The teacher says: .....
  4. The new sign says: 'Visitors must report to the security officer.'  
So now.....

**Put in *must* or *have to/has to*. Choose which is best for the situation.**

- ▶ I *have to* go to the airport. I'm meeting someone.
- 1 You ..... lock the door when you go out. There've been a lot of break-ins recently.
- 2 Daniel .....go to the bank. He hasn't any money.
- 3 I ..... work late tomorrow. We're very busy at the office.
- 4 You really..... make less noise. I'm trying to concentrate.
- 5 I think you ..... pay to park here. I'll just go and read that notice.
- 6 You really ..... hurry up, Vicky. We don't want to be late.
- 7 I ..... put the heating on. I feel really cold.

**Put in *must*, *mustn't* or *needn't*.**

- ▶ Laura: You *needn't* take an umbrella. It isn't going to rain.
- Trevor: Well, I don't know. It might do.
- Laura: Don't lose it then. You *mustn't* leave it on the bus.

---

1 Vicky: Come on. We ..... hurry.  
 We.....be late.  
 Rachel: It's only ten past. We ..... hurry. There's lots of time.

2 Claire: My sister and I are going a different way.  
 Guide: Oh, you..... go off on your own. It isn't safe.  
 We..... keep together in a group.

3 David: I'll put these cups in the dishwasher.  
 Melanie: No, you .....put them in there. It might damage them.  
 In fact, we .....wash them at all. We didn't use them.

4 Secretary: I ..... forget to type this letter.  
 Mark: Yes, it..... go in the post today because it's quite urgent.  
 But the report isn't so important. You..... type the report today.

**Complete her sentences using *don't have to*, *doesn't have to* or *didn't have to*.**

► We had to make our own fun in the old days. There wasn't any television then. These days people *don't have to make their own fun*.

1 There's so much traffic now. You have to wait ages to cross the road. In those days you.....

2 I had to work long hours when I was young. But children today have it easy.

They.....

3 My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child.....

4 There's so much crime today, isn't there? People have to lock their doors now. It was better in the old days when people .....

---

5 We had to wash our clothes by hand. There weren't any washing-machines, you know. Nowadays people .....

**Write the sentences using *didn't need to* or *needn't have*.**

► The previous owners had already decorated the flat, so we *didn't need to decorate it ourselves*

(we / decorate / it / ourselves).

1 Luckily we were able to sell our old flat before we bought the new one, So.....(we/borrow/any money).

2 It was very hot yesterday, so I ..... (water) all the flowers. And now it's pouring with rain ..... (I / bother).

3 We've done the journey much more quickly than I expected. So ..... (we / leave / so early).

4 A friend had already given me a free ticket to the exhibition. So ..... (I / pay/to go in).

5 Service was included in the bill, so..... (you / tip / the waiter). It was a waste of money.

**Put in *should*, *shouldn't*, *ought* or *oughtn't*. (Look for the word *to*.)**

Vicky: I can't come out tonight, Rachel. I (►) *ought to* do some more work.

I'm behind with everything. I've got so much to do.

Rachel: You (1) .....worry so much, Vicky. Don't panic.

You (2)..... to relax sometimes. You (3)..... take a break.

Vicky: I know (4) .....panic, but I do. I can't help it.

Rachel: Anyway, you're doing OK, aren't you? Your results have been good.

You (5)..... be pleased. You (6)..... to invent problems for yourself.

---

**Complete the conversation. Put in *could, shall, will* or *would*.**

Daniel: Where (►) *shall* we have our picnic, then?

Rachel: This looks all right. (1) .....we sit here?

Emma: Oh, I've forgotten the sausages. They're in the car.

Matthew: (2) ..... I get them?

Emma: Oh, thanks, Matthew.

Vicky: We (3) .....sit by those trees. It looks nicer over there.

Rachel: No, it's fine here.

Daniel: Yes, it's better here, I think.

Emma: (4) .....you like a sandwich, Vicky?

Vicky: Oh, thank you.

Emma: (5) .....you have one, Rachel?

Matthew: And here are the sausages. (6) ..... anyone like one?

**What would you say? There is more than one correct answer.**

► A friend has called at your flat. Invite him to come in.

*Would you like to come in ?*

1 Offer your visitor a cup of tea.

2 You don't know what to say in your letter. Ask your friend for a suggestion.

3 You are walking in town with a friend. Suggest having a cup of coffee.

4 A woman you know is afraid to walk home alone. Offer to walk home with her.

5 You are writing to a friend. Invite her to visit you one weekend.

---

**Complete the conversation. Put in *will, won't, would* or *wouldn't*.**

Emma: We (►) *won't be* here next September. It's hard to believe, isn't it?

In a few months our student days (1).....be over.

Matthew: It (2).....be long now. I wish I had a job.

Then 1(3).....know where I was going.

Emma: Who knows what the future (4).....bring?

Matthew: Why don't we get married, Emma? Then at least we (5).....be together.

Emma: I don't think so, Matthew. It (6).....be a good idea.

Matthew: I couldn't live without you, Emma.

Emma: I really (7)..... like to believe you, Matthew.

**Complete the conversations. Put in *will, won't, would* or *wouldn't* with these verbs: *eat, give, go, help, let, like, open, stand*.**

► Vicky: Have you noticed how thin Jessica has got?

Rachel: She's on a diet. She *won't eat* anything except carrots.

1 Harriet: Mike and I.....you get everything ready.

Mike: Yes, we're quite willing to lend a hand.

2 Laura: You're late. I thought you were going to leave work early today.

Trevor: Sorry. The boss ..... me go.

3 Mark: Sarah and I.....you a lift, Mike.

Sarah: Yes, we're going your way.

4 Harriet: I heard Rita has quarreled with her boyfriend.



---

Melanie: That's right. If he's invited to the party, she.....

5 Vicky: I've had enough of table tennis for one day.

Rachel: OK. Maybe Daniel.....a game with me.

6 Trevor: What's wrong with the washing-machine?

Laura: When I tried to use it earlier, the door .....

7 Mike: This lamp is always falling over.

Harriet: It ..... up properly.

**Look at each conversation and choose the best sentence, a) or b).**

► Has the car broken down? ~ Well, we may have run out of petrol.

a) I'm sure there's no petrol left, b) I think there's no petrol left.

1 You could have had a free holiday. ~ Yes, we could, but the dates weren't convenient.

a) We had a free holiday, b) We didn't have a free holiday.

