
В пособии предлагается теоретическое обоснование разделов грамматики, комплекс упражнений и заданий по коммуникативной грамматике английского языка. Тематическое содержание соответствует программе-минимуму по грамматике для студентов нелечебных специальностей педагогического вуза. Пособие имеет практическую и коммуникативную направленность, обусловленную задачей объяснения существующих особенностей грамматического строя современного английского языка, знание которых необходимо для его активного практического овладения.

Адресуется студентам 1–2 курсов нелечебных специальностей педагогических вузов, а также преподавателям в качестве вспомогательного методического материала.

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**Unit 1. Nouns**

**A. Formation of Nouns**

Существительные в английском языке образуются при помощи следующих суффиксов:

### Продуктивные

<table>
<thead>
<tr>
<th>Суффикс</th>
<th>Примеры</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>reader, teacher, worker</td>
</tr>
<tr>
<td>-ist</td>
<td>telegraphist, dramatist</td>
</tr>
<tr>
<td>-ness</td>
<td>carelessness, madness</td>
</tr>
<tr>
<td>-ism</td>
<td>socialism, nationalism</td>
</tr>
<tr>
<td>-ess</td>
<td>heiress, hostess, actress</td>
</tr>
</tbody>
</table>

### Непродуктивные

<table>
<thead>
<tr>
<th>Суффикс</th>
<th>Примеры</th>
</tr>
</thead>
<tbody>
<tr>
<td>-hood</td>
<td>childhood, manhood</td>
</tr>
<tr>
<td>-dom</td>
<td>freedom</td>
</tr>
<tr>
<td>-ship</td>
<td>friendship, relationship</td>
</tr>
<tr>
<td>-ment</td>
<td>development</td>
</tr>
<tr>
<td>-ance</td>
<td>importance</td>
</tr>
<tr>
<td>-ence</td>
<td>dependence</td>
</tr>
<tr>
<td>-ty</td>
<td>cruelty, property</td>
</tr>
<tr>
<td>-ity</td>
<td>generosity</td>
</tr>
<tr>
<td>-ure</td>
<td>culture, structure</td>
</tr>
<tr>
<td>-age</td>
<td>passage, marriage</td>
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<td>passage, marriage</td>
</tr>
</tbody>
</table>

Study the following rules of noun formation in the English language. Ask questions, if any.

---

**Exercise 1.** Add to the following stems either -IST or -(I)AN to form names of professions. Are there any stems which can form names of professions with both suffixes? If so, what is the difference in meaning between two professions? Do it according to the following scheme:

**Student A:**

- beautic-
- comed-
- dramat-
- environmental-
- music-
- politic-
- technic-

**Student B:**

- beautician
- botan-
- cycl-
- econom-
- library-
- paediatric-
- psychiatr-
- theology-

---

**Exercise 2.** Which of the following nouns would not take -DOM to create a new noun? Make as many correct nouns as you can from the odd men out. Do it to the following scheme:

<table>
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<td>passage, marriage</td>
</tr>
</tbody>
</table>

- re-
- co-
- dis-
- mis-
- over-
- under-
- sub-
- inter-

- reconstruction, reduction |
- co-author, coexistence |
- disarmament |
- misunderstanding |
- over-estimation |
- undersecretary |
- subdivision |
- interaction |

**Exercise 1.** Add to the following stems either -IST or -(I)AN to form names of professions. Are there any stems which can form names of professions with both suffixes? If so, what is the difference in meaning between two professions? Do it according to the following scheme:

**Student A:**

- beautic-
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- politic-
- technic-

**Student B:**

- beautician
- botan-
- cycl-
- econom-
- library-
- paediatric-
- psychiatr-
- theology-

**Exercise 2.** Which of the following nouns would not take -DOM to create a new noun? Make as many correct nouns as you can from the odd men out. Do it to the following scheme:
Exercise 3. Suffix –SHIP can be used with different meanings. Divide the following nouns formed with –SHIP into four groups:

a) when it means a vehicle or a boat, e.g. steamship,
b) when it means position or occupation, e.g. directorship,
c) when it means ability or skill, e.g. craftsmanship,
d) when it means relationship.

Exercise 4. Add to the following nouns either –DOM, or –ERY, or –HOOD, or –ISM, or –SHIP to form as many new nouns as you can. Do it to the following scheme:

Exercise 5. Sometimes from the same verb it is possible to form different nouns. Fill in the following sentences with the right nouns. Be certain you understand the difference between the given nouns.

A. ADVANCE ADVANCEMENT
1. The broadcast is to help the … of new methods of agricultural production.
2. With the … of spring the days grew longer and warmer.

B. EXPANSE EXPANSION EXPANSIONISM
1. I like the book although it is but an … of the short story I read earlier.
2. It is so romantic to be surrounded by nothing but the vast … of the desert.
3. The … of the Coca-Cola Company is said to be dangerous to the smaller firms.

C. FALLACY FALLIBILITY
1. It is a common … that margarine is healthier than butter.
2. The Sacco and Vanzetti case is a clear example of the … of the American legal system.

D. OBSERVANCE OBSERVATION
1. I might have an operation on my heart in the future but for the time being I’m going to the hospital for a few days’. …
2. What is the traditional … of Christmas like in your family?

E. IMPERSONATION PERSONIFICATION
1. For all of us MM was the … of beauty.
2. Have you seen his … of Lech Walesa? Wonderful.

F. PROVIDENCE PROVISIONS
1. Being an ardent believer in divine … she did nothing herself to solve her problems.
2. The whole journey started by obtaining … for all the people and horses.

G. RELIABILITY RELIANCE
1. I can guarantee the … of our new product.
2. I’m afraid you place too much … on statistical data.

Exercise 6. Fill in the blanks with nouns formed from the given words.
1) On leaving school, Eve started a … course in a city bank, but left after three months. (TRAIN)
2) I have decided to take up … as a hobby. (PHOTOGRAPH)
3) I prefer living in a quiet … . (NEIGHBOUR)
4) Everyone in the country believed in the mother’s … . (INNOCENT)
5) How can you account for so many …? (ABSENT)
6) The decision to stop the inquiry would have serious … . (IMPly)
7) The city council is searching for a …. To the problem. (SOLVE)
8) Some young people today have a very strange … . (APPEAR)
9) The President claimed that the … against him were unfounded. (ALLEGE)
10) The cost of … to the show is quite reasonable. (ADMIT)
11) These trousers are filthy. Can you take them to the …? (CLEAN)
12) Nigel always does his hair with a …. In the middle. (PART)
13) Eve was given a medal in …. Of her services. (RECOGNISE)
14) Barb can’t stand washing and ironing and other …. (HOUSE)
15) I’ve read Hamlet – but only in …. (TRANSLATE)

Exercise 7. Change each of the words below to mean a person or one who. Do it to the following scheme:

Student A:  
Student B:  

1) accounting  
2) comedy  
3) electric  
4) grammar  
5) library  
6) assistance  
7) drama  

8) engine  
9) guard  
10) biology  
11) drug  
12) essay  
13) humanity  
14) chemistry

Exercise 8. Usually we form nouns referring to a woman by adding suffix –ESS to the male form of the noun. Which of the following would be exceptions to this rule? Give correct female forms of the odd nouns. Do it to the following scheme:

Accounting  

1) accountant – бухгалтер  
2) comedy  
3) electric  
4) grammar  
5) library  
6) assistance  
7) drama  

8) engine  
9) guard  
10) biology  
11) drug  
12) essay  
13) humanity  
14) chemistry
Student A:          Student B:

1) actor          8) lord             14) duke
2) emperor        9) prince            15) host
3) king           10) waiter           16) monk
4) nephew         11) bridgroom       17) uncle
5) usher          12) steward          18) wizard
6) bachelor       13) widower         19) hero
7) god            

Exercise 9. Since we most often form nouns referring to a woman by adding suffix –ESS to the male form of the noun, it seems that we would form nouns referring to a female animal in the same way. Which of the following would follow this rule? Give correct female forms of the odd nouns. Do it to the following scheme:

Student A:          Student B:

Dad is «папа». What is the English for «папочка»?

1) bull           8) fox
2) cock (rooster) 6) duck            9) tiger
3) dog            7) ram             10) gander

Exercise 10. Suffix –IE (-Y) is used to form pet forms of some words. Make pet forms from the following.

e.g. bird – birdie

Student A:          Student B:

1) boy            6) infant           11) partner
2) earl           7) craftsman        12) star
3) brother        8) leader           13) patriot
4) hero           9) monarch          14) slave
5) coward         10) snob            

Exercise 11. Form abstract nouns from the following nouns.

Student A:          Student B:

1) boy            6) infant           11) partner
2) earl           7) craftsman        12) star
3) brother        8) leader           13) patriot
4) hero           9) monarch          14) slave
5) coward         10) snob            

Exercise 12. By adding suffix –ER or –OR change each of the verbs below to nouns meaning a person or one who.

Student A:          Student B:

1) act            5) buy             9) clean         13) paint
2) farm           6) fight           10) inspect      14) sail
3) play           7) print           11) profess      15) edit
4) wait           8) win             12) direct       16) plant
**Exercise 13.** Which of the following verbs do not form nouns naming people with suffix –ANT? Add proper suffixes to the odd verbs.

**Student A:**

1) account
2) brag
3) contest
4) diet
5) pay
6) appoint
7) claim
8) correspond
9) fight
10) respond
11) assail
12) combat
13) defend
14) inform
15) inhabit
16) assist
17) conform
18) depend
19) inhabit
20) attend

**Student B:**

Account
Accountant

**Exercise 14.** Which of the following stems do not form nouns naming people with suffix –EE? Add proper suffixes to the odd stems.

**Student A:**

1) address-
2) combat-
3) emigr-
4) interview-
5) pay-
6) appoint-

**Student B:**

The noun is formed with suffix –EE – addressee.

1) address-
2) deport-
3) emigr-
4) interview-
5) pay-
6) appoint-

**Exercise 15.** Fill in the blanks with nouns formed from the given words.

1) We are expecting a … of bananas from Africa this week. (SHIP)
2) I’d like to make a … about this Walkman I bought here. (COMPLAIN)
3) In India in the wet season the average monthly … is over 250 mm. (RAIN)
4) There’s a lovely … of the author’s early … . (DESCRIBE/ CHILD)
5) I couldn’t afford to buy a car so I took out a … . (LEND)
6) Do you know the … of the Eiffel Tower? (HIGH)
7) The soldier was accused of … because he ran away. (COWARD)
8) There are some good … in the sales. (REDUCE)
9) For such a young man, the prince showed great … and concern for his people. (WISE)
10) Nobody reported the … of the valuable painting. (THIEF)
11) Bert was charged with four motoring … . (OFFEND)
12) The judge told him that he was a hardened … . (CRIME)
13) … in our factories is falling because of absenteeism. (PRODUCT)
14) Mike could say nothing in his … . (DEFEND)
15) The … of Germany happened over 150 years ago. (UNION)

**Test**

**TASK I.** Fill in the blanks with nouns formed from the given words.

1) The government is encouraging … in heavy industry. (INVEST)
2) Please, give details of your present … . (OCCUPY)
3) My sister gave a brilliant … as Lady Macbeth in the school play. (PERFORM)
4) The audience gave the violinist a long round of … . (APPLAUD)
5) Watching videos is becoming a popular form of … . (ENTERTAIN)
6) We would like details of your … on his form. (QUALIFY)
7) Drug … is a problem causing great concern. (ADDICT)
8) Police arrested well-known … before the match. (TROUBLE)
9) The book contains some delightful … . (ILLUSTRATE)
10) I think there are too many … on television. (ADVERTISE)
Most people enjoyed the new … of «The Tempest». (PRODUCE)

The actors all helped with the painting of the … (SCENE)

Dr Brown, a … has published two books about murder. (CRIME)

George and I have been friends since …: he used to live next door. (CHILD)

People who suffer from … should buy a pet. (LONELY)

TASK II. Suffix –EE can be used with different meanings. Divide the following nouns formed with –EE into two groups:
a) when they mean someone who is affected by an action, e.g. trainee;
b) when they mean someone who performs an action, e.g. absentee.

1) addressee 5) trustee 9) nominee 13) payee
2) detainee 6) appointee 10) cohabitee 14) deportee
3) evacuee 7) devotee 11) divorcee 15) employee
4) licensee 8) examinee 12) internee 16) interviewee

TASK III. Translate into English the following sentences:

1) Мой папа работает на заводе. Он инженер/ директор/ рабочий/ охранник/ бухгалтер/ экономист.
2) Моя племянница – школьница. Она изучает химию, математику, физику и многие другие предметы. Она хочет стать студенткой университета, а потом стать директором школы.
3) Моя бабушка – пенсионерка. Она работала стюардессой в Аэрофлоте. Она всегда рассказывает о трудностях своей работы.
4) Моя мама – преподаватель. Она сейчас стажер в Институте повышения квалификации.
5) Я студентка Белорусского государственного педагогического университета. У меня много друзей и знакомых. Больше всего в людях я ценю мудрость, верность и мужество.

B. The Category of Number

Правила образования множественного числа

<table>
<thead>
<tr>
<th>Правила</th>
<th>Примеры</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Множественное число образуется путем добавления окончания -s к форме единственного числа. Оно произносится:</td>
<td>ties, plans</td>
</tr>
<tr>
<td>[z] после звонких согласных и гласных; [s] после глухих согласных;</td>
<td>tables, books</td>
</tr>
<tr>
<td>[iz] после [s], [z]</td>
<td>baths, paths,</td>
</tr>
<tr>
<td>smooths, doths</td>
<td>healths, months</td>
</tr>
<tr>
<td>services, devices</td>
<td></td>
</tr>
<tr>
<td>2. Если существительное оканчивается на -s, -ss, -x, -z, -sh, -ch,</td>
<td>buses, glasses,</td>
</tr>
<tr>
<td>-tch, -o множественное число образуется добавлением -es [iz]</td>
<td>boxes, brushes,</td>
</tr>
<tr>
<td></td>
<td>benches, matches,</td>
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<tr>
<td></td>
<td>cargoes, potatoes</td>
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<td></td>
<td>НО:</td>
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<tr>
<td></td>
<td>➢ photos,</td>
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<td></td>
<td>➢ pianos,</td>
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<td>➢ discs,</td>
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<td>➢ radios,</td>
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<td>➢ zoos,</td>
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<td>➢ videos,</td>
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<td>➢ cuckoos</td>
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<td>---</td>
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</tr>
</tbody>
</table>
| 3. Имеется семь имен существительных, которые образуют множественное число путем изменения корневой гласной | man—men  
woman—women  
foot—feet  
thooth—teeth  
goose—geese  
mouse—mice  
louse—lice |
| 4. Два имени существительных образуют множественное число добавлением -en | ox—oXen  
child—children |
| 5. У некоторых имен существительных форма множественного числа совпадает с формой единственного числа | deer, sheep, swine, fish, trout, dozen, score, aircraft, salmon  
NO: dozens of something  
• phenomenon – phenomena  
• datum – data  
• crisis – crises  
• basis – bases  
• stimulus – stimuli  
• formula – formulae  
• index – indices  
• antenna – antennae  
• radius – radii or radiuses  
• medium – media  
• appendix – apektices or appendices  
• analysis – analyses  
• cactus – cacti or cactuses |
| 6. У существительных, заимствованных из латинского и греческого, сохраняются соответствующие формы множественного числа | |

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>7. Сложные имена существительные образуют множественное число следующим образом:</td>
</tr>
<tr>
<td>a) -s добавляется к основному слову</td>
</tr>
</tbody>
</table>
| editors-in-chief  
brothers-in-law  
lookers-on |
| b) Форма множественно-числа определяется конечным элементом |
| lady-birds  
hotel-keepers  
housewives  
postmen |
| c) Если существительное начинается с man/woman, оба элемента принимают форму множественного числа |
| men-servants  
women-doctors |
| d) При отсутствии существительного в составе комплекса -s добавляется к последнему элементу |
| forget-me-nots  
merry-go-rounds |

Имена существительные, используемые только в единственном или только во множественном числе

<table>
<thead>
<tr>
<th>Английский язык</th>
<th>Русский язык</th>
</tr>
</thead>
</table>
| trousers  
spectacles (glasses)  
scissors  
scales  
tongs | брюки  
очки  
ножницы  
весы  
щиты |
### Английский язык | Русский язык
--- | ---
2. Следующие существительные всегда используются во множественном числе: | Используются в единственном числе:
- wages, contents, clothes, arms, stairs, riches, goods, potatoes, onions, carrots, oats, etc. | зарплата, содержание, одежда, оружие, лестница, богатство, товар, картофель, лук, овес, морковь и т. д.
- His wages are high. | У него довольно высокая зарплата.
- The contents have not been changed. | Содержание не было изменено.
- His clothes were wet. | Его одежда была мокрой.
- The stairs are steep. | Лестница крутая.
- Potatoes are cheap in autumn. | Осенью картофель дешевый.

**But:** a potato, an onion, a carrot (one)

3. Существительные gate, sledge, watch, clock имеют форму единственного и множественного числа.
- The only gate was open. | Единственные ворота были открыты.
- All the gates were closed. | Все ворота были закрыты.
- My watch (clock) is slow. | Мои часы отстают.
- He was two watches (clocks). | У него две пары часов.

4. Существительное vacation используется только в единственном числе.
- Our summer vacation lasts two months. | Наши летние каникулы продолжаются два месяца.
- We have two vacations a year. | У нас два отпуска в год.

### Английский язык | Русский язык
--- | ---
Существительное holiday в этом значении имеет форму множественного числа.
- the school holidays | школьные каникулы
- the Christmas holidays | рождественские каникулы
В значении «праздничный день» оно имеет форму единственного числа.
- Friday is a holiday in Muslim countries | Пятница – праздничный день в мусульманских странах.