2 Did you record the programme? ~ I can't remember. I might not have done.

a) I'm not sure if I recorded it. b) I certainly didn't record it.

3 Can't you find that newspaper? ~ No, someone must have thrown it away.

a) It was necessary to throw it away, b) I realize now that it was thrown away.

**Complete the replies. Use *should/ought to* or *should have/ought to have*.**

► Rita: Tom's car was stolen. He hadn't locked it.

David: I suppose it's his fault then. *He should have locked it.*

---

► Tom: I can't sleep sometimes. My neighbours play music all night.

Melanie: That's a nuisance. *They shouldn't play music all night.*

1 Mark: The picnickers left litter everywhere.

Sarah: That's awful.....

2 Emma: Jessica isn't very friendly, is she? She never says hello to people.

Matthew: I know.

3 Rachel: I don't think Daniel's going to get that job. He was late for the interview.

Natasha: That can't have looked very good.

.....

4 Daniel: Did you see Vicky crossing the road? She didn't look.

Emma: She could have been killed.....

**Complete the conversation. Use *can't have*, *might have*, *must have* and *shouldn't have*.**

Harriet: There's a parcel outside. The postman *must have left* (leave) it.

Mike: Well, (1) ..... (he/ leave) it outside. He isn't supposed to do that.

Someone (2)..... (take) it. Why didn't he ring the bell?

Harriet: He always rings. (3)..... (you / be) out when he came.

Mike: I haven't been out. So (4) ..... (he / ring) the bell.

**Complete the sentences. The second person agrees with the first. Use *might have*, *couldn't have*, etc.**

► \_\_\_\_\_ Matthew: I'm sure the computer didn't make a mistake. That's impossible.

---

Emma: No, of course *the computer couldn't have made a mistake.*

1 Mark: I can't see the letter here now. So clearly someone posted it.

Alan:

Yes,.....

2 Natasha: It's possible Emma didn't hear the alarm.

Rachel: Well, I suppose.....

3 Sarah: Henry drove at 100 miles an hour. Don't you think that's dangerous?

Mark: Yes, I do.....

4 Daniel: I just don't believe that Andrew has failed the exam.

Vicky: Andrew? Impossible!

le!.....

**Decide which word is correct.**

► *Could* I have some more tea, please?

a) Could b) Shall c) Will d) Would

1 Everyone's asleep. We..... make a noise.

a) couldn't b) mustn't c) needn't d) wouldn't

2 you like to go for a ride with us?

a) Do b) Should c) Will d) Would

3 I wonder if this is the right way. It .....not be.

a) can b) could c) might d) must

4 I don't think I want to see this film. ~ Oh, I think you..... enjoy it.

a) can b) shall c) will d) would

5 I'm quite happy to walk. You ..... drive me home.

a) don't b) haven't c) mustn't d) needn't

6 I show you the way? ~ Oh, thank you.

a) Do b) Shall c) Will d) Would

7 It's late. I think we ..... better go.

a) had b) have c) should d) would

- 
- 8 We all tried to push the van, but it..... move.  
a) can't b) couldn't c) won't d) wouldn't

**Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.**

► Perhaps Susan knows the address, (may)

*Susan may know the address.*

1 We should be careful, (ought)

2 I managed to finish all my work, (able)

3 I realize that it was a terrible experience for you.

(must)

4 It's against the rules for players to have a drink, (allowed)

(wed)

5 The best thing for you to do is sit down, (better)

6 The report must be on my desk tomorrow morning,

(has)

7 It is possible that Joanne did not receive my message,

(might)

8 It's impossible for Martin to be jogging in this weather, (can't)

(can't)

9 Tessa wants a cup of coffee, (like)

10 It was not necessary for Nancy to clean the flat,

(didn't)

**Here is some information for visitors to New York City. Write the missing words. Use one word only in each space.**

Before you travel to the US, you (►) *must* find out what documents you need. British people do not

(1)..... to get a visa, but there are different rules for different nationalities. For example, you

(2) .....need to show that you have enough money with you. But there's one rule you can

---

be sure about: everyone (3)..... to show their passport. The roads in New York are very busy, but don't worry - you (4)..... get around cheaply and easily by subway. Remember that you are not (5)..... to smoke on public transport or in shops. And don't forget either that you are (6) ..... to tip taxi drivers and waiters. New York is not the most dangerous city in the US, but you really (7) ..... walk along empty streets at night. And it is safer if you are (8) ..... to travel around in a group.

**Decide whether dare is a modal verb or a notional verb in the following sentences.**

1. Don't dare to say it was her fault.
2. "I wouldn't dare try," he said.
3. How dare you say he is dishonorable?
4. "Take him this, and don't you dare break the Code again," she said.
5. That's an area where I wouldn't even dare to speculate.
6. She didn't have to ask him to know he didn't dare confront him about it.
7. And don't you dare go in that mine!

---

## THE MOOD

**Insert the appropriate form of the Subjunctive Mood.**

1. How dare you . . . (to interfere) with my private concerns?

2. . . . you think I . . . (to be impressed) by your rotted money?

3. Dinner . . . (to be announced) and their bright talk . . . (to disturb) to other things.

4. Though Julia . . . . (to take part) in it with gaiety, though she . . . (to appear) to be giving her guests all her attention and even . . . (to listen) with a show of appreciation to one of Michael's theatrical stories that she . . . (to hear) twenty times before, she was privately holding an animated conversation with Dolly.

5. . . . you . . . (to think) that people . . . (to come) to them to see you.

6. Later on, at the cinema, she sat next to Tom as if she . . . (to intend) and . . . (to hold) his hand, but it seemed to her singularly unresponsive.

7. She wished that she . . . (to have) an opportunity of a few words with him so that she . . . (may to tell) him not to worry.

8. It . . . (not to do) to ask Michael, that would look as though she . . . (to attach) importance to it.

9. It . . . (to be) much wiser not to have a row with her.

10. She seemed as though she . . . (to think) of the scene she . . . (to have) with Dolly.

11. She . . . (to be) sweetness itself, she . . . (to wheedle) it all out of her, and never . . . (to give) her an inkling that she was angry.

12. It was curious that it . . . (to send) a cold of shiver down her back to think that people . . . (to talk) about her.