### Правила правописания существительных во множественном числе
**Spelling Rules (Plurals)**

<table>
<thead>
<tr>
<th>Правила</th>
<th>Примеры</th>
<th>Примечания</th>
</tr>
</thead>
</table>
| 1. Если существительное оканчивается на -у с предшествующей согласной, -у меняется на -i + -es | fly–flies | fly – flies army– armies | fly – flies
army – armies
lady – ladies | В именах собственных изменений не происходит: Mary – Mar
Kennedy – Kennedys |
| 2. Если существительное оканчивается на -у с предшествующей гласной, гласная не изменяется | day–days | day – days
boy–boys | day – days
boy – boys
play–plays | day – days
boy – boys
play – plays
toy – toys |
| 3. -f; -fe в конце существительных меняются на –ve в (написании и произношении) | wife–wives | wife – wives
leaf – leaves | wife – wives
leaf – leaves
knife – knives | [waif] – [waivz]
<p>| | life–lives | life – lives |
| | thief–thieves | thief – thieves |
| | half–halves | half – halves |</p>
<table>
<thead>
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<th>Правила</th>
<th>Примеры</th>
<th>Примечания</th>
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<tr>
<td>НО:</td>
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<td>• roofs,</td>
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<td>• handkerchiefs=handkerchieves</td>
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<td>• scarfs =</td>
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<td>scarves</td>
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</tbody>
</table>

**Exercise 1.** Make plurals changing sentences according to the sample:

**Example:**

- This is a toy. – These are toys.
- That is a ship. – Those are ships.
- It is a child. – They are children.

1. It's a long story. 2. This is a key. 3. That's a new shop. 4. It's a fly. 5. It's a big country. 6. He is a chief. 7. It's a black cat. 8. That is a clever dog. 9. It's an orange. 10. He is a nice boy. 11. It's a yellow leaf. 12. She is a good wife. 13. It's a bad tooth. 14. It's a strange fish. 15. It's a beautiful deer. 16. That's a new potato. 17. This is a red roof. 18. It's my file. 19. She is a wonderful child. 20. It's a white sheep.

**Exercise 2.** Make plural form of the following nouns:

**Student A:**

1. a tomato 9. a Swiss 17. a day 25. a battery
2. a hero 10. a Chinese 18. a play 26. a fisherman
3. a photo 11. a fireman 19. a lottery 27. a swine
4. a party 12. a forget-me-not 20. a euro 28. a Japanese
5. a life 13. a library 21. a monkey 29. an ox
6. a wolf 14. a family 22. passer-by 30. a video
7. a goose 15. a mother-in-law 23. an American
8. a mouse 16. a book 24. a German

**Student B:**

Remember!!!
A few common words ending in -o can have plurals in -s or -es:
- buffalo – buffalo(e)s
- mosquito – mosquito(e)s
- tomato – tomato(e)s
- volcano – volcano(e)s

Remember!!!
Some words ending in –s do not change in the plural: e.g.
- barracks (sg. and pl.)
- crossroads (sg. and pl.)
- headquarters (sg. and pl.)
- means (sg. and pl.)
- series (sg. and pl.)
- species (sg. and pl.)
- works (=factory) (sg. and pl.)
- Swiss (sg. and pl.)
Exercise 3. Make plural number of the nouns changing sentences if necessary:

1. She is a lady. – They are ladies.
2. He is a gentleman.
3. He is an honest partner.
4. She is a good translator.
5. He is an accountant.
6. It is a mouse.
7. It's a butterfly.
8. He is a fisherman.
9. She is a Swiss.
10. He is a passer-by.
11. It's a forget-me-not.
12. He is an Englishman.
13. That is a wild goose.
14. There is a ship in the sea.
15. There is a mouse in the kitchen.
16. There is a Vietnamese in our group.
17. He is a passer-by.
18. It's a forget-me-not.
19. It's a good dictionary.
20. He is an Englishman.
21. I'm a teenager.
22. This is a good offer.
23. I am an expert on business.
24. That man is a German.
25. This woman is a Chinese.

Exercise 4. Translate the following sentences into English:

1. Мой учителями в школе были в основном женщины.
2. В нашем городе есть много хороших магазинов для мужчин.
3. Дети – цветы жизни.
4. Работа – лучшее лекарство.
5. Многие люди сейчас держат мышей, крыс, змей, поросют в качестве домашних животных.
6. Олени – очень красивые животные.
7. Гуси спасли Древний Рим много лет назад.
8. В этой реке есть много рыбы.
9. Рыба вкусная? Она тебе нравится?
10. Твои часы спешат.
12. Овцы дают нам шерсть.
13. Зубы этой актрисы очень белые.
14. Мои ноги устали. Давай сядем.
15. Дентисты лечат наши зубы.
16. В подвале дома есть мыши.
17. Вы можете увидеть несколько быков в поле.
18. Мужчины более чувствительны (sensitive), чем женщины.

Exercise 5. Explain the difference between the following pairs of words and use them in sentences of your own.

Student A:  Student B:
1. air – an air
2. beauty – a beauty
3. coffee – a coffee
4. cloth – a cloth
5. dinner – a dinner

Remember!!!
Examples of group nouns which can be used with both singular and plural verbs:
- bank  the BBC  choir  class
- club  committee  family  firm
- government  jury  ministry  orchestra
- party  public  school  staff  team
- union

Air is a mixture of gases. In Russian – воздух.
An air is a tune, e.g. The band struck up a martial air. In Russian it is мелодия, мотив.
Exercise 6. Read and translate the sentences paying particular attention to the nouns in bold type.

Student A:

1. These scales are not correct.
2. My glasses have become too weak for me.
3. The scissors are blunt.
4. My kid's pyjamas are made of cotton.
5. These tights were made in Italy.
6. Don't you think your trousers are too short?
7. What are your earrings made of?
8. The goods have arrived.
9. Give my best regards to your family.
10. The surroundings were unfamiliar to him.
11. The cleaner collected all the floor sweepings and potato peelings lying near the rubbish pipe.
12. My wages have risen considerably lately.
13. The outskirts of this town are shabby looking.
14. Her clothes are very trendy.
15. Clothes make the man: the old saying is rather to the point.
16. Clothes are no longer something one doesn't discuss. Clothes are part of the image.

Exercise 7. Comment on the nouns in bold type.

Student A:

1. The police are here and they are doing their best, sir.
2. The local police have closed this night club.
3. The police were assisted by private detectives.
4. The cattle are in the fields.
5. Where are the people? They've gone to the briefing.
6. Her poultry are the finest in the whole village.
7. The Roman Catholic clergy are stationed in Vatican.
8. Who are those people? They are tourists.
9. Dice are used in many board games.
10. The people at the interview were very helpful.
11. Hey, people, what are you doing?
12. How different are the beliefs of various peoples across the world!
13. This is a warlike people.
14. The peoples of the Commonwealth will have a new monetary unit.

Exercise 8. Use the right form of the verb be.

Student A:

1. The information about this company is encouraging.
2. All the furniture in this office is the latest design.

Police is a group (collective) noun used always in plural. In Russian it is «полиция».
3. My knowledge of German... very limited.
4. These shorts... too long.
5. They... a big family, with many branches.
6. This equipment... for camping.
7. The scissors... here a minute ago.
8. The Government... of the opinion that money in the accounts... siphoned out of the country.
9. These trousers... too tight.
10. The weather... fabulous in Italy in early autumn.
11. These stairs... dangerous.
12. Where... your clothes made?
13. The headphones on my new walkman... great.
14. ... the scales over there electronic?
15. There... a hair on my dinner plate.
16. Yesterday's homework... rather difficult.
17. Her luggage... on the scales already.
18. Your advice... very timely. Thank you.
19. The news... too good to be true.
20. The team... no more than seven young men.

Exercise 9. Comment on the nouns in bold type.

Student A:       Student B:

1. Harrods has so much to offer. Vintage wines and sparkling champagne, rustic country pates and silky smooth terrines, delicate scented teas and subtle infusions, buttery shortbread biscuits and rich fruity jams, robust pickles and tangy relishes, mature farmhouse cheddars and crumbly stiltons, hams and smoked salmon which melts in the mouth – all presented in traditional wicker baskets or Harrods boxes. The only thing Harrods can't supply is the weather!
2. Good wines are the best buys before Christmas.
3. I dropped in at the supermarket and bought a few cold meats, and I also made a salad.
4. Fruit juices are ideal in hot weather.
5. My Granny makes four jams every year.
6. I used to eat toast with orange marmalade.
7. France has an excellent range of cheeses.
8. A set menu in this Chinese cafe consists of four soups. I prefer a Singaporean seafood soup. It tastes and smells terrific.
9. Herbal teas are my favourite.
10. This shop sells fine foods.
11. The finest rums come from Puerto Rico.
12. I always have a beer while watching television.
13. Can I offer you something? Coffee, tea, a soda, perhaps?
14. Tea is our most social and sociable drink – a part of our daily life for well over 300 years.

Exercise 10. Translate into English.

Student A:

1. Я помню все ваши советы. Они всегда были кстати.
2. Тебе помогают мои советы?
3. Это прекрасная новость.
4. Сегодня чудесная погода.
5. Все эти сведения в компьютере.
7. Какая нудная работа!
8. Только работа поможет тебе забыть все.
9. Что нового?
10. Каждый журналист знает, как трудно добывать новости, особенно сенсационные.
11. Успех, как правило, зависит от упорного труда и удачи.
12. Фильм имел большой успех.
13. Твои успехи очень всех радуют.
14. Его знания очень обширны.
15. Деньги не интересуют его.
16. Он пытается получить секретные сведения. Они ему очень нужны.
17. Это постельное белье прекрасного качества.
18. Осень. Листья желтеют.
19. Эта мебель уникальна, она стоит целое состояние.
21. Не могу понять, откуда у тебя берутся деньги. – Они любят меня и находят меня.
22. Деньги – вещь очень важная. Особенно когда их нет.
(Э. М. Ремарк)

Exercise 11. Read and translate the sentences. Comment on the words in bold type.

1. Money can’t buy happiness, and it certainly can’t buy health. Years ago Blackie told me that money was meant to be spent and he was correct. Whoever said that money doesn’t buy happiness was misinformed, in my opinion. It buys a lot of happiness for a lot of people. And frankly, I’d rather be miserable with money than without it.
2. English money is not accepted here.
3. All Bess’s money goes on clothes.
4. Her linen comes from Holland.
5. The money was sent by cheque.
6. The project received community monies.
7. Public money is like water, everyone helps himself to it.
8. We’ve got a fascinating piece of news for you.
10. I’m sorry to say that there are «friends» who delight in breaking bad news.
11. They want advice on how to do it.
12. We got an advice note from the firm.
13. The scout brought valuable information. It helped a lot.
14. Does this information interest you?
15. What hard work! But it's rewarding.
16. I like all Chopin’s works.

Exercise 12. Read and translate the sentences. Comment on the meanings of the word fruit.

1. Fruit is rich in mineral salts and vitamins.
2. Is fruit cheap this year?
3. What fruits do you cultivate here?
4. To make a fruit salad we shall need different fruits.
5. A fruitarian is a person who eats only fruit.
6. What an exotic fruit!
7. Very soon you’ll enjoy the fruits of your hard work.
8. The fruits of nature belong to all mankind.
9. It was a Sunday and no one was in the mood for a lecture about fruit.
10. The strawberry is a beautiful and delicious fruit.
Exercise 13. Translate the following sentences into English.

1. Слово «тысячелетие» в английском языке происходит от латинского слова «mille», которое означает «тысяча».

2. На поверхности этой планеты происходят странные явления.

3. Многие школы имеют разные программы.

4. Каковы критерии оценки этих работ?

5. Мы получили несколько меморандумов сегодня утром.

6. Каково содержание этой бутылки?

7. Каково обычно содержание сахара в крови?

8. Фундамент дома сделан из камня.

9. Земля вращается вокруг своей оси.

10. Путешественники продвигались по Сахаре, и им постоянно мерещились оазисы.

11. Каков окончательный диагноз?

12. Кактусы растут в пустынях.

13. Мы из разных социальных слоев.

14. Многие бактерии вызывают болезни.

15. Это действительно уникальное явление.

16. Он один из гениев.

17. В этом кувшине духи (джины).

18. У моей бабушки сильные боли в верхних позвонках.

19. Эти данные надежны.

20. Интересно, что мы увидим в новом, двадцать первом веке?

21. Кризисы в экономике отражаются на уровне жизни людей.

22. Содержание этого пакета неизвестно.

Exercise 14. Use your dictionary to find words to use with the uncountables that follow. There may be more than one possible answer for each.

Student A:

1) a … of bread
2) a … of wood
3) a … of ice
4) a … of dust
5) a … of oil.

Exercise 15. Point the following nouns with C – for countables, U – for uncountables and C/U – for nouns that can be countable or uncountable.

e.g. vegetable C
hair C/U
luggage U

1) accommodation C/U
2) experiment C/U
3) information C/U
4) meat C
5) advice C
6) glass C/U
7) journey C/U
8) scenery C/U
9) cheese C
10) leisure C/U
11) time C/U
12) coffee C/U
13) hobby C
14) luck C/U
15) traffic C
16) experience C/U
Test

TASK I. Translate into English:

1. Эта реклама утверждает, что если пользоваться пастой Блендамед, то у вас будут красивые белые зубы.
2. Я сладкоежка.
3. Трое полицейских постоянно охраняют этот банк.
4. Милиция уже здесь. Она делает все, чтобы найти компромисс с грабителями.
5. В подвале дома есть мыши. Вчера утром у двери я увидел маленькую очаровательную мышку.
6. Нам пришлось остановить машину, так как два оленя медленно перешли дорогу.
7. В этом пруду много рыбок.
8. Большие дети – большие заботы.
9. В нашей школе работает двадцать пять женщин и пять мужчин.
10. Рыбаки в море.

TASK II. Give the plural of the following nouns.

A. A pin, a hat, a fox, a baby, a day, potato, a volcano, a piano, a photo, a knife, a roof, a half, a leaf, a cliff, a chief, a life, a family, a queue, a bath, a berry, a valley, a century, a salmon, a taxi, a person, a penny, a watch, a virtuoso, a lily, a woodworm.

B. A man, a woman, a German, a foot, a tooth, a sheep, a ship, a fish, an ox, a fox, a child, a fireman, a mouse, a swine, a house, a louse, a goose, a mongoose, a deer, a means, a series, a species, an aircraft, an offspring, a Swiss, a Japanese, a Maltese, a Portuguese, a Chinese, a Milanese.

C. A passer-by, a mother-in-law, a room-mate, a forget-me-not, a merry-go-round, a fellow-worker, a man-of-war, a school-inspector, a commander-in-chief, a boy-messenger, a personnel-manager, a woman-driver, a man-servant, a hanger-on, a face-lift, a spoonful, a cupful, a boyfriend, a grown-up, an office-block, a workmate.

Flying Fish

One day a sailor came from a voyage and said to his mother, «I have been on many voyages and have seen a lot of strange things. My companions and I once rowed for six days in an open boat and found ourselves in a sea of milk, in the middle of which was a mountain of sugar. I noticed too that the milk tasted quite fresh. On another occasion we came across an island of cheese and it tasted like Dutch cheese. But the greatest wonder of all the wonders I have ever seen are the flying fish of the Southern Pacific, which fly for quite a long time when they are pursued by their enemies.» His mother thought, shook her head and replied, «I cannot believe that. Seas of milk and islands of cheese there may be, and I quite believe that they exist. But flying fish are out of the question. Nothing and nobody will make me believe it, unless I see those wonders with my own eyes!»

TASK III. Rewrite the following text in indirect speech.

One day a sailor came from a voyage and said to his mother, «I have been on many voyages and have seen a lot of strange things. My companions and I once rowed for six days in an open boat and found ourselves in a sea of milk, in the middle of which was a mountain of sugar. I noticed too that the milk tasted quite fresh. On another occasion we came across an island of cheese and it tasted like Dutch cheese. But the greatest wonder of all the wonders I have ever seen are the flying fish of the Southern Pacific, which fly for quite a long time when they are pursued by their enemies.» His mother thought, shook her head and replied, «I cannot believe that. Seas of milk and islands of cheese there may be, and I quite believe that they exist. But flying fish are out of the question. Nothing and nobody will make me believe it, unless I see those wonders with my own eyes!»
**C. The Category of Case**

Study the following rules of the case of nouns in the English language. Ask questions, if any.

### The Category of Case

В современном английском языке существительное имеет два падежа: **общий** (без окончания) и **притяжательный ('s)**.

### Притяжательный падеж имени существительных

Существительное + 's

<table>
<thead>
<tr>
<th>Притяжательный падеж имени существительных</th>
<th><code>Frank's</code> car</th>
<th><code>a boy's</code> ball</th>
<th><code>an actress's</code> career</th>
<th><code>a waitress's</code> job</th>
<th><code>children's</code> games</th>
<th><code>student's</code> club</th>
<th><code>sheep's</code> wool</th>
</tr>
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<tr>
<td>◆ girls' uniform</td>
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<td></td>
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<tr>
<td>◆ students' books</td>
<td></td>
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<td></td>
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<tr>
<td>But:</td>
<td></td>
<td></td>
<td><code>men's</code> hats</td>
<td><code>women's</code> rooms</td>
<td><code>an hour's journey</code></td>
<td><code>a day's work</code></td>
<td></td>
</tr>
</tbody>
</table>

Существительные (с окончанием в форме множественного числа «с») принимают лишь апостроф (') без «s»

1. Одушевленных имен существительных в единственном и множественном числе.

   Читается соответственно [s], [z], [iz].

   - (hour, day, month, year) и расстояние.
   - the `ship's` crew
   - the `river's` edge
   - `country's` social order
   - the `earth's` surface
   - the `city's` heart
   - Moscow's theatres
   - America's greatest city
   - the `summer's` heat
   - the `moon's` orbit

2. Существительных, обозначающих период времени

   - `an hour's` journey
   - `a day's` work

   - a `month's` salary
   - a `mile's` distance
   - world's best museums
   - the `ship's` crew
   - the `river's` edge
   - `country's` social order
   - the `earth's` surface
   - the `city's` heart
   - Moscow's theatres
   - America's greatest city
   - the `summer's` heat
   - the `moon's` orbit

В остальных случаях используется сочетание существительного с предлогом of. Часто такая конструкция может быть трансформирована в сочетание двух существительных (без предлога of), однако жесткого правила на этот счет не существует. Здесь следует полагаться на языковой опыт.

- the cover of the book => the book cover
- the leg of the table => the table leg
**Exercise 1.** Replace the of-phrase by the noun in the possessive case.

**Student A:**  
1. The friend of my mother.  
2. The speech of the President.  
3. The farm of old McDonald.  
4. The novels by D. Steel.  
5. The hobbies of the children.  
6. The poems by Burns.  
7. The duties of a man.  
10. The policy of France.  
11. The streets of London.  
12. The bank of the river.  
13. The rays of the sun.  
14. The way of nature.  
15. The teas of India.  
16. The history of the world.  
17. The difficulties of the companies.  
18. The crew of a ship.  
19. A holiday for a week.  
20. A break for five minutes.

**Student B:**
- My mother's friend.  
- The President's speech.

**Exercise 2.** Answer the following questions, using the phrases from the table.

- the florist's, the butcher's, the greengrocer's, the supermarket, the travelling agent's, McDonald's, the ironmonger's, the jeweller's, Harrods, the vet's, the chemist's (the drugstore), the tobacconist's, watchmaker's, the optician's, the doctor's, the dentist's, the confectioner's, the (dry) cleaner's, the stationer's, the hairdresser's (the barber's)

**Student A:**
1. Where do you go if you want to get fast food?
2. buy some vegetables?
3. have your eyes examined?
4. buy some nails and a hammer?
5. get your hair cut?
6. have some clothes cleaned?
7. buy some cigars and cigarettes?
8. buy a wedding ring?
9. get pens, pencils, paper?
10. buy cakes and chocolate?
11. buy a lot of small different things?
12. have your teeth examined?
13. buy some medicine?
14. buy some meat?
15. buy some flowers?
16. get some information about travelling?
17. have your watch repaired?
18. buy the most expensive things in London?
19. have your pet examined?
20. have advice about your health?

**Student B:**
- Where do you go if you want to get fast food? I usually go to McDonald's.
Exercise 3. Add s/ 's/ s ' where necessary.

Student A:

1. Student grades depend on their tests.
2. Charles met Helen at my parents house.
3. We all went to Charles wedding.
4. The Brown painted their cottage green.
5. The Brown cottage is shining like a new pin.
6. The juror gave a fair verdict.
7. The juror verdict was fair.
8. Tedd is driving someone else car today.
9. Let's drop in at «The Smith».
10. Women fashions change more frequently than men.
11. Their house stood on the water edge.
12. The sun rays give us light, warmth and energy.
13. Last night game was something.
15. By going to the sale I hope to get my money worth.
16. His work was much better than many other student works.
17. Frederick was satisfied with his semester work.

Exercise 4. Use the words in brackets in the possessive case.

Student A:

1. Last week was my (daughter) sixth birthday.

Student B:

1. (Children) toys are very attractive these days.
2. Have you ever met (Denis) wife?
3. I'll see you in an (hour) time.
4. The house will be sold in two (week) time.
5. We'll be in Paris in three (hours) time.
6. (Boys) clothes wear out very quickly.
7. How much does a (boy) jacket cost these days?
8. What's the name of (Charles) partner?
9. Are (policemen) uniforms comfortable?
10. Prague isn't more than a (day) journey from here.
11. Look at the roses in (Mrs. Jones) garden.
12. I'm trying to attract the (waitress) attention.
13. This church was twenty (years) work.
14. The oceans cover 70% of the (earth) surface.
15. Now comes the (journey) end.

Exercise 5. Read and translate the following sentences, paying attention to the phrases in bold type.

Student A:

1. He held her at arm's length, scrutinizing her intently.
2. I've never grown to like him, not one iota, even though I've known him and his family for donkey's years.
3. What saved the situation was that Alan's office was only (at) a stone's throw from the club.
4. In his mind's eye, Maxim pictured the people who were important in his life.
5. My mother loves the house and the grounds and she can garden away to her heart's content.
6. We are at our wit's end how to solve the dilemma.

Student B:

1. Он держался на почтительном расстоянии от нее, осматривая ее с головы до ног.
2. I've never grown to like him, not one iota, even though I've known him and his family for donkey's years.
3. What saved the situation was that Alan's office was only at a stone's throw from the club.
4. In his mind's eye, Maxim pictured the people who were important in his life.
5. My mother loves the house and the grounds and she can garden away to her heart's content.
6. We are at our wit's end how to solve the dilemma.
7. The guns were now hidden, **out of harm's way**.
8. She made a will **at death's door**.
9. Mind, we did it just **for old times' sake**.
10. From this tower you can get a **bird's eye view** of the city.

**Exercise 6.** Read the following phrases and explain their meaning.

**Student A:**

1. **Noah's ark** is the large boat which Noah built, according to the Bible, to save his family and two of every type of animal from a flood sent by God.
2. **Pandora's box**
3. **Hobson's choice**
4. **Rubik's cube**
5. **Parkinson's disease**
6. **Aesop's fables**
7. **Achilles' heel**
8. **Aladdin's lamp**
9. **Murphy's law**
10. **Cleopatra's needle**
11. **Caesar's wife**
12. **Christie's**
13. **Love's old sweet song**
14. **An old wife's tale**

**Exercise 7.** Read the following phrases and find their Russian equivalents. Learn them by heart.

**Student A:**

1. to one's heart's content;  
2. at one's fingers' ends; 
3. at a hair's breadth;  
4. in the mind's eye;

**Exercise 8.** In pairs, discuss what you know about each other, e.g. Vika's hair is curly. Dima's job is interesting.

**Student A:** Vika's hair is curly. Dima's job is interesting.

**Student B:**

Write a list of five guesses about the other students in the class, e.g. Sergei's favourite subject is English. Maria's favourite activity is watching TV. Read out your guesses and see if they are true.

**Exercise 9.** Here are some words for describing people. In small groups, write pairs of sentences about famous people using the possessive 's and contractions of be/ have, e.g. Brad Pitt's eyes are blue. – Brad Pitt's got blue eyes. (You may like to add a few features to this list for describing celebrities that are well known to you.)

- blue eyes, red hair, big teeth, long legs, curly hair, green eyes, big muscles, nice voice, bushy eyebrows
Exercise 10. Translate the following sentences into English.

1. Она положила папку на стол начальника (босса).
2. В сегодняших газетах нет ничего интересного.
3. Сегодня день рождения Бориса.
4. Все устали, давайте сделаем десятиминутный перерыв.
5. Советы моих друзей не всегда полезны.
6. Где ключи от машины?
7. Завтра я пойду в парикмахерскую и в химчистку.
8. Мне понравилась идея Томаса.
9. Будущее моих детей беспокоит меня.
10. Многие детские игрушки сделаны в Китае.

Exercise 11. Replace of-phrases with nouns in the possessive case.

1. The advice of my parents.
2. The games of her sons.
3. The marks of her children.
4. A fax from Felix.
5. A novel by Akunin.
6. The life of students.
7. A school for boys.
8. A magazine for women.
11. The surface of the moon.
12. The history of the world.
13. A holiday for two weeks.
14. The news of today.

Exercise 12. Form the possessive case for the nouns in the following sentences.

Student A:

1. We met at Mr. Harris's house.
2. I need Bess phone number.
3. My sister husband is a broker.
4. We'll have a children party next week.
5. I'll spend the weekend at my friends house.
6. They need a month time to finish the project.
7. This is a women shop.
8. She works in a girls school.
9. Columbus discovery of America was a historic event.
10. Do you remember Pythagoras Theorem?
11. «Alice Adventures in Wonderland» was written by Lewis Carroll.
12. From the radio came Elvis voice.
13. My brother is now reading «Gulliver Travels».
15. I work at Mr. Phillips office.
16. My grandparents house is very old.
Exercise 13. Replace prepositional phrases by nouns in the possessive case.

Student A:

1. The cover of this dictionary is glossy.
2. This video cassette belongs to Liz.
3. We heard the sound of the plane.
4. Our students study the History of the English language.
5. The roof of the house was red.
6. The dresses of the girls were very pretty.
7. The future of a girl depends on her character and good luck.
8. The prices of the houses go up and up.
9. I borrowed a mobile phone from Denis.
10. My seat was at the end of the hall.
11. This theatre is in the centre of the city.
12. He knows much about the history of Russia.
13. We need some bread. Let's go to the shop of a baker.
14. A rest for an hour will do you good.
15. The news we got yesterday was unbelievable.

Student B:

Exercise 14. Fill in the titles of some works of literature.

Student A:

1. ...’s Adventures in Wonderland
2. ...’s Cabin
3. ...’s Choice
4. ...’s Complaint
5. ...’s Lover
6. ...’s Travels
7. ...’s Way
8. ...’s Web
9. ...’s Pilgrimage
10. ...’s House
11. ...’s Baby.

Exercise 15. Read and translate the sentences. Comment on the use of the possessive case.

1. – «So where exactly is this party?» my dad asked. – «It's at the Ferguson's.»
2. Then he drove me to Alex's.
3. Her husband and all her kids are coming to Aunt Emily's.
4. We dropped in at the baker's for a French stick.
5. Occasionally I have a snack at McDonald's.
6. Sainsbury's is where teachers, vicars and suchlike do their food shopping.
7. Cadbury's make fine chocolate.

Test

Task 1. Translate into English.

1. Завтрашняя программа очень напряженная.
2. Эдвард один из близких друзей моей сестры.
3. Я обычно встречаюсь со своими родственниками в доме у бабушки и дедушки.
4. Эта девушка – одна из студенток моей мамы.
5. У него маленькие ноги, как у женщины.
6. Ему очень нужна была машина, и он воспользовался машиной своего босса.
7. Это замечание Феликса было совсем некстати.
8. Мой проект отклонили точно так же, как и проект Джона.
9. Как же мне не нравится этот новый друг Босс!
10. Это не мои учебники, они Макса.
11. Экзамены позади, теперь мы можем вволю развлекаться.
12. Ради бога, пойми же наконец, что ты ходишь по острию бритвы.
13. Это не займет много времени, до моего дома рукой подать.
14. Не пытайся обмануть меня, я далеко не дура.
15. Давай уйдем отсюда от греха подальше.
16. Я считаю, что приличия ради нам нужно согласиться на их приглашение.
17. Романы Ильфа и Петрова популярны у многих поколений читателей.
18. В течение четырех лет ты держала меня на приличном расстоянии, а теперь я, кажется, не могу избавиться от тебя.
19. Машина мистера Джоунса— последняя модель Мерседеса.
20. Субботним утром любой человек может выступать сколько его душе угодно в Уголке Оратора в Гайд-Парке.

**TASK II.** Paraphrase the sentences using the possessive case where possible.
1. The beauty of Ireland is really breathtaking.
2. The coats of the children need cleaning.
3. The cover of the book is very bright.
4. The policy of the company is still not clear to me.
5. The construction of the new metro line has started.
6. The TV programmes of last night were very interesting.
7. I was shocked by the opinion of Bess.
8. The children had a holiday for a week.
9. We need to paint the roof of the house.
10. The back of the chair was too low.

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**Unit 2. The Article**

A. The Indefinite Article.
B. The Definite Article.
C. The «Zero» Article.

**A. The Indefinite Article**

1. Неопределенный артикль *a/an* может употребляться только с исчисляемыми существительными в единственном числе (во множественном числе артикль *a/an* опускается).

**But!**

Запомните, нижеприведенные существительные в английском языке неисчисляемые, они не употребляются во множественном числе и с артиклем *a/an*.

- *advice*
- *news*
- *trouble*
- *furniture*
- *information*
- *weather*
- *money*
- *progress*
- *work*

- No news is good news.
- What nasty weather!
- You've made fantastic progress!
- Money is a good servant but a bad master.
- He is full of interesting information.
2. Неопределенный artikel a/an всегда употребляется:
   a) в следующих конструкциях:
      • It is a book.
      • This is a bird and that is an animal.
      • There is a table at the window.
      • What a clever man! Какой (что за) умный человек!
      • What nice weather we are having today!
      • What beautiful pictures! (С нечислимым существительным или существительными во множественном числе a/an не употребляется).
   b) С существительными в функции дополнения после глаголов to have и to see.
      • I have a dog and he has a cat.
      • I saw an unusual bird.
   c) После глагола to be при обозначении профессии или характеристики человека.
      • He is a teacher and I am a doctor.
      • She is such a nice girl.
      • They are engineers/clever men. (С существительными во множественном числе a/an опускается).

3. Когда имеется ввиду любой представитель данного класса.
   • A child knows it. – (Любой) ребенок знает это.

4. Когда речь идет о лице или предмете в отличие от других лиц или предметов (при противопоставлении).
   • I wear a cap in summer and a hat in autumn. – Летом я ношу кепку, а осенью – шляпу.

5. Классифицирующий artikel (a/an) употребляется с существительным, служащим в предложении приложением.
   • My friend, a history teacher, knows a lot about this war. Мой друг, учитель истории, знает много об этой войне.

But!
   • Pushkin, the great Russian poet, wrote...
   • Ivanov, the inventor of this machine,.. («the» с существительными единицами в своем роде).

6. В ряде случаев artikel a/an сохраняет свое первоначальное значение «один». Особенно часто в этом значении a/an употребляется с существительными, обозначающими порцию, меры, веса, скорости, времени и т.п.
   • Not a word was spoken. – Не было сказано ни (единого) слова.
   • I’ll be back in a minute. – Я вернусь через (одну) минуту.
   • The apples are 80 р a kilogram. – Яблоки стоят 80 пенсов за (один) килограмм.
   • I’d like a coffee. – Я хотел (одну) чашечку кофе.
   • I go to the library twice a month. – Я хожу в библиотеку два раза в месяц.

7. Неопределенный artikel a/an употребляется наряду с числительным one перед числительными hundred, thousand, million, score (двадцать), dozen (дюжина).
   • He has won a million. – Он выиграл миллион.
   • He had a dozen of shirts made. – Он заказал дюжину рубашек.

8. Мы используем artikel a/an после:

<table>
<thead>
<tr>
<th>such</th>
<th>rather</th>
<th>such довольно</th>
</tr>
</thead>
<tbody>
<tr>
<td>quite</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>She is such a kind girl.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He is a rather dull person.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It is quite a warm day today.</td>
</tr>
</tbody>
</table>

9. В конструкциях «of + noun», когда допускается существование многих предметов такого типа, мы используем неопределенный artikel:
   • a book of interest
   • a sense of humour
   • a man of culture
   • a depth of five meters
   • a group of children
   • a boy of five
   • a ring of gold
Exercise 1. Use the necessary form of the indefinite article (a or an).

Student A:  
- an academy
- an album

Student B:  
- an academy
- an album

... academy, ... album, ... bright album, ... actor, ... great actress, ... arch, ... marble arch, ... chance, ... unlucky chance, ... dove, ... ear, ... elf, ... tiny elf, ... horse, ... hour, ... institute, ... lemon, ... mill, ... obelisk, ... opera, ... Italian opera, ... owl, ... paper, ... rabbit, ... quarter, ... train, ... wing, ... voyage, ... year.

Exercise 2. Use a or an where necessary.

1. My neighbour is ... photographer; let's ask him for ... advice about colour films.
2. We had ... fish and ... chips for ... lunch. – That doesn't sound ... very interesting lunch.
3. I had ... very bad night; I didn't sleep ... wink.
4. He is ... vegetarian; you won't get ... meat at his house. He'll give you ... nut cutlet. – Last time I had ... nut cutlet I had ... indigestion.
5. ... travel agent would give you ... information about ... hotels.
6. We'd better go by ... taxi–if we can get ... taxi at such ... hour as 2 a.m.
7. ... person who suffers from ... claustrophobia has ... dread of being confined in ... small space, and would always prefer ... stairs to ... lift.
8. Do you take ... sugar in ... coffee? – I used to, but now I'm on ... diet. I'm trying to lose ... weight.
9. ... man suffering from ... shock should not be given anything to drink.
10. You'll get ... shock if you touch ... live wire with that screwdriver. Why don't you get ... screwdriver with ... insulated handle?

Exercise 3. Insert a/an or – (no article).

Student A:  
- A Mr. Jones ...

Student B:  
- He wants to make a complaint about the article in the paper.

1. ... Mr Jones called while you were out (neither of us knows this man). He wants to make ... complaint about ... article in the paper. He was in ... very bad temper.
2. If you go by ... train you can have quite ... comfortable journey, but make sure you get ... express, not ... train that stops at all the stations.
3. ... few people know (hardly anyone knows) that there is ... secret passage Irom this house to ... old smugglers' cave in the cliffs.
4. I'm having ... few friends in to ... coffee tomorrow evening. Would you like to come? – I'd love to, but I'm afraid I'm going to ... concert.
5. It's time you had ... holiday. You haven't had ... day off for ... month.
6. He broke ... leg in ... skiing accident. It's still in ... plaster.
7. I want ... assistant with ... knowledge of French and ... experience of ... office routine.
8. I see that your house is built of ... wood. Are you insured against ... fire?
9. The escaping prisoner camped in ... wood but he didn't light ... fire because ... smoke rising from the wood might attract ... attention.
10. I had ... amazing experience last night. I saw ... dinosaur eating ... meat pie in ... London park. – You mean you had ... nightmare. Anyway, dinosaurs didn't eat ... meat.
**Exercise 4.** Read the clues and try to guess their jobs.

**Student A:**

1. 'I usually begin by giving the class English names.' You are **an English teacher**.
2. 'I tell my patients that it won't hurt, but it usually does!' You are ...
3. 'Actually I don't do much because the plane flies automatically most of the time.' You are ...
4. 'I only go to people's houses if they are very ill.' You are ...
5. 'Of course, my busy day is Sunday. The first mass starts at seven o'clock.' You are ...
6. 'I can eat whatever I want from the menu and I get quite a lot of tips.' You are ...
7. 'I get very nervous standing in front of all those people – especially when I haven't learnt my part properly.' You are ...
8. 'It's sometimes a bit frightening – for example, if I have to go to a fight in a pub.' You are ...

**Student B:**

Exercise 5. Complete the dialogues.

**Student A:**

1. A: Is that your brother?
   B: I haven't got a brother. I only have a sister.
2. A: ... sugar left.
   B: Okay, I'll go and buy some then.
3. A: Dad. pocket calculator.
   B: Well, let's buy him one for Christmas.

**Student B:**

4. A: How many cousins have you got?
   B: None. My uncle and aunt ... children.
5. A: You ... milk!
   B: Sorry, but the shop was closed.
6. A: Can I have an ice-cream, mum?
   B: No, ... money.
7. A: Why ... people here?
   B: Perhaps we've come on the wrong day.