---

13. After all if she . . . (cannot to do) what she . . . (to like), who could?

14. All the same one . . . (not to deny) that it . . . (not to be) very nice if people . . . (to laugh) at her.

15. She wondered what he . . . (to do) if he . . . (to find) out the truth.

**Open the brackets using the correct form of the Conditional Mood.**

1. If he . . . (to have) any sense, he . . . (to shut) his eyes.

2. Of course, it . . . (not to matter) really very much to her.

3. It . . . (to sound) as if everything . . . (to be) all right.

4. If I . . . (to have) any sense, I . . . (not to talk) to her.

5. The strange thing was that when she . . . (to look) into her heart it . . . (not to be) she the woman who . . . (to resent) the affront.

6. She . . . (to feel) often that feeling, but I . . . (not to be) really herself, not even part of her.

7. She . . . (to be accustomed) so to sleeping in the afternoon that she (can to drop) always off the moment she . . . (to compose) herself.

8. She . . . (to like) you (may to wait) a little longer.

9. You . . . (to talk) as though it . . . (to be) just a rather curious experiment.

10. She felt terribly sorry as though she . . . (not to do) it.

11. I wish it (not to be) quite so matter of fact.

12. She asked me if I . . . (not to get) her an understudy in your next play.

13. If I . . . (to have) a chance like that I . . . (to jump) at it.

14. It began to look as if in this respect he . . . (can to do) without her.

15. If I . . . (can to have) an understudy I mean, that . . . (to give) me a chance of attending rehearsals and studying your technique.

---

16. I wish you . . . (to come) round and . . . (to tell) her that yourself.

17. It was unheard-of that she . . . (to go) behind and . . . (to congratulate) a small-part actress.

18. She suggested that they . . . (to go) down to the basement and forage.

19. If I . . . (not to be) a fool, I . . . (not to say) nothing.

20. It . . . (not to be) so bad if she . . . (can to confide) her grief to a friend.

### **Open the brackets using the correct form of the Suppositional Mood.**

1. She wanted someone . . . (to console) her, someone . . . (to tell) her that he was not worth troubling about. It almost looks as if the only person I . . . (can to go) to is my father.

2. She knew exactly what he . . . (to say) to her in such situation.

3. How different everything . . . (to be) if we . . . . (to bolt) that time.

4. If you only . . . (to know) the agony I suffered when you . . . (to be) ill! I don't know what I . . . (to do) if you . . . (to die)!

5. You make me feel as if I . . . (to do) my duty to you.

6. I felt as if I . . . (can to say) nothing.

7. Finally it occurred to me that I . . . (to call) as though nothing . . . (to happen).

8. If it was convenient for her to see me it . . . (to give) her the opportunity to send me away.

9. I wished to goodness that I . . . (not to return) to London.

10. It is as though someone (to cast) a spell over him.

11. If she . . . (not to be) so busy with her own affairs, I . . . (cannot to believe) that she . . . (not to suspect) something was the matter.



---

12. She changed her conversation as though it . . . (to be) a matter to which she . . . (to attach) no importance.

13. Her education made it likely that she . . . (to be) a typist more efficient than the average.

14. She was so efficient that it was certain she . . . (to make) a success of the adventure.

15. If he . . . (not to be) in any real want, I . . . (not to be prepared) to help him a little.

16. I suppose I . . . (not to say) that very stupid thing.

17. He spoke as though I . . . (to be) a child that needed to be distracted.

18. It seemed to me cruel that it . . . (to break) to pieces by a ruthless chance.

**Comment on the situations. Use *if*+ the present tense + *will/can*.**

It might rain. If it does, everyone can eat inside.

*If it rains, everyone can eat inside.*

The children mustn't go near Nick's dog. It'll bite them.

*If the children go near Nick's dog, it'll bite them.*

1 Rachel might fail her driving test. But she can take it again.

2 United might lose. If they do, Tom will be upset.

3 The office may be closed. In that case Mark won't be able to get in.

4 Nick may arrive a bit early. If he does, he can help Tom to get things ready.

5 The party might go on all night. If it does, no one will want to do any work tomorrow.

6 Emma may miss the train. But she can get the next one.

7 Is Matthew going to enter the race? He'll probably win it.

---

**Match the sentences and join them with *if*.**

- ▶ You lose your credit card. I can't sleep.
- 1 You get promoted. You get a warning letter.
- 2 I drink coffee late at night. You have to ring the bank.
- 3 You don't pay the bill. Your salary goes up.
- 4 I try to run fast. The alarm goes off.
- 5 Someone enters the building. I get out of breath.
- ▶ *If you lose your credit card, you have to ring the*

*bank.*

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

**Comment on these situations. Use conditional with *would* or *could*.**

▶ Andrew is such a boring person because he works all the time.

You know, *if Andrew didn't work all the time, he wouldn't be such a boring person.*

▶ You can't take a photo because you haven't got your camera.

How annoying. *If I had my camera, I could take a photo.*

1 You can't look the word up because you haven't got a dictionary.

I'm sorry.....

2 You don't write to your friends because you're so busy.

I've got so much to do.....

3 You can't play tennis because your back is aching. It's a nuisance.....

---

4 Claire won't marry Henry because she doesn't love him.

Of course, .....

5 Nick can't find the way because he hasn't got a map.

Nick's lost, but .....

6 David has so many accidents because he's so clumsy.

You know,.....

**Complete the conversation. Put in the correct form of the verb. You may need to use *will* or *would*.**

Matthew: I haven't forgotten your birthday, you know. If you like, (►) *I'll book* (I / book) a table for Thursday at our favourite restaurant.

Emma: My birthday is on Wednesday, Matthew.

You're playing basketball then, aren't you? If you cared for me, (1) .....(you/not/play) basketball on my birthday.

Matthew: What's the difference? If (2)..... (we / go) out on Thursday, it'll be just the same. If (3)..... (I / not / play), I'd be letting the team down.

Emma: Yes, I suppose (4).....(it / be) a disaster if you missed one game. Well, if (5)..... (you / think) more of your friends than you do of me, you can forget the whole thing.

Matthew: I just don't understand you sometimes, Emma.

Emma: If (6).....(you / think) about it, you'd understand. And I think(7)..... (it / be) better if we forgot all about my birthday.

Matthew: Don't be silly, Emma. If you get into one of your bad moods, (8) .....(it / not / do) any good.

Emma: If you were interested in my feelings, (9).....(I / not / get) into a bad mood.