**Exercise 6.** A customs officer wants to check what a passenger has bought on his holiday. Use his list to ask questions: **Have you got a/any ...?**

**Student A:**

1. cigarettes
2. camera
3. alcohol
4. gold
5. leather jacket
6. watch
7. perfume diamonds
8. electronic equipment

Example: **Have you got any cigarettes?**

**Student B:**

- No, I have **no cigarettes**./I haven't got any cigarettes.

**Exercise 7.** Dima sometimes tells her mum that her friends have got lots of things that she hasn't got. She has made a list of things she wants. Can you write the sentences she will say to her mother? Use: **I haven't got a .../I haven't got any ...**

**Student A:**

1. I haven't got a moped but all my friends have got one. I haven't got any computer games but all my friends have got some.
Exercise 8.

1. Petrol costs 65 pence a litre.
2. There are two ...  
3. The speed limit is ...  
4. You can earn ...  
5. Apples cost ...  
6. Snakes are fed once ...  
7. There are three flights ...  
8. There is one ...  

Exercise 9. Complete the following dialogues adding: a(n), some, any, no, – (no word necessary).

Brian has gone shopping to the supermarket with his friend Sean, but he has forgotten the list his father gave him. He is trying to remember what he has to buy.

Student A:  
Let me see, first I have to buy some bread. 

Do you eat white bread or brown?  

B: Let me see, first I have to buy some bread. 

S: Do you eat white bread or brown?  

B: Oh, brown usually. Okay, I'll take ... loaf of brown bread and white rolls.  

S: Look, there's the freezer over there. Do you need ... milk products?  

B: Yes, I need milk and ... cheese.  

S: What kind of cheese?  

B: ... Edam and ... Camembert.

Student B:

B: Let me see, first I have to buy some bread. 

Do you eat white bread or brown?  

S: Look, they haven't got ... Camembert.  

B: Have they got ... Brie?  

S: Yes, it's over there.  

B: Okay, I'll get ... Brie instead.  

S: What about butter?  

B: No, we never buy ... butter. Mum says it's not healthy, so we eat margarine instead.  

S: Shall I pass you ... margarine?  

B: No, we don't need ... margarine. We've got enough at home.  

S: What about fruit? Do you need ...?  

B: Yes, we need ... apples and ... melon. Have they got ... melons?  

S: I don't think so.  

B: Well, I'll take ... pineapple instead.

Exercise 10. Insert the right article:

1. It costs fifty-five and ... half pence and I've only got ... fifty pence piece. – You can pay by ... cheque here. – But can I write ... cheque for ... fifty-five and ... half pence?  

2. ... Mr Smith is ... old customer and ... honest man. – Why do you say that? Has he been accused of ... dishonesty?  

3. I'm not ... wage-earner; I'm ... self-employed man. I have ... business of my own. – Then you're not ... worker; you're ... capitalist!  

4. When he was charged with ... murder he said he had ... alibi.  

5. ... friend of mine is expecting ... baby. If it's ... girl she's going to be called Etheldreda. – What ... name to give ... girl!  

6. I have ... hour and ... half for lunch. – I only have ... half ... hour–barely ... time for ... smoke and ... cup of coffee.  

7. I hope you have ... lovely time and ... good weather. – But I'm not going for ... holiday; I'm going on ... business.  

8. He looked at me with ... horror when I explained that I was ... double agent.
9. I wouldn't climb ... mountain for £1,000! I have ... horror of ... heights.
10. I have ... headache and ... sore throat. I think I've got ... cold. – I think you're getting ... flu.

B. The Definite Article

Study the following rules of using the definite article the and learn them by heart.

определенный артикль (the) употребляется:
1. с рядом существительных:
   the cinema, the theatre, the radio, the television, the army, the police, the firebrigade, the post office, the bank, the doctor, the dentist, the country, the mountains, the sea, the seaside, the weekend.
   • You can change your money at the bank.
   • The police were called and they came immediately.
   • We spend the weekend in the country/the mountains/at the seaside.

2. с уникальными и единственными в своем роде существительными:
   the Sun, the Moon, the Galaxy, the Earth, the Universe, the Solar System, etc;
   • The Sun was getting warmer.
   • The Moon moves round the Earth.

3. с названиями музыкальных инструментов:
   the violin, the piano, the guitar, etc.
   • He played the violin beautifully.

4. прилагательные в значении существительных употребляются с определенным артиклем (the): the old, the rich, the poor, the blind.
   • There are special schools for the blind and the deaf. – Для слепых и глухих имеются специальные школы.
   • The wounded were taken to hospital. – Раненых отвезли в госпиталь.

5. Определенный артикль (the) употребляется перед существительными в единственном числе для названия целого класса предметов.
   • The tragedy and the comedy appeared in Greece. – Трагедия и комедия появились впервые в Греции.
   • The pine grows in the North. – Сосна растет на севере.
   • When was the telephone invented? – Когда был изобретен телефон?

6. Определенный артикль (the) употребляется с существительными в функции обстоятельства места (где?) (если оно не имеет
Exercise 1. Put in a/an or the.

Tina wants to buy a car. She has come to see Ryan, who is trying to sell his.

Student A:

So, you don't say much in your advert. Is this an old car?

TINA: So, you don't say much in your advert. Is this an old car?

RYAN: Four years old. Come and have a look at it.

TINA: Were you first owner?

RYAN: No, I got it two years ago.

TINA: Have you driven it a lot?

RYAN: Well, I drive to my office in city centre five days a week, but I don't use it much at weekends.

TINA: I see. Now the thing is, I'm doctor. I've just started work at hospital in Hills Road. I'm on call a lot of the time and I have to find a car which is really reliable. It is used to have always breaking down and giving me problems.

RYAN: Oh, this one's very good. It may not be fastest car around, but it always gets there eventually. And it's got new set of tyres.

TINA: Right. It's good to know that. Can I go for test drive?

RYAN: Um, actually, that's not possible right now.

TINA: Why not?

RYAN: Well, basically, I'm afraid it won't work. You see, battery is flat.

Student B:

Exercise 2. Put in the where necessary, leave a space (–) if the article is not needed.

Portrait of the Bartons

There are three adults and two children in this family. The children are Ben, aged twelve, and little Stella, who is four. Their parents are Andrew and Marion. Other adult is Leslie, who is Andrew's brother. He is twenty-four. They live in Newcastle, a large city in north-east of England.

On weekday mornings everyone gets up early. Andrew Barton works for a company which manufactures computers. He leaves at seven o'clock. He likes to avoid rush hour, he says. Marion suspects that really he likes to avoid having breakfast with children, who are very noisy.

Ben catches school bus at eight-fifteen. Leslie is at university, studying physics. He lives away from home during term-time, so he avoids noise, too.

Stella doesn't go to school yet, of course. Next year, she will start at nursery school where Ben used to go. Her mother is looking forward to this, as it will mean that she can go back to work. Before her marriage, she lived in London, where she worked for National Gallery, in Trafalgar Square. She is hoping to find same sort of job in Newcastle.

Exercise 3. Read this passage.

Three learned Christian monks were travelling through Turkey hoping to meet the wisest man in the whole country. The monks explained that they wanted to meet him because they each had a question to ask him.
sultan sent for Nasreddin Hodja who came to (5) the palace at once. (6) The first monk stepped up and asked his question. 'Where is (7) the centre of (8) the earth?' 'At this moment the centre of the earth is exactly below (9) the front right foot of my donkey.' 'How can you possibly know that?' asked (10) the monk.

'If you measure the earth carefully you will find that I am correct,' replied Hodja. (11) The second monk stepped up and asked his question. 'How many stars are there in (12) the sky?' 'As many as there are hairs on my donkey,' replied Hodja. 'As you will see if you count them.' (13) The third monk came forward. 'How many hairs are there in (14) the donkey's tail. If you do not believe me step forward and we can pull out (15) the hairs from your beard and (16) the hairs from (17) the donkey's tail one by one and count them.'

The third monk was not very keen on this idea so he had to admit he was beaten, so everyone could see that Hodja was (18) the wisest man of all.

Look at the 18 phrases with the above. How do you know in each case which person or thing the writer is talking about? Now answer the questions:

1. Which man? ……
2. Which country?
3. Which monks?
4. Which sultan?
5. Which palace?
6. Which monk?
7. Which centre?
8. Which earth?
9. Which foot?
10. Which monk?
11. Which monk?
12. Which sky?
13. Which monk?
14. Which tail?
15. Which hairs?
16. Which hairs?
17. Which tail?
18. Which man?

What about (8), (12), and (18)? How do you know which one the writer means in each case?

Exercise 4. Complete the sentences using one of the adjectives in the box.


1. We're having a concert at my school next week. All the money will go to buying guide dogs for the blind.
2. Robin Robin Hood stole money from … and gave it to
3. There are lots of stairs in the building but there is a lift for ….
4. It is a law of nature that…survive and die out.
5. After the accident … were taken to hospital by helicopter.
6. …are allowed in free of charge. You can't pay if you don't earn anything!

Артикли с географическими названиями:

<table>
<thead>
<tr>
<th>Название</th>
<th>the</th>
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</thead>
<tbody>
<tr>
<td>1. Часты света, континенты, страны, регионы, города, деревни</td>
<td>Если в названии государства есть нарицательное существительное: the Russian Federation, the United Kingdom of Great Britain and Northern Ireland, the United States of America, the Irish Republic;</td>
<td>Europe, Asia, Australia, North (South) America, Africa, Russia, Italy, England, Latin America, South-</td>
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<tr>
<td>Названия</td>
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<tr>
<td>А также названия стран во мн.ч.: the Netherlands, the Philippines, the United Arab Emirates; названия регионов, областей, городов: the Crimea, the Caucasus, the Far East, the Riviera, the Midlands, the Lake District, the Middle East, the Ruhr, the Tyrol, the Hague (Гаага)</td>
<td>East Asia, Northern Africa, Southern France, Moscow, Rome, London, Dubrovno, Peredelkino</td>
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<tr>
<td>2. Океаны, моря, проливы, каналы, реки, озера, водоны, полуострова</td>
<td>the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the White Sea, the Black Sea, the Mediterranean Sea, the English Channel, the Gulf Stream, the Panama Canal, the Volga, the Mississippi, the Thames (the River Thames), the Baikal, the Seliger, the Swallow Falls, (the) Niagara Falls</td>
<td></td>
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<tr>
<td>Но: Lake Baikal, Lake Seliger</td>
<td>Но: названия заливов и полуостровов употребляются без артики: Hudson Bay, Kamchatka, Taimyr, Scandinavia</td>
<td></td>
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<tr>
<td>Сравните: Kola – the Kola Peninsula</td>
<td></td>
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<tr>
<td>3. Горные цепи, группы островов</td>
<td>the Urals, the Alps, the Rocky Mountains (the Rockies), the Himalayas, the Andes, the Canaries, the British Isles, the Kurilas, the West Indies</td>
<td></td>
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<tr>
<td>Но: названия горных вершин и отдельных островов: Elbrus, Everest, Vesuvius, Peklemaya Gora, Cuba, Cyprus, Haiti, Easter Island</td>
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<tr>
<td>4. Пустыни</td>
<td>the Gobi, the Sahara Desert, the Kara-Kum, the Kalahari</td>
<td></td>
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<tr>
<td>5. Улицы, площади, переулки, парки</td>
<td>(the) High Street, the Mall, the Strand (улицы в Лондоне)</td>
<td></td>
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<tr>
<td>Tverskaya Street, Regent Street, Fifth Avenue, Charing Cross Road, Park Lane, Manezh</td>
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<tr>
<td>6. Театры, концертные залы, музеи, галереи, кинотеатры, отели, дворцы, рестораны, кафе, бары</td>
<td>the Bolshoi Theatre, the Art Theatre, the Chaikovsky Hall, the Opera House, the Hermitage, the National Gallery, the Russian Museum, the Louvre, the Pushkinsky, the Kodak, the Odeon, the Ritz, the Continental, (the) President Hotel, the Winter Palace, the Taj Mahal, the Savoy, the Three Oaks, the Big Bite, the Talk of the Town</td>
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<tr>
<td>Но: Covent Garden, Grand Opera</td>
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<tr>
<td>Сравните: Buckingham Palace, Maxim's</td>
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<tr>
<td>7. Известные произведения искусства, уникальные книги</td>
<td>the Great Pyramid, the Mona Liza, the Sistine Chapel, the Moonlight Sonata, the Bible, the Koran, the Domesday Book (in England)</td>
<td></td>
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<tr>
<td>8. Аэропорты, станции, мосты</td>
<td>the Brooklyn Bridge, the Golden Gate Bridge, the Bridge of Sighs</td>
<td></td>
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<tr>
<td>Heathrow (Airport), Vnukovo (Airport) Victoria Station, Taganskaya Station Tower Bridge, Waterloo Bridge, Krymsky Bridge</td>
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<td></td>
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<tr>
<td>9. Школы, колледжи, университеты</td>
<td>Запомните: the Sorbonne</td>
<td></td>
</tr>
<tr>
<td>Richmond Grammar School, Carnegie College, Oxford University, Moscow University</td>
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<tr>
<td>Сравните: London University – the University of London the University of Chicago (офиц. название), Chicago University -</td>
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<tr>
<td>10. Церкви, соборы, приходы</td>
<td>Trinity Church, St. Paul's Cathedral, St. Basil's Cathedral,</td>
<td></td>
</tr>
<tr>
<td>Названия</td>
<td>the</td>
<td>Westminster Abbey</td>
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<tr>
<td>11. Корабли, паромы, яхты, известные поезда</td>
<td>the Magnolia, the Victoria, (the) Titanic, the Beautiful Dreamer, the Orient Express</td>
<td></td>
</tr>
<tr>
<td>12. Политические и государственные учреждения, организации, партии, исторические события</td>
<td>the Senate, the State Duma, the Cabinet, the Supreme Court, the Government, the British Council, the Pentagon, the Democratic Party, the Second World War, the Gulf War</td>
<td>Ho: Parliament, Congress, Whitehall</td>
</tr>
<tr>
<td>13. Газеты (английские и американские) журналы, периодические издания</td>
<td>the Times, the Observer, the Financial Times, the Sun, the Star, the Spectator, the New Yorker, the American Scientist</td>
<td>С названиями российских газет не употребляется: Arguments and Facts, Moscow News, Economist, Computer Weekly, Newsweek, Playboy</td>
</tr>
<tr>
<td>14. Спортивные события</td>
<td>The Olympic Games, the World Cup, the World Championship</td>
<td>Ho: Wimbledon (теннис)</td>
</tr>
<tr>
<td>15. Музыкальные группы</td>
<td>the Beatles, the Rolling Stones, the Spice Girls (если сущ. во мн.ч.)</td>
<td>Ho: Queen, ABBA, Gorky Park, A – Ha</td>
</tr>
</tbody>
</table>

**Exercise 5.** Work in four or five teams. Each team must choose a different continent, not including Australia or Antarctica. I'm going to name some different geographical features. Make a note of one example belonging to the continent you chose, e.g. A mountain range – The Blue Mountains (Australia).

Score 1 point for every correct example you name. If a team cannot name an example, the other teams can get an extra point by naming one in that continent.

**Exercise 6.** Insert the right article.

1. ... most windows are made of glass. 2. ... glass of my watch is broken, and one of ... hands is missing. 3. ... first concern of any government should be ... education of ... people of ... country. 4. ... stars are very bright tonight. 5. ... president said that he didn't want... trouble, but ... troubles of ... country had to be settled quickly. 6. ... trees in our garden bear a lot of fruit every year. 7. ... audience was stone silent. 8. ... girl is really ... great talker. 9. In America «neighbour» has ... friendly connotation, in England it is ... chilly word, nearly always ... stranger. 10. ... rain was still beating on the windows. 11. ... road snaked its way across ... hills. 12. Emma hoped ... baby would be ... girl. 13. ... Queen smiled. She had told ... black He. 14. In ... middle of ... year he made ... second trip to Fairley Hall. 15. – I don't like ... policemen. – Neither do I. But I do like ... English policemen. 16. ... village where my relatives live is such ... idyllic place. 17. ... bell rang ... third time to indicate ... beginning of ... class. 18. ... girl is ... born peacemaker.

**Exercise 7.** Insert the right article.

1. Maxim left ... Ritz Hotel after their dinner at ... Annabel's and walked home crossing ... Picadilly and heading through ... Half Moon Street into ... Mayfair. 2. ... Easter Island in ... Pacific Ocean was discovered in 1722. It is one of ... most mysterious spots on ... earth. 3.1 flew to ... UK on the Concorde. I had hardly had a chance to eat a snack, relax and read my book when we were landing at ... Heathrow. 4. ... Gulf Stream is a warm ocean current which flows from ... Gulf of Mexico, along ... south-east coast of ... United States, and north-eastwards in ... Atlantic Ocean. 5. The
waters of ... Seine trembled in the hazy sunshine. 6. In the vicinity of
the house were ... Rodin Museum, ... French Academy, and ... Hotel
des Invalides, housing ... tomb of Napoleon I. 7. George had planned
...cruise to ... Greek islands as ... surprise for his family. They would be
sailing around ... Aegean Sea for about a fortnight. 8. The two young
women had attended ... Sorbonne at the same time. Their fathers, as it
turned out, had been at ... Oxford University. 9. The highest peak in ...
North America is ... Mount McKinley. 10. ... Monterey Peninsula juts
out into ... Pacific Ocean halfway up ... California coast. 11. The
travellers saw an oasis in ... Gobi, but it was a mirage. 12. If you want
to see ... Lake Victoria and ... Mount Kilimanjaro, go to ... Kenya.
13. There is a project to turn ... Baikal area into ... Russian Alps.

 Exercise 8. Which of the given below geographic names can
be used with the definite article?

 **Student A:**

 Kilimanjaro, Jenisei, Bermuda, Elbrus, Hudson Bay, Laptev
Sea, Urals, Kalahari, Volga, Carpathians, Indian Ocean, Madeira, Etna,
English Channel, Palm Beach, Arctic Circle, Olympus, New Forest,
South Pole, Bridge of Sighs, Jutland Peninsula, Suez Canal, Swallow
Falls, Sicily, Tower Bridge, Kara-Kum, Lake Chad, Bermuda Triangle,
Malay Archipelago, Aleutian Islands

 **Student B:**

 A. Kilimanjaro, Jenisei, Bermuda, Elbrus, Hudson Bay, Laptev
Sea, Urals, Kalahari, Volga, Carpathians, Indian Ocean, Madeira, Etna,
English Channel, Palm Beach, Arctic Circle, Olympus, New Forest,
South Pole, Bridge of Sighs, Jutland Peninsula, Suez Canal, Swallow
Falls, Sicily, Tower Bridge, Kara-Kum, Lake Chad, Bermuda Triangle,
Malay Archipelago, Aleutian Islands

 B. United Arab Emirates, Sudan, Far East, Brussels, Netherlands,
Booker Prize, Hague, Art Theatre, Riviera, Northern Europe, St.
James' Park, Peacock Inn, Baker Street, Russian Museum, Salisbury
Cathedral, Wailing Wall, Middle East, Southern Africa, Roman
Empire, Miami Airport, Nobel Prize, Republic of Ireland, Athens,
Winter Palace, Republican Party, Eiffel Tower, National Association
of Teachers, Hawaii, Village of Sosnovka, Hawaiian Islands

 Exercise 9. Geography Quiz

 **Example:** Tower Bridge is a famous bridge in London.

| Queen Elizabeth II | biggest lake in England
| Matterhorn | Buckingham Palace |
| Lake Windermere | Downing Street |
| Mississippi | White House |
| Pacific Ocean | famous bridge in London |
| President of the USA | mountain range in South America |
| British Prime Minister | in New York |
| Andes | river in the USA |
| Time Square | mountain in Switzerland |

 Exercise 10. Translate into English.

 1. Япония – древняя страна на Дальнем Востоке. 2. Население Российской Федерации – около 150 миллионов человек. 3. Турция располагается на двух контinentах – Азии и Европе.

 4. Босфор – это пролив, который соединяет Мраморное море с Черным морем. 5. Наполеон родился на Корсике, острове в Средиземном море. 6. Америка состоит из трех частей: Северной Америки, Центральной Америки и Южной Америки. 7. Красное море находится между Северной Африкой и Аравийским полуостровом. 8. Если вы поедете в Египет, то увидите Нил, знаменитые пирамиды, «Долину Королей» и «Долину Королев». 9. Мальта, Кипр, Капри – знаменитые острова. 10. Амударья течет через пустыню Каракум и впадает в Аральское море.
C. The «Zero» Article

Нулевой артикль используется (артикль отсутствует):
1. Перед существительными, уже имеющими определители (местоимения, числительные и др.):
   - My room is large. – Моя комната большая.
   - I need some books. – Мне нужны книги.

2. Перед абстрактными существительными; перед названием вещества, если речь не идет о каком-либо конкретном количестве; перед существительными во множественном числе:
   - The work gives him satisfaction. – Он получает удовольствие от работы.
   - Snow is white. – Снег белый.
   - I like to read English books. – Я люблю читать английские книги.
   - What lovely flowers! – Какие милые цветы!

   **But!**

   Если же с существительным во множественном числе или с нечислимым существительным используется артикль, то значение существительного уже не обобщенное, а конкретное. Сравните:
   - He likes cars, girls, food and drink. – Он любит машины, девушек, еду и напитки.
   - The cars in that garage belong to the girls. – Машины в том гараже принадлежат девушкам.

   **But!**

3. Перед именами собственными перед названиями:
   - Africa, Berkshire, Texas, Oxford, High Street, Brazil, Hyde Park, Trafalgar Square и т.д.

   - London is the capital of Great Britain. – Лондон – столица Великобритании.
   - I've been neither to South Africa nor to North America. – Я никогда не был ни в Южной Африке, ни в Северной Америке.

   ➢ аэропортов, вокзалов, железнодорожных станций:
   - London Airport, Victoria Station

   ➢ университетов, колледжей:
   - Oxford University, Hertford College, Grinnel College

   ➢ журналов:
   - Punch, Language

   ➢ дней недели, месяцев:
   - Sunday, Monday, January, February

4. Перед существительным, определяемым словами next в значении «будущий» и last в значении «прошлый» (если существительное обозначает время) или количественным числительным (а также буквенным обозначением: Witness «A», Point C, Exhibit B и т.д.), следующим за существительным:
   - I went to the Ukraine for my holiday last year, and I am going there next year too. – В прошлом году во время отпуска я ездил на Украину и собираюсь туда на следующий год тоже.
   - When World War II broke out, I was in Moscow. – Когда началась вторая мировая война, я был в Москве.

   - She loves life. – Она любит жизнь.
   - He's studying the life of Beethoven. – Он изучает жизнь Бетховена.
   - Books are expensive. – Книги дороги.
   - Move the books off and sit down. – Убери книги и сядь.

Study the following rules of using the «zero» article and learn them by heart.
5. Перед существительным, служащим обращением:
- How old are you, young man? – Сколько вам лет, молодой человек?

6. Перед названиями наук:
- I like literature and history but I don’t like mathematics. – Я люблю литературу и историю, но не люблю математику.

7. Перед существительным в заголовках, объявлениях и телеграммах:
- Polish Delegation Arrives in Moscow. – Польская делегация прибывает в Москву.

8. Перед существительными Mother, Father, Uncle, Aunt и др.— в роли членов одной и той же семьи:
- Has Mother come back yet? – Мать уже вернулась?
- Father wants to speak to you. – Отец хочет поговорить с тобой.

9. Перед существительным, стоящим при именах собственных и обозначающим звание (научное, воинское) или служащим формой обращения:
- Academician Kurchatov died several years ago. – Академик Курчатов умер несколько лет назад.
- Can I speak to Mr. Popov? – Могу я поговорить с господином Поповым?
- Mr. Brown wishes to see Dr. Smith. – Мистер Браун хочет встретиться с доктором Смитом.

10. Перед такими существительными, как advice, information, money, hair, fruit, при отсутствии ограничивающего определения:
- This is important information. – Это важная информация.
- I need advice badly. – Мне очень нужен совет.

11. В некоторых сочетаниях существительного с предлогом, когда все сочетание носит наречный характер:
- to/at/from school; in/to class; to/at/from university/college (в американском английском чаще in school/college);
- to/in/into/from church; to/in/into/out of hospital/bed; to/at/from work; to/at sea; to/in/from town; at/from home;
- for breakfast; at lunch; to dinner;
- at night; at sunset; at first sight; at table; at war;
- by car/bus/bicycle/plane/train/tube/boat/air/water/sea/land;
- by day; by post; by heart; by chance; by mistake; by name;
- on foot; on board a ship; on deck; on demand; on credit; on sale;
- in/on time; in debt; in demand; in sight; in fact; in conclusion;
- from year to year; from head to foot; from morning till night; from day to day; from top to bottom; from shop to shop; from time to time; from head to foot;
- with knife and fork; on land and sea; arm in arm; inch by inch; day after day; day and night;
- to go to sleep; to take dinner/part/place/care; to shake hands; to drop anchor; to lose sight; to declare war; to pass judgement и др.

Society используется без артикля в значении the society we live in.
- People should work for the benefit of society. – Люди должны работать на благо общества.

Существительное space используется без артикля, когда оно обозначает the empty space between the stars:
- Man has just taken his first steps into space. – Человек только что сделал первые шаги в космосе.
Most in the meaning of the majority of не имеет артикля:
• Most birds can fly. — Большинство птиц умеет летать.

Exercise 1. Read and translate the following sentences, paying attention to the phrases in bold type.

1. Step by step we are getting nearer to our goal. 2. They walked from room to room, admiring what they saw. 3. Day after day things are improving. 4. We've been working side by side for so many years. 5. She read the foreign text slowly, line by line. 6. We call each other from time to time. 7. The fellow kept grinning from ear to ear. 8. It was all a big lie from start to finish. 9. I must tell you that from beginning to end you acted most foolishly. 10. He is a gentleman from head to toe. 11. During the war the family lived from hand to mouth. 12. He keeps all his bank accounts under lock and key. 13. Let me announce you now husband and wife. 14. Mother and child should be protected by State. 15. Time after time I've tried to walk away from you. 16. The moon was rolling slowly in the sky, from star to star. 17. Traffic stood nose to tail all the way down the Strand.

Exercise 2. Read the text and comment on the use or on the absence articles. Retell the text.

Bill Fitzgerald, chief foreign correspondent for CHS, the American cable news network, was now a war correspondent, and it was his job to bring the news to the people. World news. American news. Business news. Bill Fitzgerald was a renowned newsman, the undoubted star at the Cable News Systems, noted for his measured, accurate but hard-hitting reports from the world's battlefields and troublespots, be it Iran, Libya, Saudi Arabia, Syria, Israel or Iraq. Whenever flare-ups happened, Bill and his crew were right in the thick of it. Feverishly filming, wanting to be graphic, moving, vivid, and hard-hitting.

People trusted him, had confidence in him, and his newscasts had huge success on television. Bill always followed the old journalistic rule of thumb: WHO, WHEN, WHERE, WHAT, and HOW, which had been taught to him by his father, a respected newspaperman. As a newsman Bill could never become involved with the events he was covering. He had to be dispassionate, objective and balanced. Like a bystander, watching in a sense. But sometimes, he couldn't help getting involved. It got to him occasionally, ... the pain, the human suffering. And it was always the innocent who were the most hurt. Wars killed the soul, drained the spirit, and damaged the psyche.

Bill's crew were his cameraman, Mike Williams, and Joe Alonzo, his soundman who had done telecasts to the States with him for many years now. They had met about ten years ago and had been fast friends ever since. And even when they were in different parts of the world, they still stayed in constant touch. They were exceptionally close, shared the same interests and understood each other perfectly, they were usually on the same wavelength.

(after B. Bradford)

Exercise 3. Insert the article if necessary.

1. My Grandmother was ... true original. Strong of character, she truly ruled our family with ... iron hand. In ... velvet glove, of course. 2. Maxim was at ... centre of her thoughts. He was her world – ... sun, ... moon, ... stars. 3. He had ordered ... chilled white wine; it was ... young wine and it was ... perfect choice. 4. It was ... beautiful night, warm, balmy, gentle. ... ink-black sky was sprinkled with ... stars, and there was ... hazy full moon. 5. «Harrow! That's ... marvellous school! Winston Churchill, ... Prime Minister of England, went to Harrow.» 6. I'm looking for ... Miss Rosie. I was told she was ... barmaid here. 7. «Yes,» she said in ... soft whisper. «Why, you sound like ... scared little church mouse.» 8. ... marmalade is usually made from ... oranges. It is usually eaten for ... breakfast with ... toast. 9. ... woman must be ... genius to create ... good husband. (Balzac) 10. «... Royals» is ... serial, which portrays ... life of ... members of ... Royal Family in ... United Kingdom. 11. It was
... cold Saturday morning at ... beginning of ... month. ... first snap of ... frost was in ... air, after ... mild October of ... Indian-summer weather. But nonetheless, it was ... sparkling day, sunny, with ... bright blue sky.

Exercise 4. Add an article if necessary.
The price of – electricity has gone up a lot this year.
1. Jane says that ... men are to blame for all the wars in the world. If women were in charge, there would be ... peace throughout the world.
2. Lena thinks that ... fun is more important than ... success in ... life.
3. After ... success of his first book, he decided to write another one about ... life of Lawrence of Arabia.
4. The thing I hate most about ... school is ... homework.
5. I read ... really interesting book about ... history of ... sport in ... holidays.
6. It is a pity that politicians never learn any lessons from ... history.
7. The religious instruction teacher said that ... alcohol and ... divorce were major social problems and Lizzie said it was ... people who drank ... alcohol and got married who were ... problems!
8. I saw my headmaster in ... town yesterday. He was waiting for a bus.
9. In ... town where I live there are four cinemas.
10. The children are still at ... school. They have ... extra lesson this afternoon.
11. There is ... beautiful statue of the madonna in ... church near our house.

Exercise 5. Fill in the gaps with a, an, the, or – (for no article).

Pancake recipe
You need 100 grams of ... flour, ... egg, a little milk, and a spoonful of butter. Beat ... egg with ... flour. Add ... milk until the mixture is runny. Heat ... butter in ... frying pan.
Pour ... spoonful of ... mixture into...pan. Cook for one minute. Turn ... pancake over and cook a little longer.
Serve hot, with ... sugar and ... lemon juice.

Exercise 6. Use the article if necessary.
...light in ... piazza was silvery, ... sky leaden, ... faint mist was rising from ... lagoon and ... canals were in ... veil of ... grey on this cold winter's afternoon. Bill walked slowly across ... St. Mark's Square, not caring about ... weather in ... least. It was ... relief to be in ... Venice after ... battlefields of ... Bosnia. ... Venetians loved this city, La Serenissima they called it, this city of ... churches and ... palaces floating on ... water, brimming with ... treasures of ... art and ... architecture. Bill thought it was one of ... most intriguing and evocative places in ... world.

Exercise 7. Translate into English

Exercise 8. Complete these sentences using one of these words. Use the where necessary. Use the same word in both (a) and (b) in each pair.
advice coffee food French history magazines music teachers
1 a) all over the world have published photos of the royal baby.
b) Emily leftw asked for on the table.
Exercise 9. Sue and Kate want to make a tree house. Complete the dialogue by adding the correct words: a(n), some, any, the, – (no article).

S: Dad, we want to make a tree house. Have you got … wood?
D: Yes, there are … old book shelves in … cellar. You can have those. What else do you need?
K: Well, we have got … hammer but I couldn't find … saw.
D: I'm sorry but … saw that Judy gave me for … Christmas has disappeared.
S: Never mind. We don't really need … saw.
D: What about … nails?
K: We've got short nails but we couldn't find … long nails. Could we have … long ones?

D: Sorry, I haven't got … nails at all. Do you need … help or can you manage alone?
S: If you've got … time, you could carry … wood into … garden for us.
D: Sorry, I can't. I've got … bad back at the moment.

Exercise 10. In each of the following sentences the article the has been left out at least once. Read the sentences and mark where the should be. The number in brackets tells you how many times the occurs.

Student A:

1. I have been to the United Kingdom and Germany, but never to Poland. (1)
2. Amazon in Brazil is the longest river in South America. (1)
3. Japan and United States are separated by Pacific Ocean. (2)
4. Liverpool is in north of England, fairly close to Wales. (1)
5. I would love to go to Jamaica, Bahamas or somewhere else in Caribbean. (2)
6. Suez Canal flows through north of Egypt from Port Said to Suez, joining Mediterranean to Gulf of Suez and Red Sea. (5)
7. Lake Windermere in north-west of England is one of the largest lakes in British Isles. (2)
8. Iran has borders with Iraq, Turkey, USSR, Afghanistan and West Pakistan. (1)
9. Mount Everest is in Himalayas on the border between Nepal and Tibet, which is part of People’s Republic of China. (2)
10. Biarritz stands on the mouth of Adour river which flows into Gulf of Gascony in Bay of Biscay. (3)
**Test**

**TASK I.** Insert the right article.

1. Henry Rossiter had ... cool and refined mind. ... cultured man, he was ... art connoisseur, ... collector of rare first editions, ... devotee of drama and music. ... product of ... rich and old family, he was today ... curious amalgam of ... upper-class English conservative principles and ... international sophistication.

2. As I sat in ... library this morning, leafing through those books again, I could not help thinking that Lettice had been a lot like me, in many ways. ... homemaker, ... cook, ... gardener, ... painter, ... woman interested in furnishings and all those things which make ... home beautiful. And she had been ... devoted mother and ... adoring wife, just as I had.

3. Victor was ... gentle and reflective boy. And he had ... deep understanding of human frailties. He was ... thinker and ... dreamer, and he had ... soul of ... poet. Victor was happiest when he was reading or listening to ... music of Mahler and Beethoven.

4. ... sin includes such things as ... lying, ... lust, ... cheating, ... deceit, ... anger, ...evil thoughts, ...immoral behavior, and more. Most visible virtues in people are ... responsibility, ... energy, ... hard work, ... enthusiasm, and ... perseverance.

**TASK II.** Insert articles where necessary.

**Ecuador**

Located in ... Middle of ... World and ... American Subcontinent, ... Ecuador has always been known for its strategic geographical location. Fronting ... Pacific Ocean, it has access to ... major commercial centres of the world: ... United States, ... Canada, ... Japan, and due to its proximity to ... Panama Canal, it is within easy reach of ... Atlantic Ocean and ... Europe. To ... East, Ecuador is ... door to ... majestic headwaters of ... Amazon Basin. Many experts in economy and commerce now consider Ecuador as ... point of access to this market of unexploited opportunities that is now opening its doors to the world. Ecuador has become ... place to create ... wealth of ... future. ... Andes divide the country into three basic natural regions: ... coastal plains, ... mountainous highlands and ... humid tropical lowlands, or ... «Oriente» as the Ecuadorians call it. These fertile regions are ... refuge of numerous species of animals and plants that increase ... exportable potential of Ecuador to the world. In recent years there has also been ... rapid increase in ... production of flowers, vegetables, and exotic fruit for ... export.

**TASK III. Translate into English.**

1. День за днем она мечтала о встрече с ним. 2. Они живут душа в душу. 3. Око за око, зуб за зуб. 4. Мы промокли с головы до ног. 5. Начался шторм, и катер швыряло из стороны в сторону. 6. Книга такая интересная, что я знаю ее от корки до корки. 7. Они встречали все трудности плечом к плечу. 8. Они пришли на встречу под ручку. 9. Вы когда-нибудь встречались с ним лицом к лицу? 10. Машина и водитель слились в единое целое. 11. У отца и сына должно быть взаимопонимание. 12. Хозяин и помощник трудились с утра до ночи. 13. Они неразлучны, словно рука и перчатка. 14. Они очень бедны и живут впроголодь. 15. Дама в красном танцует со мной щека к щеке.
Местоимение — часть речи, которая указывает на лицо, предметы, на их признаки, количество, но не называет их, например: I я, who кто, which который, this этот, these те, some несколько и др.

Местоимение обычно употребляется в предложении вместо имени существительного или имени прилагательного, иногда — вместо наречия и числительного.

Личные местоимения I я, you ты, вы, he он, она, who кто указывают на одушевленные, а местоимения it он, она, оно и what что на неодушевленные существительные. Местоимения he он и she она указывают на мужской и женский род. В английском языке это единственные грамматические способы передачи одушевленности или неодушевленности, а также мужского или женского рода.