---

**Look at the information in brackets and complete the sentences using *if* or *when* and a verb in the present simple.**

(I may see Tom tonight.) *If I see Tom*, I'll tell him the news.

(Melanie is coming soon.) *When Melanie comes*, can you let her in, please?

1 (The alarm will ring soon.)..... we all have to leave the building.

2 (I might feel better tomorrow.)..... I'll probably go back to work.

3 (This film finishes at ten.)  
..... I'll stop the video.

4 (The plan may not work.) ..... we'll have to think of something else.

**Which word makes more sense? Put in *if* or *unless*.**

Rachel will be pleased *if* she passes her driving test.

The bus won't stop *unless* you ring the bell.

1. I can't read your letters ..... you type them.

2. Emma will be upset ..... she doesn't get the job.

3. You can't go into the reception you've got a ticket.

4. Don't bother to ring me ..... it's important.

5. They wouldn't all be there . . . something terrible had happened.

6. I'll take care of the others . . . you want to watch the kids.

7. "What will happen . . . she is guilty?" asked Dorothy.

8. I'll make dinner . . . somebody else wants to.

**What might you say in these situations? Begin *I wish ...***

to someone who never answers your e-mails

*I wish you'd answer my e-mails.*

---

to someone who makes rude remarks about you  
/ *wish you wouldn't make rude remarks about me.*

1. to someone who won't hurry up
2. to someone who never does the washing-up
3. to someone who isn't telling you the whole story
4. to someone who blows cigarette smoke in your face
5. to someone who won't tell you what he's thinking
6. to someone who never calls you
7. to someone who is not listening to you

**Complete the sentences. Use these words: *accepted, caught, found, played, saved, stayed.***

► I spent all my money. I wish now that / *had saved it.*

1. I missed the train. I really wish  
.....
2. Rita left the party early. Nick wishes  
.....
3. Emma refused the offer. But her parents wish  
.....
- 4 I looked everywhere for the key. I wish .....
- 5 The injured player could only watch. He wishes .....

**Complete the news report about a protest against a new road. Put in the correct form of the verbs. Sometimes you need *will* or *would*.**

Yesterday protesters managed to hold up work on the office. Protest leader Alison Compton defended the action by members of the Green World group. 'If we don't protest, soon

(►) *there'll be* (there / be) no countryside left,' she told reporters. The bypass is now well behind schedule, and if the protesters had not held up the work so often, (1)..... (it / open) two months ago.

---

'If these fields (2)..... (disappear), we'll never see them again,' said Ms Compton.

'Why can't we use public transport? If more people (3)..... (travel) on buses and trains, we wouldn't need new roads. If the motor car had never existed, the world (4)..... (be) a more pleasant place today.'

But many people in the office want their new bypass. 'If (5)..... (they / not build) it soon, the traffic jams in the town will get worse,' said Asif, whose house is beside the busy A34. 'We just can't leave things as they are. If things remained the same, people's health (6)..... (suffer) even more from all the pollution here.

It's terrible. If we don't get the traffic out of the town, (7)..... (I/go) mad. If (8)..... (I/know) earlier how bad this problem would get, (9)..... (I/move) out years ago.

But now it has become impossible to sell this house because of the traffic. The government waited too long.

If (10)..... (they / do) something sooner, there would be less traffic today'

And the protest is making the new road even more expensive. 'If this goes on, (11) ..... (there / not / be) enough money left to finish the road,' says the Transport Minister.

**Look at the answers below and write the correct answer in each space.**

► A: There's always something going wrong with this car.

B: If you had any sense, you'd *have sold* it long ago.

a) be selling b) have sold c) sell d) sold

1 A: It's a pity the lake wasn't frozen yesterday.

B: Yes, it is. If it ..... frozen, we could have gone skating.

---

a) had been b) was c) would be d) would have been

2 A: Haven't you got enough money for a holiday?

B: Oh yes. I've got some saved up ..... I suddenly need it.

a) if b) in case c) that d) unless

3 A: What are you going to do next year?

B: I wish I ..... the answer to that question.

a) knew b) know c) could know d) would know

4 A: These figures are too complicated to work out in your head.

B: Yes, if ..... we had a calculator.

a) better b) only c) really d) that

5 A: What are you doing later this afternoon?

B: Oh, .....the game finishes, I'll go home, I expect.

a) if b) in case c) unless d) when

6 A: Do you think I should take the job?

B: You shouldn't do anything..... you think it's the right thing to do.

a) if b) in case c) unless d) when

**Put in *although* or *in spite of*.**

► My sister got the job, *although* she didn't expect to.

1.....I told the absolute truth, no one would believe me.

2 Daniel forgot his passport.....having it on his list.

3.....it was sunny, it was quite a cold day.

4 The goods were never delivered.....the promise we had received.

5 Henry asked Claire to marry him.....the fact that he's a lot older than her.

---

## THE SENTENCE

**Read the sentences and define them according to the types of communication.**

1. Charles Ives wrote music in his spare time.
2. People don't like to look down from balconies or terraces.
3. All the victims were badly hurt.
4. I am not going to the concert.
5. She started saving all of her paper-route income.
6. Does he work in this factory or in that one?
7. Ursula and her mom attended a special seminar on preserving the Brazilian rain forest.
8. Maria was not a famous native American ballerina.
9. Leona attended university for the first two years of her college career.
10. Do you know their native city?
11. Who will arrive soon?
12. Don't let your children play with matches.
13. Do you like to live in the country or in the city?
14. The officer ordered the soldiers to stop firing, didn't he?

**Read what Gunay is thinking and write down her questions.**

► (I expect Claude has won lots of prizes.) *Have you won lots of prizes?*

1 (I wonder if he's a rich man.)

.....

2 (Perhaps quizzes are his only hobby.)

.....

3 (I expect he worked hard at school.)

.....



---

4 (I wonder if he's got any other interests.)

.....  
5 (I wonder if it's an interesting life.)

.....  
6 (Perhaps his wife asks him quiz questions.)

.....  
7 (And maybe he answers questions in his dreams.).....

**What would you say in these situations?**

▶ You want to know if Mark has been to Los Angeles.  
Ask Sarah.