**A. Personal Pronouns**

К личным местоимениям (Personal Pronouns) относятся следующие:

I я, you ты, he он, she она, it он, она, оно, we мы, you вы, they они.

Личные местоимения имеют два падежа: именительный (the Nominative Case) и косвенный, или объективный (the Objective Case). Объектный падеж местоимений соответствует в русском языке различным косвенным падежам местоимений, например: me меня, мне и т. д.

**Склонение личных местоимений**

<table>
<thead>
<tr>
<th>Число</th>
<th>Лицо</th>
<th>Именительный падеж</th>
<th>Объективный (косвенный) падеж</th>
</tr>
</thead>
<tbody>
<tr>
<td>ед. 1</td>
<td>I я</td>
<td>me меня</td>
<td>me меня</td>
</tr>
<tr>
<td></td>
<td>you ты</td>
<td>you тебя</td>
<td>you тебя</td>
</tr>
<tr>
<td></td>
<td>he он</td>
<td>him его</td>
<td>him его</td>
</tr>
<tr>
<td></td>
<td>she она</td>
<td>her ей</td>
<td>her ей</td>
</tr>
<tr>
<td></td>
<td>it оно, она, (для неодушевленных предметов)</td>
<td>it его, ей</td>
<td>it его, ей</td>
</tr>
<tr>
<td>мн. 1</td>
<td>we мы</td>
<td>us нас</td>
<td>us нас</td>
</tr>
<tr>
<td></td>
<td>you вы</td>
<td>you вас</td>
<td>you вас</td>
</tr>
<tr>
<td></td>
<td>they они</td>
<td>them</td>
<td>them</td>
</tr>
</tbody>
</table>

**Possessive Pronouns**

<table>
<thead>
<tr>
<th>Число</th>
<th>Лицо</th>
<th>Зависимая форма</th>
<th>Независимая форма</th>
</tr>
</thead>
<tbody>
<tr>
<td>ед. 1</td>
<td>my мой, моя, моё</td>
<td>mine мой, моя, моё</td>
<td></td>
</tr>
<tr>
<td></td>
<td>your твой, твоя, твоё</td>
<td>yours твой, твоя, твоё</td>
<td></td>
</tr>
<tr>
<td></td>
<td>his его</td>
<td>his его</td>
<td></td>
</tr>
<tr>
<td></td>
<td>her её</td>
<td>hers её</td>
<td></td>
</tr>
<tr>
<td></td>
<td>its ег (о неодушевленных предметах)</td>
<td>its ег</td>
<td></td>
</tr>
<tr>
<td>мн. 1</td>
<td>our наш, наше, наши</td>
<td>ours наш, наше, наши</td>
<td></td>
</tr>
<tr>
<td></td>
<td>your ваш, ваша, ваши</td>
<td>yours ваш, ваша, ваши</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their их</td>
<td>theirs их</td>
<td></td>
</tr>
</tbody>
</table>
Личным местоимениям соответствуют следующие притяжательные местоимения (Possessive Pronouns): my мой, my, мое, your твой, твоя, твое, твои, his его, her её, its его, её, our наши, ваши, их, your ваши, ваш, их, their их.

Притяжательные местоимения в предложении выражают принадлежность и отвечают на вопрос whose? чей? Они имеют две формы: зависимую и независимую.

Употребление притяжательных местоимений

1. Притяжательное местоимение в зависимости форме является определением и всегда стоит перед существительным, к которому относится. Являясь определителем существительного, оно исключает употребление артикля перед этим существительным. На русский язык оно либо переводится местоимением свой, либо опускается. Например:
   - Take your books and let's go. Возьми свои книги и пошли.
   - This is not my pen, mine is red. Это не моя ручка, моя красная.

Exercise 1. Use personal pronouns.

Student A: Are you angry with me? Yes, but why are you asking me?

1. Why are you not listening to…? – It’s a pity … am very busy.
4. Have … ever been to Scotland? – No, never.
5. … didn’t enjoy the concert much. – But I liked ….

Exercise 2. Fill in the blanks with personal pronouns.

1. I’m glad to meet both Ann and Bob. I’m glad to meet ____
2. Give me the letters, give ____ to me.
3. This journal was given to you and to me, it was given to ____
4. I don’t know Lena’s brother, I don’t know ____
5. The fax has arrived, ____ is on the table
6. Who is there? – It is ____. 
7. Maggie and Jack smiled at each other, ____ are fond of each other.
8. We saw a painter, we saw ____. 
9. Wine is the most popular drink in Italy, because ____ is tasty.
10. My friends forgot to call on me. ____ had a lonely evening.
11. I can’t imagine ____ teaching children.
12. Can you lend ____ your textbook?

Exercise 3. Answer the questions using «my – mine «, «her – hers», etc.

Student A: Does this bag belong to me? Yes, this is your bag. The bag is yours.

Student B:
1. Do these glasses belong to your mother?
2. This dictionary doesn’t belong to you, does it?
3. Do these things belong to him or to her?
4. These coats belong to them, don’t they?
5. Will this new flat belong to us?
6. Is Pierre or Steve the closest friend of yours?
7. This computer is mine. Whose computer is that one?
8. Can I borrow your pen?

**Exercise 4.** Choose the correct form of the pronouns in brackets.

1. His composition is much more interesting than (you, your, yours).
2. 2. This is your scarf, but where is (my, mine, me).
3. All our clothes were extremely wet and (my, mine, me) especially.
4. The offer we made solved her problems as well as (we, our, ours).
5. My sister likes much sugar in (she, her, hers) tea but I like little in (my, mine).
6. He looked at (her, hers) and at none other from that moment.
7. Will you help me to sort out the things? I cannot tell which are (they, their, theirs).
8. Whose gloves are these? They are (my, me, mine).
9. It’s 10.30, isn’t (I, it, its)?

   Most medical students find (their, they, them) third year too full of new things to learn.

**Exercise 5.** Translate into English.

1. Где твоя фотография? Она в альбоме?
2. Мой фотоаппарат на журнальном столике, а ее в сумке.
3. Когда родители вернулись, я показала им, что я сделала.
4. Они хотят начать свой собственный бизнес.
5. Это твоя собственная ошибка.

**Exercise 6.** Translate into Russian.

1. They will be back soon.
2. You’ll be angry if I talk to you about it.
3. He will have finished his work when I call him.
4. There are puddles everywhere. It has been raining hard.
5. Let me know whether you can come to the party.
6. It’s worth going shopping now.
7. What is your wife’s name?
8. Tom lost his tickets. They were ten-pound tickets.
9. Petra invited some friends of her to her flat.
10. Mary is in love with a colleague of hers.
11. Jim is upset. He is not paid much.
12. The French are famous for their food.

**B. Reflexive Pronouns**

Возвратные местоимения (Reflexive Pronouns) образуются путем прибавления к личным местоимениям в объектном падеже (him, her, it, them) и притяжательным местоимениям (my, our, your) окончаний -self в единственном числе и -selves во множественном числе.
Употребление возвратных местоимений

Возвратные местоимения употребляются в функции дополнения после ряда глаголов. Они соответствуют в русском языке:

1) Частиче -ся (-сь), которая присоединяется к глаголам, чтобы придать им возвратное значение, показывая, что действие переходит на само действующее лицо.
2) Возвратному местоимению себя (себе, собой).

<table>
<thead>
<tr>
<th>Лицо</th>
<th>Единственное число</th>
<th>Множественное число</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>myself</td>
<td>ourselves</td>
</tr>
<tr>
<td>2</td>
<td>yourself</td>
<td>yourselves</td>
</tr>
<tr>
<td>3</td>
<td>himself</td>
<td>themselves</td>
</tr>
<tr>
<td></td>
<td>herself</td>
<td>itself</td>
</tr>
</tbody>
</table>

**Exercise 1.** Extend the sentences following the example given in the pattern.

**Student B:**

1. The boys repaired the bicycle.
2. I like to clean my room.
3. The students built starling-boxes.
4. My mother likes to make cakes.
5. Nobody helped him correct the mistakes.
6. Don’t ask anybody. Try to do it ___.

**Exercise 2.** Insert a reflexive pronoun where necessary.

1. Sit down and make____ at home.
2. She thinks too much of ____.
3. The child fell and hurt ____ badly.
4. The novel was so interesting that I could not tear ____ from it.
5. I am sure they will succeed in the goal they’ve put before ____.
6. He likes his wife to dress ____ well.
7. We establish ____ in a local hotel.
8. Be careful with the knife, you may cut ____.
9. I want to know you better. Tell me about ____.
10. You can’t behave ____ well, Tom!

**Exercise 3.** Write –selves or each other in the following sentences.

1. At the dinner party we enjoyed ____ very much.
2. Kate and Jack are very happy together. They love ____ very much.
3. He has no reason to blame __.
4. I think that little hedgehog has hurt __.
5. They first met 3 years ago and since they have been writing regularly to __.
6. Left alone Nora and Martha looked at ___ carefully without speaking.
7. Did you make your skirts ____?
8. The women busied ___ with cooking while the men were slicing bacon and firing the stove.
9. Dress ____ quickly. We are waiting for you.
10. Dora, stop crying and behave ____.
11. The box was too heavy for me to lift by ____.


**Student A:**

1. talk to himself 7. be proud of yourselves
2. hurt myself 8. blame ourselves
3. enjoy themselves 9. feel sorry for myself
4. take care of herself 10. introduce herself
5. cut himself 11. believe in myself
6. wish yourself 12. pinch yourself

**Student B:**

Last week I took my first lesson in skydiving. Before I jumped out of the plain, I wished myself good luck.

**Exercise 5. Translate into English.**

1. Дети старались не смотреть друг на друга.
2. Я не могла носить плащ, который я сшила сама.
3. Не злитеесь, контролируйте себя.
4. Она сказала, что приехала на машине сюда самостоятельно.
5. Ты постоянно вмешиваешься в мои дела. Я хочу решать их сам.
6. Вы сами добьетесь больших успехов, если будете работать по 5-6 часов в день.
7. Он, кажется, доволен собой.
8. Вы можете разделить это между собой?
9. Вам не надо приходить самому. Вы можете прислать старосту группы.

**Exercise 6. Translate into Russian.**

1. Don’t burn yourself
2. He didn’t hurt himself.
3. I am trying to teach myself Spanish.
4. We can look after ourselves.
5. We really enjoyed ourselves very much.
6. Do you grow vegetables yourself in your garden or buying them from shop?
7. Nobody cooks Don’s meals for him. He has to cook on his own.
8. Very young children shouldn’t be allowed to go swimming by themselves.
9. A hundred years ago people knew how to entertain themselves.
10. The police say that the woman shot herself with a gun.

**C. Demonstrative Pronouns**

Указательные местоимения (Demonstrative Pronouns) указывают на лицо или предмет или на их признаки и служат для их выделения среди других лиц, предметов, признаков.

Указательные местоимения имеют формы единственного числа: **this** (этот, эта, это), **that** (том, та, то) и множественного: **these** (эти) и **those** (те).
Указательное местоимение such такой, такая, такое, такие категории числа не имеет, same тот же самый.

Во избежание повторения упомянутого ранее существительного после местоимений this и that часто употребляется местоимение one, а после these и those – ones. One/ones используется как с одушевленными, так и с неодушевленными существительными. One не заменяет неисчисляемое существительное. В ряде случаев указательные местоимения this (that) и these (those) могут употребляться в этих же целях самостоятельно.

**Exercise 1.** Use one of the demonstrative pronouns.

1. Do you remember (those, these) days when we were so happy?
2. Who’s (this, that) over there?
3. How do you like (this, that) trousers? – They really suit you.
4. Do you know French? – I learned it, but (this, that) was ages ago.
5. (That, this) way, sir.
6. Take (those, these) kids out of here.
7. Did you see him? – No, he has left for Rome (this, those) week.
8. Let’s meet in front of (those, that) hotel. By the way, (this, these) hotel was used as a hospital during the war.

**Exercise 2.** Put the words into plural or single form.

**Student A:**

1. This is a postcard.
2. This is a local newspaper.
3. Are these pencils red?
4. That is my sister.

**Student B:**

1. These are our friends.
2. This is my friend.

5. Is this your dictionary?
6. That is not his bag.
7. This house is empty.
8. These letters are for me.
9. This mistake is very bad.
10. The information about this film is encouraging.
11. You must listen to these records again. You’ll like it.

**Exercise 3.** Choose the right variant.

1. I have never been to (these, those, this) theatre before.
2. (Those, that, this) is Mrs. Jones. Her son won the championship last year.
3. I met Pauline. She asked me to give you (those, this, such).
4. Peter is a student. He shares a flat with (such, these, this) boy.
5. Many interesting suggestions were made during (that, it, these) meeting.
6. (This, the same, these) is a very difficult questions to answer.
7. It was hard to find a good restaurant in (these, those, this) town.
8. You make (the same, those) mistake again and again.
9. When I saw her last she was sitting on (such, that, which) bench doing nothing.
10. (Those, mine, me) cars are expensive to run. They use much petrol.
11. It’s a pity? I can’t swim very far (these, ours) days but ten years ago I could swim from one side of the lake to the other.
12. I need (the same, each other, its) stamp for my letter.
13. Tom is (such, the same, this) a shy boy. He spends most of his time alone.
14. (Such, this, itself) isn’t his book. It’s mine.
Exercise 4. Use one or ones instead of the nouns in italic type.

1. I have read all the magazines. May I have the other magazines too?
2. Which is my pencil here? Take the pencil nearest to you.
3. She is fond of nearly all winter sports, but figure skating and hockey are the sports she likes best.
4. There are two vacant tables here. Which table will you take?
5. I need that plate. – Do you mean the larger plate?

Exercise 5. Finish the following sentences.

1. One gets angry when …
2. One turns pale when …
3. One is tired when …
4. One gets ill when …
5. One is happy when …

Exercise 6. Complete the following sentences. Translate the words in brackets.

Student A: Pass me (эту) box from the table.
Student B: Pass me this box from the table.

1. Who said (это)?
2. Do you like (такую) music? – I don’t.
3. I didn’t like (те) stories he told us
4. Do you remember (тех) people we met at the party?
5. (Этот) hotel is very expensive but it’s very nice.
6. Which shoes do you like? – (Эти) or (те)?
7. Who is (эта) girl? – I don’t know (ее).

Exercise 7. Translate into Russian.

1. Time is not the same all over the world.
2. According to this timetable you must have a lecture on the History of Great Britain tomorrow.
3. I’m going to look for those articles to find some interesting material for my paper.
4. Alice has failed her test. – No wonder, she works by fits and starts in this term.
5. I wish this weather would clear up.
6. Will this bus take me to the main street?
7. If you had left earlier you would have caught that train.
8. The teacher says that every mother wants a happy childhood for her child and we have the same opinion.
10. Pass me that salad. – Please. – Thank you. – Not at all.
11. Will you stop that noise, please. – Oh, of course.
12. By that time Mrs. Spears had become quite excited over the new plan.
7. Как долго ты пользовался этой бритвой? – Я думаю, 3 года. – Неужели?
9. Мы еще не видели этого хоккеиста в их команде.
10. Денис играет в той же команде, что и его отец.
11. Мария хорошо играет в крикет? – Да, она знает все секреты этой игры.
12. Анна, посмотри это слово в словаре. – Вот, пожалуйста.
13. Моя сестра любит читать газеты поздно вечером. У меня такая же привычка.
14. Это тот человек, о котором я тебе рассказывал.

D. Interrogative Pronouns

К вопросительным местоимениям (Interrogative Pronouns) относятся: who кто, what что, какой (перед существительным), whose чей, which который.

Вопросительные местоимения указывают на лицо, предмет, признак и число, о которых задается вопрос, и употребляются для построения вопросительных предложений.

Употребление вопросительных местоимений.

Вопросительные местоимения неизменяемы, за исключением местоимения who, которое употребляется в двух падежах: именительном – who кто и объектном – whom кого, кому.

В разговорной речи, однако, форма объектного падежа whom часто заменяется формой именительного падежа who.

Местоимение what может относиться к людям, когда вопрос имеет целью выяснить профессию или должность человека. В этом случае what переводится на русский язык как кто.

Местоимение what может употребляться перед существительным со значением какой, какая, какое, какие. В этом случае артикль перед существительным не ставится.

Exercise 1. Use one of the interrogative pronouns who, whom, whose, that, which.
1. ___ will help me?
2. ___ of you will help me?
3. ___ of these boys is the oldest?
4. ___ is your dress?
5. ___ is your telephone number?
6. ___ book is this, Ann’s or Peter’s?
7. ___ are you expecting?
8. ___ understands this rule?
9. ___ is he? He is a teacher.
11. ___ is the way to the theatre?

Exercise 2. Put the questions to the words in italics.

Student A: Student B:
1. They are teachers.
2. They are talking about the international situation.
3. Nick called you up.
4. The book is mine.
5. April is the fourth month of the year.
6. The director’s office is on the fifth floor.

Exercise 3. Choose the sentences where interrogative pronouns are used and translate them into English.
1. Кто знал, что Кристина берет уроки музыки в это время?
2. О ком много говорят?
3. Чей дом был построен 25 лет назад?
4. Какие письма должны быть отправлены немедленно?
5. Кто должен делать доклад завтра?
6. Проекты уже обсудили? Чей победил?
7. Какая пьеса Вам понравилась больше: первая или вторая?

**Exercise 4.** Make a) two sentences containing which as an interrogative pronoun, two sentences containing which as an interrogative adjective;

b) two sentences containing what as an interrogative pronoun, two sentences containing what as an interrogative adjective;

c) two sentences containing that as a demonstrative pronoun, two sentences containing that as a demonstrative adjective.

**Exercise 5.** Translate into Russian. Be ready to find interrogative pronouns and interrogative adjectives.

1. What are your parents? Who are they?
2. Who is the first cosmonaut in the world?
3. Who has read today’s newspaper?
4. Whose sister wants to ring him up?
5. Which colour do you prefer red or blue? – Blue.
6. What does she dream about?
7. Whose question is worth discussing?
8. Who used to take you out for walks when you were little?
9. Which children are taught by Diana?
10. Which of you goes in for sports?