*Has Mark been to Los Angeles ?*

1 You aren't sure if Rachel and Vicky are going to America. Ask them.

2 You want to know if Laura plays tennis. Ask Trevor.

3 You are wondering if Claire enjoyed her holiday. Ask her.

4 You want to suggest to Rachel that you both go for a walk.

5 You need to know if David will be at the club tonight.  
Ask him.

6 You want to know if the train is on time. Ask Mark.

7 You are wondering if Mike and Harriet go camping.  
Ask David.

8 You want to ask Matthew if you can borrow his squash racket.

9 You want to know if Nick has got a motor bike. Ask him.

**Put in these words and phrases: *how far, how long, how often, how many, what, what colour, what kind, when, where, who.***

▶ *What colour* is the Greek flag? Blue and white.

1. .... is Melbourne? It's in Australia.

- 
2. ....centimetres are there in a kilometre? A hundred thousand.
  3. .... did the Second World War end? In 1945.
  - 4 ..... did Romeo love? Juliet.
  - 5 .....is Sirius? It's a star.
  - 6 .....is it from Los Angeles to San Francisco? About 400 miles.
  - 7 ..... are the Olympic Games held? Every four years.
  - 8 .....of food is Cheddar? It's cheese.
  - 9 ..... is a game of rugby? Eighty minutes.

**Complete the questions.**

Harriet: Mrs Evans:

So ten people have sent cards. Pardon?

How many *people have sent cards* ?

I met David's friend yesterday. What? Whose *friend did you meet* ?

1 You can keep those photos. Photos?

Which .....

2 Those flowers look lovely. Do they?

Which.....

3 Fifty pounds went missing. Missing?

How much .....

4 I passed Mark's house earlier. Pardon?

Whose .....

5 The doctor has four children. Really?

How many .....

6 Doctors earn lots of money. I don't know.

How much.....

7 Mike's uncle has died. What's that? Who-

se.....

8 Trevor's wife is coming later. Oh?

Whose .....

---

## THE PARTS OF THE SENTENCE

**Read the text and find the subjects. Say what part of speech they are expressed by. Then retell the text.**

One day a man saw an old lady, stranded on the side of the road, but even in the dim light of day, he could see she needed help. So he pulled up in front of her Mercedes and got out. His Pontiac was still sputtering when he approached her.

Even with the smile on his face, she was worried. No one had stopped to help for the last hour or so. Was he going to hurt her? He didn't look safe; he looked poor and hungry.

He could see that she was frightened, standing out there in the cold. He knew how she felt. It was those chills which only fear can put in you.

He said, "I'm here to help you, ma'am. Why don't you wait in the car where it's warm? By the way, my name is Bryan Anderson."

Well, all she had was a flat tire, but for an old lady, that was bad enough. Bryan crawled under the car looking for a place to put the jack, skinning his knuckles a time or two. Soon he was able to change the tire. But he had to get dirty and his hands hurt.

As he was tightening up the lug nuts, she rolled down the window and began to talk to him. She told him that she was from St. Louis and was only just passing through. She couldn't thank him enough for coming to her aid.

Bryan just smiled as he closed her trunk. The lady asked how much she owed him. Any amount would have been all right with her. She already imagined all the awful things that could have happened had he not stopped. Bryan never thought twice about being paid. This was not a job to him. This was helping someone in need, and God knows there were plenty, who had given him a hand in the past. He had lived his whole life that way, and it never occurred to him to act any other way.

---

**Read the text and state the type of the predicate according to its meaning and structure.**

Christopher Columbus was born in Genoa, Italy in 1451. His career in exploration started when he was very young. As a teenager he traveled the seas and eventually made Portugal his base. He appealed to the kings of Portugal, France and England to finance a westward trip to the Indies, but all denied his request. After ten years of monumental efforts but fruitless results, King Ferdinand and Queen Isabella of Spain agreed to finance Columbus in the hopes of acquiring great wealth. On August 3, 1492, Columbus and three ships, the Nina, Pinta, and Santa Maria, left Palos, Spain and headed westward. After stopping in the Canary Islands off the coast of Africa, Columbus' ships hit the open seas. Covering about 150 miles a day, the trip was long and arduous. The crew was afraid of sea monsters and grew more restless every day land was not sighted. Columbus offered a reward for the first person to sight land. On October 12, a crew member aboard the Pinta sighted one of the Bahama Islands. Columbus set foot on what he believed was one of the Spice Islands, a group of islands in Asia (now known as Indonesia), where valuable spices and riches came from. He named the land San Salvador. Columbus failed to find the riches he expected, and continued to search for China. He next visited Cuba and Hispaniola (Dominican Republic). He encountered native peoples who he named "Indians" because he believed they were inhabitants of the Indies. Columbus returned to Spain a hero. He was named viceroy of the Indies. He soon returned to the New World but never found the riches he expected. Some began to believe that Columbus had found "a new world" rather than a shortcut to the Indies. Christopher Columbus made one of the greatest discoveries in the history of the world - North America. Though he probably wasn't the first explorer to see the continent, and he believed until his death that the islands he encountered were in the Asi-

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an continent, his discoveries were instrumental in the establishment of Spanish colonies in North America. Today, we celebrate Columbus Day in October to commemorate his discoveries.

**Read the text and define the direct and indirect objects in it. Then retell the text.**

A holy man was having a conversation with the Lord one day and said, "Lord, I would like to know what Heaven and Hell are like.

The Lord led the holy man to two doors. He opened one of the doors and the holy man looked in. In the middle of the room was a large round table. In the middle of the table was a large pot of stew which smelled delicious and made the holy man's mouth water. The people sitting around the table were thin and sickly. They appeared to be famished. They were holding spoons with very long handles and each found it possible to reach into the pot of stew and take a spoonful, but because the handle was longer than their arms, they could not get the spoons back into their mouths. The holy man shuddered at the sight of their misery and suffering. The Lord said, "You have seen Hell."

They went to the next room and opened the door. It was exactly the same as the first one. There was the large round table with the large pot of stew which made the holy man's mouth water. The people were equipped with the same long-handled spoons, but here the people were well nourished and plump, laughing and talking.

The holy man said, "I don't understand"." It is simple said the Lord, "it requires only one skill. You see, they have learned to feed each other. While the greedy think only of themselves."