**E. Relative and Conjunctive Pronouns**

Относительные местоимения (Relative Pronouns): who кто, который, whom которого, которому, which который, that который, whose чей, который вводят определительные придаточные предложения.

Посредством союзных местоимений (Conjunctive Pronouns): who (whom) кого, кого, what что, whose чей, which который, какой вводятся придаточные предложения подлежащие, предикативные и дополнительные.

Употребление относительных и союзных местоимений

И относительные, и союзные местоимения неизменяемы, за исключением who, которое имеет форму объектного падежа whom. Who (whom) употребляется только с существительными одушевленными, главным образом с существительными, обозначающими людей.

Местоимение which употребляется только с неодушевленными существительными или названиями животных.

Местоимение that может употребляться как по отношению к людям, так и по отношению к предметам и животным.

**Exercise 1.** Combine the following pairs or groups by means of relative pronouns making any change necessary.

<table>
<thead>
<tr>
<th>Student A:</th>
<th>Student B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You sent me a letter. Thank you very much for it.</td>
<td></td>
</tr>
<tr>
<td>Thank you very much for the letter, which (that) you sent.</td>
<td></td>
</tr>
</tbody>
</table>

1. Romeo and Juliet were lovers. Their parents hated each other. (whose parents)
2. This is a story of a man. His wife keeps her jewels in the bank. (whose)
3. He introduced me to his students. Most of them were from abroad. (most of whom)
4. A man answered the phone. He said Tom was out. (A man who answered)
5. Tom came to the party in jeans. This surprised the other guests. Most of the other guests were wearing evening dress. (in jeans which surprised…) (most of whom)
6. The roads were crowded with refugees. Many of whom had heavy bags. (refugees many of whom)
7. His girlfriend turned out to be an enemy spy. He trusted her absolutely. (The girlfriend whom…)
Exercise 2. Translate into Russian. Underline conjunctive and relative pronouns.
1. They hope that they will have learned to speak English well by the end of the year.
2. The monitor will have to inform everybody that the meeting is turned down.
3. The man asked what was being built in our street.
4. The football match, took place on Sunday, was watched with great interest.
5. Mary can’t invite many people to the party, which she is giving on Saturday.
6. The secretary wanted to make sure that the advertisement had been published.
7. Mr. Fitch was the one who started this investigation.
8. The young teacher soon discovered that she had no patience with children.
9. Mr. Mincing needed someone to manage the house, which was situated not far from Liverpool.
10. Olga refused to go to the snack bar with a person who was a newcomer in her group.

Exercise 3. Fill in the gaps with the proper pronoun.
1. The book … you lent me is very interesting.
2. The doctor … she visited told her to have a rest.
3. There is a student … book you found.
4. The man … you see at the door is my father.
5. He will be glad of any help …you can give him.
6. Yesterday I met my sister, … showed me a letter …she had received from our parents.
7. I went boating last Sunday, … is one of the pleasantest ways of spending one’s free time.

Exercise 4. Translate into English.
1. Это студент, контрольную работу которого я вам показывал.
2. Студент, словарем которого я пользовался, просил вернуть ему словарь сегодня вечером.
3. Это дом, в котором я жил в детстве.
4. Майкл — единственный студент, который написал этот диктант без ошибок.
5. Мы прошли мимо комнаты, дверь которой была открыта.
6. Мужчина, которого вы встретили в коридоре, декан нашего факультета.

Exercise 5. Change the sentences according to the pattern.
Student A:        Student B:
1. The house that I live in was built five years ago.
2. My sister, to whom the letter was addressed, opened it and read it.
3. The book, which is lying, on the table is mine.
4. There are many people who do not smoke.
5. The subject that I like best is English.
6. That is a matter about which I must speak to you.

Exercise 6. Insert that or what.
1. It was such an amazing sight … I took a whole roll of film.
2. I don’t know … shall I do.
3. Can anyone tell me … his phone number is?
4. I fully believe … she is telling the truth.
5. Is … you really mean?
6. You just don’t realize … you are talking about and … is very sad.
7. Nobody knows … will happen in some days.
8. Just tell me … you want and I’ll prepare it for breakfast.
9. Don’t you know … the child always does … he wants.
10. That is all … he asked me.

F. Indefinite Pronouns

Неопределенные местоимения (Indefinite Pronouns) указывают на неизвестные, неопределенные предметы, признаки, количества.


Местоимения some, any, one

Местоимение some какой-то, какой-нибудь, некоторый, несколько, немного не имеет категорий рода, числа и падежа. Оно употребляется как определение перед существительным и самостоятельно в следующих случаях:
1) в утвердительных предложениях.
   - I’ve got some extra work to do.
2) в побудительных предложениях.
   - Pass me some bread, please.
3) в специальных вопросительных предложениях.
   - Who has some good paper?
4) в просьбах.
   - May I have some tea?

Местоимение any какой-нибудь, несколько, немного, любой не имеет категорий рода, числа падежа. Употребляется оно и как определение перед существительным и самостоятельно в следующих случаях:
1) в общих вопросах.
   - Have you any salt?
2) в отрицательных предложениях.
   - No, I haven't any.
3) в условиях предложениях.
   - If you have any suggestions, we'll be glad to hear them.

Местоимение one некто, некий, кто-то имеет категории падежа (общий и притяжательный) и числа (единственное и множественное). Форма притяжательного падежа образуется как у существительного (one – one’s) и употребляется в качестве определения. Форма множественного числа образуется так же, как у существительного, путем прибавления окончания -s: ones любые, всякие.

Местоимение one употребляется в следующих случаях:
1) для обозначения неопределенного лица в предложениях, соответствующих неопределенно-личным предложениям в русском языке;
   - One must always do one's duty.
2) вместо упомянутого ранее существительного, чтобы избежать его повторения:
   - I don't like this apple. Give me a red one, please.

Местоимения, производные от some и any

Производные неопределенные местоимения образуются посредством присоединения к местоимениям some и any компонентов -thing, -body, -one. Эти местоимения не имеют категорий рода и числа.

<table>
<thead>
<tr>
<th>Неопределенные местоимения</th>
<th>Производные местоимения</th>
<th>Употребление</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>something кто-то что-нибудь</td>
<td>В утвердительных предложениях</td>
</tr>
<tr>
<td>any</td>
<td>anything кто-то что-нибудь</td>
<td>В вопросительных предложениях</td>
</tr>
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<tr>
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<th>Употребление</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>somebody кто-то кто-нибудь</td>
<td>В утвердительных предложениях</td>
</tr>
<tr>
<td>any</td>
<td>anyone кто-то кто-нибудь</td>
<td>В вопросительных предложениях</td>
</tr>
</tbody>
</table>
Производные неопределенные местоимения с компонентами -body и -one имеют категорию падежа: общий и притяжательный. Форма притяжательного падежа образуется так же, как и аналогичная форма существительного.

**Exercise 1.** Fill in the spaces with some or any.
1. Did you by … stamps.
2. I don’t have …money in my pocket; I have … money in the bank.
3. Are there … letter for me this morning?
4. You have … lovely pictures in your house.
5. Are you Italian? I have … good friends in Italy.
6. Don’t by … bread in the shop. There’s a lot in the kitchen.
7. There aren’t … pubs in the village, just a post office and a shop.
8. … people like dancing, but other people don’t.
9. There was … rain during the night.

**Exercise 2.** Insert some, any, no in the spaces.
1. There isn’t … news of him.
2. There are … plates on the cooker. They are clean.
3. Are there … cups in the refrigerator? No, there aren’t.
5. There are … forks on the table, are they? – Yes, there are … .
6. Can you give me … more information?
7. He never put … sugar in his coffee.

**Exercise 3.** Tick correct sentences.

**Student A:**

1. There aren’t some sandwiches.
2. There aren’t any sandwiches.

**Student B:**

1) Do you have some good dictionary?
   Do you have a good dictionary?
2) I have some photos of my dog.
   I have any photos of my dog.
3) I have a lot of books.
   I have lot of books.
4) How many students are there in this class?
   How many of students are there in this class?

**Exercise 4.** Read the conversation, practice it with a partner. Then have similar conversations about other food and drink.

**Student A:**

A: Would you like some tea or coffee?
B: I’d like a cold drink, please, if that’s OK.
A: Of course. Would you like some orange juice?
B: Yes, please. I’d like some.
A: And would you like a biscuit?
B: No, thanks. Just orange juice is fine.

**Exercise 5.** Complete the sentences with somebody, someone, anybody, anyone, something, anything.

1. I saw … at the window.
2. Is there … new?
3. There is … in the next room who wants to speak to you.
4. Has … called?
5. I want … to copy this text.
6. We have not told … about it.
7. Give me … to drink, I am thirsty.
8. If there is … else you want, please let me know.
9. Was there … absent?
10. … left the light on all night.
11. Where can I get … to eat?
12. Let me know if … happens.

**Exercise 6. Translate into English.**

1. Есть ли вино в бутылке?
2. Я просил его принести мне воды, так как я очень хочу пить.
3. Купите мне масла и молока, пожалуйста.
4. Не хотите ли чаю?
5. Приходите ко мне в любое время.
6. Вы можете достать эту книгу в любой библиотеке.
7. Кто-то оставил дверь открытой.
8. Мне звонил кто-нибудь?
9. Я никому не говорила об этом.
10. Любой из вас может это сделать.
11. Кто-нибудь из нас должен пойти туда.

**Exercise 7. Answer the questions using indefinite pronouns.**

**Student A:**

1. Can you see anything on the wall? What is it?
2. Did you read anything interesting last month?
3. Did any of you read any English book last year?
4. Why did none of you read English last year?
5. Have you invited anybody to dinner at the weekend?
6. Are you going to invite anybody?
7. Can any of you speak two foreign languages?

**Student B:**

1. Is there anything on the table? What is it?
2. It is my favourite book.

**Exercise 1. Make the following sentences negative. Do it according to the following scheme:**

**Student A:**

1. There isn’t any tea in the house. There is some coffee.
2. There are some potatoes but there aren’t any apples in the fridge.
3. There isn’t any explanation for this.
4. We came late. There weren’t any vacant seats in the bus.

**Student B:**

1. There aren’t any mailboxes in our neighbourhood.
2. There are no mailboxes in our neighbourhood.

---

**G. Negative Pronouns**

Отвержательные местоимения (Negative Pronouns) no, none и neither, а также производные от no служат для отрицания наличия какого-либо предмета, признака, качества.

Отвержательные местоимения no, neither не имеют категории числа, рода и падежа и употребляются только как определение со значением отрицания перед существительным, при котором в этом случае нет ни артикля, ни притяжательного, ни указательного местоимений.

В английском предложении может быть только одно отрицание, поэтому при наличии в предложении любого отрицательного местоимения, глагол-сказуемое стоит в утвердительной форме.

Подобно неопределенным местоимениям, no в сочетании с компонентами -body, -thing и -one образует производные: nothing ничто, nobody никто, no one (пишется раздельно) никто.

---

**Exercise 6. Translate into English.**

1. Translate into English.
2. Translate into English.
3. Translate into English.
4. Translate into English.
5. Translate into English.
6. Translate into English.
7. Translate into English.
8. Translate into English.
9. Translate into English.
10. Translate into English.

---

**Exercise 7. Answer the questions using indefinite pronouns.**

**Student A:**

1. Can you see anything on the wall? What is it?
2. Did you read anything interesting last month?
3. Did any of you read any English book last year?
4. Why did none of you read English last year?
5. Have you invited anybody to dinner at the weekend?
6. Are you going to invite anybody?
7. Can any of you speak two foreign languages?

**Student B:**

1. Is there anything on the table? What is it?
2. It is my favourite book.
1. All the passengers came in time.
2. Both women were present at the meeting.
3. Both grown-ups were quite.
4. All the toys were put into the box.
5. Both seamen brought a dictionary of naval terms.
6. All the actors gave a beautiful performance.

Exercise 2. Complete the following sentences by choosing no/body/thing/where.

1. I could find this book … and was very disappointed.
2. There was … strange in his behaviour.
3. … except Ann enjoyed the holidays.
4. When I came home there was … there.
5. What did you say? —  .
6. I have got absolutely … to say.
7. He was ill for a week but … visited him.
8. It’s a surprise for me I heard … about it.
9. I am very busy. I have … time to help you.
10. I think there is … wrong with your watch.

Exercise 3. Translate into English.

1. Где находится ночной клуб «Чёрный кот»? – Я ничего не могу вам сказать. Спросите кого-нибудь другого.
2. Никто из них туда не приходил. – Не может быть! Кто-то оставил дверь открытой.
3. В корзине нет никакой одежды. Она пустая.
5. Мама больше ничего не знает об этом.
6. Я не вижу ничего смешного в этом.
7. Ты куда-нибудь едешь летом? – Нет, никуда.
8. Никто не знает где Виктор.
9. Никто из них не говорит по-английски.
10. Мы хотели пойти в ресторан, но ни у кого из нас не было денег.

Exercise 4. Read the following proverbs. Match them with their Russian equivalents.

Student A:  
Student B:  

A

1. One man’s fault is another man lesson.
2. To know everything is to know nothing.
3. Every family has a skeleton in the cupboard.
4. No pains, no gains.
5. Nothing venture, nothing have.
6. Every man is an architect of his own fortune.
7. Many men, many minds.
8. Too many cooks spoil the broth.
9. Too much knowledge makes the head bald.
10. When children stand quiet, they have done some harm.
11. No living man all things can.
12. All is well that ends well.

В
1. Знать все – значит ничего не знать.
2. На ошибках учатся.
3. Из избы сору не вынос.
4. Без труда не вытащишь и рыбку из пруда.
5. Волков бояться – дров не иметь.
6. Сколько голов, столько умов.
7. Много будешь знать – скоро состаришься.
8. Кто не ошибается, тот не учится.
9. Если дети притихли, значит, они что-то натворили.
10. Ни один человек не имеет всего.
11. Все хорошо, что хорошо кончается.
12. Каждый человек – строитель своего счастья.

G. Defining Pronouns

Определительные местоимения (Defining Pronouns) указывают на каждый из предметов, принадлежащих к ряду однородных (местоимения every каждый, всякий и его производные everybody, everyone и everything, each каждый, other/another другой, другие, either тот или другой, и тот и другой, оба) или на ряд однородных предметов (местоимения all все, вся, все, both оба, обе).

Местоимения Each и Every
Местоимения each и every – неизменяемые. Each соотносится с ограниченным кругом предметов или лиц. Оно употребляется как в функции определения к исчисляемым существительным в единственном числе, так и самостоятельно. Например:
- Each pupil in the class knows this poem, so each can recite it.

Every соотносится с неограниченным кругом лиц и предметов. Может употребляться только в функции определения к исчисляемым существительным в единственном числе. Например:
- Every morning we went to the sea to bathe.

Местоимение every образует производные местоимения с компонентами -thing, -body, -one: everything всё, everybody все, каждый, everyone каждый.

Местоимение everything – неизменяемое, а everybody и everyone имеют категорию падежа.

<table>
<thead>
<tr>
<th>Общий падеж</th>
<th>Притяжательный падеж</th>
</tr>
</thead>
<tbody>
<tr>
<td>everybody</td>
<td>everybody's</td>
</tr>
<tr>
<td>everyone</td>
<td>everyone's</td>
</tr>
</tbody>
</table>

Местоимения Other и Another
Местоимение other другой, другие имеет категорию числа и падежа.

<table>
<thead>
<tr>
<th>Общий падеж</th>
<th>Притяжательный падеж</th>
</tr>
</thead>
<tbody>
<tr>
<td>ед. ч. other</td>
<td>other's</td>
</tr>
<tr>
<td>мн. ч. others</td>
<td>others'</td>
</tr>
</tbody>
</table>

Местоимение other употребляется в функции определения к существительному, которое может стоять как в единственном, так и во множественном числе. В этом случае с существительным употребляется артикль в соответствии с правилами употребления артиклей, который ставится перед other. Например:
- The house is on the other side of the street.

Неопределенный артикль an с other пишется слитно, образуя местоимение another. Например:
- Give me another apple, please.

Местоимение another – неизменяемое. Another в функции определения употребляется при существительном в единственном числе.
Местоимение Either

Местоимение either один из двух/ любой из двух; и тот и другой, оба; тот или другой неизменяемо. Оно соотносится только с двумя лицами или предметами и употребляется в функции определения при существительном в единственном числе, а также самостоятельно. Например:

On either side of the road one could see rose bushes.

Местоимения All и Both

Местоимение all весь, вся, все, всё – неизменяемое. Оно употребляется как в функции определения к существительному и личному местоимению, так и самостоятельно. Например:

- All the pupils are present.
  В функции определения к существительному all может стоять перед относящимся к существительному артиклем, притяжательным или указательным местоимением. Например:
  - I have read all the books you gave me.
  Местоимение both оба – неизменяемое, употребляется как в качестве определения к существительному или личному местоимению, так и самостоятельно. Например:
- Both brothers live in Moscow.
Если both употребляется в функции определения к местоимению, оно ставится после этого местоимения. Например:
  - We both like coffee.
В отрицательных предложениях both переходит в neither никто из. Например: Neither of us know it.

Exercise 1. Supply each and every in the following sentences.

1. Not … student is capable of learning English.
2. You have been given … opportunity to do well at the University.
3. I’ve phoned him twice, but he’s been out in … case.
4. … floor at the University has its own fire extinguisher.
5. Here is something for … of you.
6. … actor must learn his words by heart.
7. … time I speak to him on the telephone I remind him about our plans.
8. My brothers go in for sports. … of them are very good at sports.

Exercise 2. Complete the sentences with all, everything, everyone, everybody.

1. When the famous actress appeared, … wanted to speak to her.
2. Margaret told him … about the job. It sounded great.
3. I can’t lend you any money. … the money I’ve got is a pound and I need it.
4. … of us felt that it had been a wonderful show.
5. We spent … days on the bank of the river.
6. The Gordons go out the town … Friday evening.
7. … should have a check –up with the dentist … six months.
8. Not … the students will be able to take part in the concert.

Exercise 3. Learn the following proverbs.

**Student A:**

1. Each bird loves to hear himself sing.
2. Every man has his hobby-horse.
3. У всякого свой конек. Всяк по-своему с ума сходит.