**Read the following sentences and define whether *it* is the subject or the object of the sentence.**

1. The fire snapped as it grew.

- 
2. "How does it taste?" asked mother.
  3. It was the first time she thought of Katie that way.
  4. But since you wish to hear my part, and urge me to begin it, I'll strive for praise with all my heart, though small the hope to win it.
  5. Why is it that history repeats itself?
  6. The students found it difficult to do all tests in such short time.
  7. She thought it interesting that he had sent him flowers.
  8. I do not think it is useful staying in this hotel.
  9. One day I happened to spill water on my apron, and I spread it out to dry before the fire which was flickering on the sitting-room hearth.
  10. Do not you find it easy to discuss this problem with him?
  11. We consider it necessary not to be disturbed during the meal.
  12. Alex had destroyed it then with suspicion and accusations.
  13. It was true, and it brought color to his neck, but he didn't comment.

**Paraphrase the following sentences using cognate object.**

**Example:**

He smiled and his smile was sad. = She clearly smiled a **sad** smile to see that day end.

1. He slept, and his sleep was troubled.
2. He laughed bitterly.
3. He dreamed, and his dream was strange.
4. He walked and talked as they did.
5. He smiled, and his smile was charming.
6. He danced, and his dance was cheerful.

---

7.He died painfully.

**Point out the attributes and define by what they are expressed.**

A business executive was deep in debt and could see no way out. Creditors were closing in on him. Suppliers were demanding payment. He sat on the park bench, head in hands, wondering if anything could save his company from bankruptcy.

Suddenly an old man appeared before him. “I can see that something is troubling you,” he said. After listening to the executive’s woes, the old man said, “I believe I can help you.” He asked the man his name, wrote out a check, and pushed it into his hand saying, “Take this money. Meet me here exactly one year from today, and you can pay me back at that time.” Then he turned and disappeared as quickly as he had come.

The business executive saw in his hand a check for \$500,000, signed by John D. Rockefeller, then one of the richest men in the world! “I can erase my money worries in an instant!” he realized. But instead, the executive decided to put the un-cashed check in his safe. Just knowing it was there might give him the strength to work out a way to save his business, he thought.

With renewed optimism, he negotiated better deals and extended terms of payment. He closed several big sales. Within a few months, he was out of debt and making money once again. Exactly one year later, he returned to the park with the un-cashed check. At the agreed-upon time, the old man appeared. But just as the executive was about to hand back the check and share his success story, a nurse came running up and grabbed the old man.

---

**Point out the type of attribute and define by what it is expressed.**

It was very late when I arrived in Flagstaff. The dust was sick around your ankles, and the sun was blinding. I got off the bus and stood in the middle of the street trying to decide which way to go. A taxi driver stuck his head out of his window and asked, "Where to, Mister?"

I had no answer for him, so he offered to take me to Mrs. Johnson's, a small house in the old part of the city. Mrs. Johnson's husband had died in the war and her children had moved off to other cities. She rented rooms to single men and was very particular about whom she let stay in her house. Being a graduate of the Police Academy and a new academy and a new employee on the police force in Flagstaff, I had no trouble getting a room. Mrs. Johnson was pleased to have me "protecting her from them", as she said. She seemed to define 'them' as any unsavory element with designs on her property or life. Termites fell into this category, and I would spend the first weekend spraying under the house with insecticide.

Luck was with me: I had been in town only an afternoon, and I had already found a place to live. When I went to work the next morning, I knew my luck had changed. The other officers were all suspicious of the outsider from New York. They thought that their own honour was at stake. They thought I was going to come in and show them how to run a police station.

**Read the sentences and point out adverbial modifiers and state their types.**

1. A man came running with an excited expression. 2. She went down very slowly. 3. The children in the street stayed noiseless till the end of the accident. 4. In spite of their lively talk each of them had something in reserve. 5. He came back with a full bag of gold. 6. The girls are just going out through



---

an ajar window. 7. The lady lived in a large gloomy house in one of London's higher class squares. 8. The fire that was merrily burning in the grate attracted the newcomers as a magnet. 9. Bill was much too exhausted from his night vigil to be of any further help. 10. The room was empty save for a small boy playing with his toys in a corner. 11. But for sheer coincidence, you would hardly be likely to run across him in this busy place. 12. Caroline, not knowing what to say, looked questioningly at her companion. 13. The village is large enough to organize a drama society for the young folk. 14. Despite his uncomfortable position, the passerby was easy to talk to. 15. The baby shouted in spite of her mother.

**Point out adverbial modifiers and state their types.**

In the kitchen she threw her arms around me and gave me a sisterly squeeze. "I'm going to miss you. Who's going to come and look after Jeannie when you go away?" She kissed me and then slipped an envelope into my pocket. I felt the outline of the envelope and knew she had put money in it. I was embarrassed and happy at the same time. It had taken a lot of money to study at the Police Academy, and I knew I would need a lot more to start in Flagstaff.

"Well, is that how you want Dwight to remember his family when he's off on the other side of the world?" Holding me by arm she brought me over to the kitchen table where my mother and other sister sat starting into their coffee cups. "Let's have a little laughter. Our boy is going off to be a famous detective. "She turned to me suddenly and looked at me as if she were trying to figure something out. She went over to her handbag and pulled out a newspaper with the headline Arizona heiress killed in fall."

---

## THE WORD ORDER. THE INVERSION

**Put the words in the right order and ask the question.**

► everyone / is / ready *Is everyone ready?*

1 been / have / where / you

2 do / postcards / sell / you

3 belong / calculator / does / this / to / who

4 are / here / how / long / staying / you

5 is / like / new / office / what / your

6 are / flights / full / of / the / which

7 carnival / does / start / the / time / what

8 decided / has / holiday / Nancy / on / what

**Put in the correct question word or phrase.**

► *What* did you buy? ~ A box of chocolates.

1..... is this building? ~ It's about two hundred years old.

2.....does your team play in? ~ Red.

3.....bag are you carrying? ~ Judy's.

4.....money do you earn? ~ About £250 a week.

5.....hand do you write with? ~ My right hand.

6.....of shop do you work in? ~ A toy shop.

7.....first stepped on the moon? ~ Neil Armstrong, wasn't it?

8.....is your mother? ~ She's much better, thank you.

9..... is it to the post office? ~ About two hundred metres.

10.....do you take a holiday? ~ Once a year.

11.....name will you give the baby?  
~ We haven't thought of one yet.

---

**Write the sentences correctly.**

► Would-like-you:to go sailing? *Would you like to go sailing?*

- 1 Do you be-a student here?
- 2 How many-cakes have eaten you?
- 3 Enjoyed-you your walk?
- 4 Where your-friends have gone?
- 5 What kind of music-do-you like?
- 6 Does-Peter plays tennis?
- 7 About what are you-talking?
- 8 What has it happened?

**Read about each situation and write down the question.**

You want to know if it is raining.

*Is it raining?*

You need to ask Polly where she lives.

*Where do you live?*

1 You would like to ask Nancy where she bought her coat.

2 You want to ask Susan if Amy can swim.

3 You want to ask Simon which band he likes best.

4 On the phone you want to know who you are speaking to.

5 You need to know how much video recorders cost.

6 You are asking permission to come in.

7 You need to find out how long the journey takes.

8 You want to ask Adrian what he locked the door for.

9 You want to ask what happens next.

10 You want to suggest that you all go out together.

---

**Write the questions to which the underlined words are the answers.**

► Christopher is going to London by train.

*How is Christopher going to London ?*

1 The Smiths have got three cars.

2 Janet works at the supermarket.

3 Andrea is learning English because she will need it in her job.

4 The film was really romantic.

5 The meeting will take place next Tuesday.

6 Tessa switched off the computer.

7 Mr Johnson's burglar alarm was ringing.

8 Anna went to the dance with Martin.

**Complete the conversations using the words in the brackets.**

► Mike: I walked home from the town centre, (take / bus)

Harriet: You mean you walked all the way? *Didn't you take a bus?*

1 Vicky: I think I'd like to lie down for a while, (feel / well)

Rachel: Oh, dear.

.....  
2 Matthew: I'm looking forward to getting the photos you've sent, (arrive / yet)

Richard: I sent them a week ago

.....  
3 David: I saw Rita, but she walked straight past me. (say / hello)

Melanie: Without speaking to you?

.....  
4 Andrew: I never sit by the pool. I hate water, (swim)

Emma: Really?

.....

---

**Arrange the words to make negative sentences. Place time expressions at the end of the sentences.**

1. our holiday / will / at home / we / not / spend / next year

2. did / I / him / see / not / last night / at the disco

3. to a party / not / we / tonight / going / are

4. will / a letter / not / next week / send / you / she

5. not / the truth / did / he / tell / you

6. to the cinema / we / want / not / do / tonight / to go

7. play / in the bar / did / he / last week / not / the pia-

no

8. not / now / she / in England / is

9. eat / in winter / ice-cream / do / not / I

10. right now / have / not / we / time / do

**Comment on the word order and explain the cases of inversion.**

1. So it is you that have disgraced the family. 2. At the sides of the house were bushes of lilac entirely hiding the farm building behind. 3. A fresh wrong did these words inflict. 4. He did not speak: nor did I. 5. Happy she never seemed, but quick, sharp, absorbed, full of imagination and changeability. 6. At this period came the young Skrebensky. 7. Only once did he go to the master of the studio for help. 8. Many a tear did I shed at night. 9. Little did my poor aunt imagine what a gush of devout thankfulness thrilled through me. 10. A snow white silk blouse, falling well open, showed off her long neck. 11. Directly in front of her window was a stone parapet. 12. Never, indeed, would he forgive her that episode.

---

## THE CLAUSES

**Define the types of subordinate clauses: *subject, object and predicative clauses.***

1. That Fred is a funny comedian is obvious to all.
2. It is a wonder that Fred can do such a good impression.
3. That they look alike is clear to everyone. Bottom of Form
4. Whoever thought of that idea is a genius.
5. On weekends, we can do whatever we want.
6. That he can imitate Barack Obama surprises everyone.
7. What he said was funny.
8. That the President thinks he is funny is a pleasant surprise.
9. That Fred can do such a good impression is a wonder.
10. The focus of our work is how we can satisfy customers most effectively.
11. Choose a gift for whomever you want.
12. Whichever restaurant you pick is fine with me.
13. Be sure to send whoever interviewed you a thank-you note.
14. Do you know what the weather will be?
15. My greatest asset is that I am a hard worker.
16. It's important to think about why we make certain decisions.
17. I wonder how long we should wait here.
18. Always give whichever audience you perform for a great show.
19. I'm packing extra snacks for when we get hungry.

---

**Read the text and define the types of subordinate clauses.**

What a woman baked was bread for members of her family and an extra one for a hungry passerby. She kept the extra bread on the window sill, for whosoever would take it away. Every day, whenever a poor man would come was unknown then. But when he came he took away the bread. Instead of expressing gratitude, he muttered the following words as he went his way: “The evil you do remains with you: The good you do, comes back to you!” This went on, day after day. Every day, the man came, picked up the bread and uttered the words:

“The evil you do, remains with you: The good you do, comes back to you!” The woman felt irritated. “Not a word of gratitude,” she said to herself... “Every day this man utters this jingle! What does he mean?” One day, exasperated, she decided to do away with him. “I shall get rid of this man,” she said. So, she added poison to the bread she prepared for him! She was not sure if the man would eat the bread or not.

As she was about to keep it on the window sill, her hands trembled. “What is this I am doing?” she said. Immediately, she put the bread away, prepared another one and kept it on the window sill. As usual, the man came, picked up the bread and muttered the words: “The evil you do, remains with you: The good you do, comes back to you!”

The man proceeded on his way, blissfully unaware of the war raging in the mind of the woman. Every day, as the woman placed the bread on the window sill, she offered a prayer for her son who had gone to a distant place to seek his fortune. For many months, she had no news of him. She prayed for his safe return.

---

**Define the types of adverbial clauses and state their functions.**

1. Whether you like it or not, you have to go to bed now.
2. She likes the red car more than her husband does.
3. If you pay your bills, you will have a good credit score.
4. Unless you run fast, you will miss the bus.
5. So that she would have a tan for her vacation, she went to a tanning salon.
6. Marty kept his schedule open, in case of emergencies.
7. Because he loved her, he didn't believe she had an affair.
8. Once they saw the car coming, the birds flew away from the street.
9. Although she has a business degree, she is working as a retail clerk.
10. You must keep practicing the etude until you get it right.
11. In order to have six-pack abs, he works out at the gym.
12. As we bought the tickets, the overture was beginning.
13. Before we go on vacation, we must make reservations.
14. Give us a call when you get back from your trip.
15. I won't allow you to see that movie, even though you are old enough.
16. We'll go to the bar where they asked us to wait.
17. Since I'll be working late, I'll eat downtown.
18. Wherever there is a beach, sun worshippers will gather.
19. While others saw the glass half empty, Barry saw it half full.
20. The fireworks show will start after the sun goes down.



- 
21. That is the last of the soda, as far as I know.
22. Whenever you promise to do something, you need to keep it.
23. Now that everyone has left the party, we need to start cleaning.
24. No matter how many times I try to stop, I just can't give up chocolate.
25. Insofar as it can be determined, this is the best car on the market.
26. We can get some new clothes provided the store is open this late.
27. The cat made herself at home in the apartment as if she had always lived there.
28. Frank ran the race as though his life depended on it.
29. The people of Italy and Greece are similar in that they live near the Mediterranean Sea.
30. He remembered to wear his jacket lest he catch a cold.
31. We can swim in the pool as soon as we put on plenty of sunscreen.
32. Even if everyone around you is losing their heads, you need to remain calm.
33. Supposing your son took the car without permission, what would your punishment be?
34. Delaware was the first state that signed the Constitution.
35. Inasmuch as I would like to recommend you for the position, I just can't do it.
36. I never knew how wonderful life could be till I met you.
37. There may come a time when I would do this, though I can't imagine when that would be.

---

## THE ATTRIBUTIVE CLAUSES

**Complete the conversation. Put in *who*, *which* or *that*. There is always more than one possible answer.**

Emma: Shall we have something to eat?

Matthew: Yes, but not here. I don't like cafes (►) *that* don't have chairs. I'm not one of those people(►) *who* can eat standing up.

Emma: There's another restaurant over there.

Matthew: It looks expensive, one of those places  
(1)..... charge very high prices. The only customers  
(2)..... can afford to eat there are business executives  
(3)..... get their expenses paid.

Anyway, I can't see a menu. I'm not going into a restaurant (4)..... doesn't display a menu.

Emma: We just passed a cafe (5)..... does snacks.

Matthew: Oh, I didn't like the look of that.

Emma: You're one of those people (6) .....are never satisfied, aren't you?

**Match the parts and write sentences with an adding clause. Use *who* or *which*.**

► The Grand Canyon He was in prison for 27 years.  
He was one of the Beatles.

1 Nelson Mandela He was killed in 1980. He became President of South Africa.

2 John Lennon It is 140 million miles away. It is one of the wonders of the world.

3 The Titanic It is over 200 miles long. It is known as the red planet.

4 Queen Victoria It sank in 1912. It stood for 28 years.

---

5 Mars It was built in 1961. It was supposed to be un-sinkable.

6 The Berlin Wall She came to the throne in 1837. She ruled over the British Empire.

► *The Grand Canyon, which is over 200 miles long, is one of the wonders of the world.*

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....

**Put in the relative clauses. You may also need to put in one or two commas.**

(that Claire drives) This car is a lot cheaper than the one *that Claire drives*

(who has twins) Olivia, *who has twins*, often needs a babysitter.

- 1 (who took Rita to the party)  
The person.....was Tom.
- 2 (who has a bad temper)  
Henry..... shouted at the waiter.
- 3 (which Tom supports)  
The team .....is United.
- 4 (who is afraid of heights)  
We all climbed up except Vicky.....
- 5 (which is on the tenth floor)  
My new flat .....has a terrific view.
- 6 (she bought the sofa from)  
Sarah can't remember the name of the shop.....

---

**Complete this advertisement. Put in *who, whom, whose, which, where* or *why*.**

The town of Keswick, (▶) *which* lies at the heart of the Lake District, is the perfect place for a holiday, and the Derwent Hotel, (1)..... overlooks the town, is the perfect place to stay. Robin and Wendy Jackson, (2)..... bought this small hotel three years ago, have already won an excellent reputation.

Robin, (3)..... .. cooking is one of the reasons (4)..... .. the Derwent is so popular, was once

Young Chef of the Year. The comfort of the guests, (5)..... the owners treat almost as members of

the family, always comes first. Peter Ustinov, (6)..... once stayed at the hotel, described it as 'marvellous'. And the Lake District, (7)..... has so much wonderful scenery and (8)..... the poet Wordsworth lived, will not disappoint you.

**Match the sentence pairs and join them with *which*.**

▶ My phone is out of order. It means he can't get about very easily.

1 Rachel's mother paid for the meal. It's made her very depressed.

2 My brother is disabled. That was rather careless of you.

3 You left the keys in the car. That caused a traffic jam.

4 Vicky didn't get the job. It's a real nuisance.

5 The police blocked off the road. That was very kind of her.

▶ *My phone is out of order, which is a real nuisance.*

1.....

2.....

3.....

4.....

5.....

---

**Each of these sentences has a mistake in it. Write the correct sentence.**

► I've found the magazine who was missing.

*I've found the magazine that was missing.*

1 This isn't the train on that I normally travel.

2 The letter that I opened it wasn't for-me.

3 The reason because I didn't know was that no one-had told me.

4 That we should do is ring the police.

5 I-didn't know the name of the man helped me.

6 Rupert knows the family who's house is for sale.

7 Einstein who failed his university entrance exam discovered-relativity.

8 The person we talked to were very friendly.

9 It's the President makes the important decisions.

10 I can't find my diary, what is real nuisance.

11 Outside the door was a pair of boots covering in mud.

12 Lake-Suiperior-, that lies-on-the US Canadian-border is the largest-lake in-North-America.

**Complete the story about a thief's punishment. Write the missing words. Use one word only in each space.**

This is a true story (►) *which* is supposed to have happened somewhere in the US. A man (1)..... was accused of housebreaking appeared in court.

He had put his arm through the window of a house and stolen some money (2)..... was lying on a table inside. The argument (3)..... the man's lawyer put forward wasn't very impressive.

He said that (4)..... was the man's arm (5).....

had committed the crime and not the man himself. 'You cannot punish a man for (6)..... his arm has done,' said the lawyer.

---

Now the judge in (7)..... court the man was appearing wanted to show how stupid the lawyer's argument was.

Instead of finding the man guilty, he found the man's arm guilty and sent it to prison.

'He can go with his arm or not, as he chooses,' the judge added, (8)..... made everyone laugh. But (9)..... the judge didn't know was that the man had an artificial arm. He took the arm off, gave it to the judge - (10)..... could hardly believe his eyes - and walked out of the court.

**Construct 10 sentences of your own with *limiting, descriptive and appositive* attributive clauses.**

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

---

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