**Student B:**

1. Всякая птица себя любит слушать.
2. Всяк сам себе загляденье.
2. Every man to his taste.
   На вкус и цвет – товарищей нет.
3. Every country has its customs.
   У каждой страны свои обычай.
4. Every day is not Sunday.
   Не все коту масленица.
5. Every dog is a lion at home. – Дома каждый пес – лев.

**Exercise 4. Translate into English.**

1. Почему Вы забываете сказать ему об этом каждый раз, когда видите его?
2. Джек играет в футбол каждый выходной день.
3. Весь зал бурно аплодировал.
4. Каждый раз, когда я слышу это имя, я вспоминаю своего учителя.
5. Вы ходили на море каждое утро?
6. Каждый из них получил приглашение на вечер.
7. В спортивном лагере все мы играем в футбол и теннис.
8. Каждый человек должен знать свои обязанности.
9. Каждый школьник знает это правило.
10. Я зашел в кассу театра, чтобы купить билет на новый спектакль, но все билеты были уже давно проданы.

**Exercise 5. Choose the right variant.**

1. The gloves do not fit me. Will you kindly give me (another/ the other).
2. My uncle Nick is a librarian. He is a clever man but a little impractical. Aunt Mary, on (other/ another) hand, is a very practical person.
3. I have lost my purse. I must buy (another/ other) one.
4. I see only three copies here. Where are (the other/ the others)?
5. I read the stories by M. Twain one after (another/ the other).

6. They haven’t met for ten years, neither of them has seen even a photo of (another/ the other).
7. There were many people in the house; some were talking, (another/the others) were watching TV.
8. Russia is very large, no (other/ another) country equals it in size.

**Exercise 6. Translate into English.**

1. Дайте мне, пожалуйста, другой номер этой газеты.
2. В офис вошли двое. Одного я никогда не видел, лицо другого мне показалось знакомым.
3. Мне пришлось ехать через лес: другой дороги не было.
4. Нам не пришлось долго ждать, автобусы подходили один за другим.
5. Я хотел бы другой кусочек торта.
6. Почему ты сидишь одна? Где остальные?
7. Туристы очень устали и не хотели ехать в другую гостиницу.
8. Театр находился на другой стороне улицы.
9. У него два брата. Один из них живет в Минске, а другой в Киеве.
10. Некоторые из нас поехали поездом, а другие самолетом.

**Exercise 7. Complete the sentences with both, neither, either using of if necessary.**

1. That time … sisters had got married.
2. Oh, you are right. Edward and Tom were … great surgeons.
3. … these jackets are very nice. The problem was that she liked … them.
4. Which of the two newspapers would you like? Oh, … will do.
5. When the boat started to sink, they were really frightened because … could swim.
6. People say … schools are very good, the children can go … , I don’t mind.
7. Bill has got two brothers. You may ask … them.
8. I … Kate … Steve came to their housewarming party.
9. Virginia had brown shining hair, which hung down on … side of her face.
10. «Tell … your mother and father that I’m expecting them tonight.» – «I’m afraid I won’t see … them today.

I. Pronouns Much/ Many, Few/ Little

<table>
<thead>
<tr>
<th>Тип существительного</th>
<th>Исчисляемые существительные</th>
<th>Ненчисляемые существительные</th>
</tr>
</thead>
<tbody>
<tr>
<td>много</td>
<td>many</td>
<td>much</td>
</tr>
<tr>
<td></td>
<td>He has got many friends in Minsk.</td>
<td>I haven’t much work to do today.</td>
</tr>
<tr>
<td></td>
<td>A lot of/ plenty of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I make a lot of mistakes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We have plenty of eggs in the house.</td>
<td></td>
</tr>
<tr>
<td>мало</td>
<td>few</td>
<td>little</td>
</tr>
<tr>
<td></td>
<td>There are very few books in our library.</td>
<td>We have made little progress.</td>
</tr>
<tr>
<td>немного</td>
<td>a few</td>
<td>a little</td>
</tr>
<tr>
<td></td>
<td>I have got a few ideas.</td>
<td>Could you give me a little help?</td>
</tr>
</tbody>
</table>

Exercise 1. Complete the sentences with much or many.

1. … people want to see this film.
2. How … sheets of paper do you want?
3. Hurry up! You haven’t got … time.
4. How … does it cost?
5. We haven’t had … rain this summer.

Exercise 2. Fill in the spaces with little, a little, few, a few.

1. It’s no use asking him about it. He has … experience in this matter.
2. He had very … friends.
3. He drank … water and felt much better.
4. There was very … water in the glass.
5. Hurry up! We have very … time.
6. Pauline had slept … last night and she had a headache.
7. She was glad to see me because I was English and she knew … English people.
8. There is … furniture in her flat.
9. My friend took … pictures while they were on holidays.

Exercise 3. Translate into English. Make up sentences.

Много тетрадей, мало воды, много дней, мало газет, много мела, много лет, мало снега, много картин, много музыки, мало сахара, много чая, мало лимонов, много мяса, мало комнат, много воздуха, много работы, много птиц, мало машин.

I don’t drink much wine.

Much milk
Exercise 4. Translate into English.

1. В стакане есть немного молока.
2. В тетради осталось мало чистых страниц.
4. Немногие из англичан говорят по-русски.
5. У них здесь очень мало друзей.
6. У него очень мало времени для чтения.
7. У Поля много русских книг и мало английских.
8. У меня есть немного времени вечером, чтобы закончить эту работу.
9. Я провожу много времени в библиотеке, потому что я готовлюсь к экзаменам.

Test

Task I. Fill in the blanks with the correct pronoun.

1. They mustn't deceive …
2. Go and wash …, Jane.
3. All of them see … every day.
4. How do you explain that to … people?
5. He is … an interesting person.
6. John's room is big and the … as his brother's.
7. Where are your books and … of your sister?
8. The teacher suspects … of taking her textbooks.
9. He said that he … could meet us.
10. … is an economist.
11. She may need to borrow … money.
12. Everything is good in … season.
13. Is it your car? – Yes, it is ….
14. Tom lived by ….
15. I find … difficult to talk to you.
16. We … sat around the table with small cakes and sandwiches.
17. His friend says … first appearances can be deceiving.

Task II. Translate into English.

1. Она показала мне письма своей сестры.
2. У меня недостаточно денег, чтобы купить машину такую как та.
3. В Риме он купил несколько сувениров, но потратил много денег.
4. Наш учитель математики задает нам много домашней работы.
5. Оба брата работают много, они проектируют дома.
6. Том немного говорит по-французски.
7. Ты должен сказать нам всю правду.
8. Тебе кто-то звонил. Где ты был?
9. К сожалению, я не услышал ничего нового от тебя.
11. Он именно тот человек, который вам нужен.
12. Ничего нельзя сделать в этой ситуации.
13. Всякий знает это.
14. В молодости он очень много путешествовал по стране.
15. Они были в Ливерпуле, и этот город им очень понравился.
16. Какие туфли тебе понравились? Эти или те?
17. Они поедут за город со своими друзьями.
18. Это не то, что я хочу.
19. Я себя плохо чувствую и никауда сегодня не пойду.
20. Многие его идеи очень интересные.
Unit 4. Adjectives

A. Formation of Adjectives

Study the following rules of the formation of adjectives in the English language. Ask questions, if any.

Прилагательные в английском языке образуются при помощи следующих суффиксов:

- **able** (capable of being)  
  *changeable, comparable*

- **ful** (full of)  
  *careful, beautiful*

- **al**  
  *occasional, central*

- **ous**  
  *famous*

- **ish**  
  *greenish, bluish*

- **ive**  
  *active, effective, talkative*

- **ic**  
  *energetic*

- **ant, – ent**  
  *different, hesitant*

- **ible**  
  *permissible*

- **i (an)**  
  *Victorian*

- **ly**  
  *friendly*

- **y**  
  *rainy, windy*

Прилагательные, образованные с помощью префиксов (предфикс, добавленный к прилагательному, в основном имеет отрицательное значение):

- **un**  
  *unable, uncertain, unbelievable*

- **in**  
  *inaccurate, indirect, informal*

- **il**  
  *illiterate, illogical, illegal*

- **im**  
  *impossible, impatient, impolite*

- **dis**  
  *dishonest, disinterested, disagreeable*

- **ir**  
  *irregular, irresponsible, irritate*

Прилагательные подразделяются на простые (simple), производные (derivative) и сложные (compound):

<table>
<thead>
<tr>
<th>Simple</th>
<th>Derivative</th>
<th>Compound</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>beautiful</td>
<td>snow-white</td>
</tr>
<tr>
<td>blue</td>
<td>energetic</td>
<td>kind-hearted</td>
</tr>
<tr>
<td>old</td>
<td>glorious</td>
<td>open-minded</td>
</tr>
<tr>
<td>small</td>
<td>memorable</td>
<td>good-looking</td>
</tr>
<tr>
<td>smart</td>
<td>Scottish</td>
<td>well-bred</td>
</tr>
</tbody>
</table>

**Exercise 1.** Form adjectives from the given words using the suffixes.

**Model:**

- *care* – *careful* – *careless*

- *wool* – *woolen*.

**Beauty, rain, enjoy, significance, courage, defend, sense, memory, colour, glory, nature, hope, help, truth, insist, protect, impress.**

**Exercise 2.** Form adjectives from the given ones with the help of the prefixes and translate them.

**Student A:**

- *urban*

**Student B:**

- *interurban*

**Practical, national, possible, legal, complete, logical, perfect, personal, patient, tolerant, significant, secure, distinct, effective, formal, human, convenient.**
Exercise 3. Give the adjectives of the nationalities according to the models (consult a dictionary in case of necessity).

Model: Russia - Russian
England - English
Austria, Argentina, Belarus, Britain, Canada, Egypt, Italy, Ireland, Finland, Sweden, Turkey, Spain, Poland, Denmark, Europe, Ukraine, India.

Exercise 4. Add to the following words suffixes or prefixes to form adjectives.
1. In a (stress) situation she has got a (nerve) habit to bite the nails.
2. I like this author’s stories. They are so (humor).
3. This company produced a lot last year. It has been very (product) recently.
4. One can see hundreds of (color) birds in (love) natural surroundings.
5. I can’t imagine where Helen finds all that energy. She is tremendously (energy).
6. Mr. Black, as he sat in his (comfort) chair, looked (differ) to what I told him.
7. This man is very (attract).
8. The coastline is not very (regular) in shape. It is (regular).
9. He is oldish.
10. The man is seventy-five years old.

Exercise 5. Use compound and derivative adjectives in the following sentences.
Student A: The man is seventy-five years old.
Student B: He is oldish.

1. He helped me a lot.
   He is very _____.
2. Young children depend much on their family.
   They are very ________.
3. The car cost 30 thousand dollars.
   It was a ________.
4. Alexander Medvedz won the world championships five times.
   He is ________.
5. Her baby is 5 months old.
   She has a ________.
6. I don’t live far from the University. It takes me 20 minutes to walk there.
   It is a ________.
7. The road is 20 miles.
   It is a ________.
8. The trip lasted two days.
   It was a ________.

Exercise 6. Complete the chart (use a dictionary in case of necessity).

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adjective</th>
<th>-able</th>
<th>-ful</th>
<th>-ing</th>
<th>-ent</th>
</tr>
</thead>
<tbody>
<tr>
<td>admire</td>
<td></td>
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<td></td>
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<tr>
<td>amused</td>
<td></td>
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<tr>
<td>bore</td>
<td></td>
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<tr>
<td>boast</td>
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<tr>
<td>cheer</td>
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<tr>
<td>depend</td>
<td></td>
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<tr>
<td>disagree</td>
<td></td>
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</tr>
<tr>
<td>Noun</td>
<td>Adjective</td>
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<td></td>
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<td>--------------</td>
<td>-----------------</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fun</td>
<td></td>
<td></td>
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<tr>
<td>Fool</td>
<td></td>
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<tr>
<td>Hypocrisy</td>
<td></td>
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<tr>
<td>Greed</td>
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<tr>
<td>Deceit</td>
<td></td>
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</tbody>
</table>

Употребление прилагательных в значении существительных

Как и в русском языке, некоторые именные прилагательные могут употребляться в значении существительных. Они употребляются со значением множественного числа, но к ним не прибавляется окончание -s. Такие прилагательные получили название **субстантивированные** прилагательные. Они употребляются с определенным артиклем.

- There are special schools for the blind children in our country.
- The wounded were taken to hospital.

Прилагательные с определенным артиклем также употребляются в значении существительных, обозначающих отвлеченные понятия:

- the beautiful прекрасное
- the unknown неизвестное
- the useful полезное

Прилагательные, которые заканчиваются на -(i)an, обозначающие **национальность**, также могут употребляться в значении существительных:

- a Russian русский two Russians
- a Canadian канадец four Canadians
- an American американец two Americans

Во множественном числе они обозначают нацию в целом и используются с определенным артиклем:

- the Russians русские
- the Americans американцы
- the Italians итальянцы

Прилагательные, которые заканчиваются на –se, -ss, употребляются как существительные как в единственном, так и во множественном числе, в последнем случае они не принимают окончание –s.

- a Chinese китайец
- two Chinese два китайца
- the Chinese китайцы
- a Swiss швейцарец
- three Swiss три швейцарца
- the Swiss швейцарцы

Прилагательные, которые заканчиваются на –sh, -ch, употребляются как существительные и имеют значение **только множественного числа**, но не принимают окончания –s. Они используются для обозначения целой нации. Перед такими прилагательными употребляется определенный артикль:

- The English англичане
- The French французы
- The Dutch голландцы

Если необходимо выделить или отметить отдельного представителя данной нации, употребляется сложное существительное от данного прилагательного:

- an Englishman
- a Frenchman
- an Englishwoman
- a Frenchwoman

Тест

**TASK I.** Make adjectives from the following words.

| Favour, act, victory, mud, use, hope, nature, nation, equality, capability, atom, science, dirt, success, glory, suit, convert, obtain, care, sun, attention, season, harm, possibility, stability, tact, rely, desire, achieve, accept, depend, compare, attract, differ. |
**TASK II.** Match the adjectives from the left column with the translations from the right column.

- **Attractive**  подходящий
- **Sunny**  желательный
- **Popular**  различный
- **Successful**  возможный
- **Different**  сезонный
- **Possible**  привлекательный
- **Convertible**  славный
- **Natural**  обратимый
- **Favourable**  возможный
- **Glorious**  тактичный
- **Capable**  естественный
- **Obtainable**  благоприятный
- **Tactful**  солнечный
- **Suitable**  успешный
- **Desirable**  популярный
- **Seasonal**  способный

**TASK III.** Complete the sentences using adjectives formed from the nouns and verbs in brackets.

1. This bridge looks a bit … (danger). It must be repaired.
2. Belarusian climate has become very … (change).
3. Short skirts are extremely … (fashion) at present.
4. Until the situation has not settled down in Iraq it is not … (advise) to travel to that country.
5. My sister Kate is taking her exam tomorrow. She is very … (nerve).
6. One must be …(care) while crossing the street.
7. Yesterday’s seminar on linguistics was very … (use).
8. Our country signed an agreement on trade and … (culture) cooperation.

**B. Word order**

В английском предложении имя прилагательное употребляется в функции определения и стоит перед существительным, к которому относится, а в функции именной части составного сказуемого – после глагола-связки:

- *Mary has bought a red dress.*
- *The dress is red.*

Иногда в предложении в роли определения выступают два и более прилагательных одновременно:

- *I bought a nice long new plastic pen.*

Adjectives like «long, new, plastic» are **fact adjectives.** They provide objective information about the shape, age, color, origin, material etc.

Adjectives «nice, beautiful, important» etc., are **opinion adjectives.** They tell us what somebody thinks of something. As a rule opinion adjectives go before fact adjectives, then we use shape adjectives, age adjectives, color adjectives, origin and in the last place material adjectives.

Use **OPSHACOM** formula to make a sentence. **«op»** stands for opinion, **«sh»** – shape, **«a»** – age, **«c»** – colour, **«o»** – origin, **«m»** – material.

**Exercise 1.** Put the adjectives in brackets in the correct order.

**Model:** a modern house (attractive) – **an attractive modern house.**

1. a little house (old / lovely)
2. a silver watch (small / antique)
3. an English film (old)
4. a large table (round / new)
5. a nice shirt (cotton / modern)

Read the dialogue, pay attention to the **OPSHACOM** formula, learn it by heart and dramatize it.
In today’s lecture we’ll be looking at the order of adjectives before nouns. There is a rule for everything! If you remember the OPSHACOM you will remember the order of adjectives.

**G:** It’s a descriptive word. For instance, look at my pen, Wayne. What colour it is?

**W:** Black.

**G:** Good, Wayne. Black is an adjective. It describes the noun pen. What is it made of, Wayne?

**W:** It’s plastic.

**G:** So?

**W:** It’s a black plastic pen.

**G:** OPSHACOM, Wayne.

**W:** Pardon?

**G:** Where is my pen made, Wayne?

**W:** Uh, Britain.

**G:** So, it’s a black British plastic pen. OPSHACOM. How old is my pen, Wayne?

**W:** It’s new.

**G:** So?

**W:** It’s a new black British plastic pen.

**G:** What shape is my pen, Wayne?

**W:** It’s long. So, it’s a long new black British plastic pen.

**G:** And what’s your opinion of my pen, Wayne?

**W:** Well, it’s a very nice pen.

**G:** So?

**W:** It’s a nice long new black British plastic pen.

**G:** OPSHACOM helps you with the order of adjectives before nouns. ‘OP’ stands for opinion. It’s a nice pen. ‘SH’ stands for shape.

**W:** It’s a nice long pen.

**G:** Then age adjectives. ‘A’ stands for age. How old is my pen, Wayne?

**W:** Well, it’s new.

**G:** Absolutely correct.

**W:** It’s a nice long new pen.

**G:** Well done, my boy! And after age adjectives come colour adjectives.

**W:** It’s a nice long new black pen.

**G:** Excellent, Wayne! ‘C’ stands for colour. Where is my pen from, Wayne?

**W:** Why? It’s made in Britain.

**G:** So, it’s British. That’s its origin. OPSHACO – after ‘C’ comes ‘O’.

**W:** It’s a nice long new black British pen.

**G:** And finally, Wayne, OPSHACOM. The final letter is ‘M’. ‘M’ stands for material. What’s my pen made of, Wayne?

**W:** It’s plastic.

**G:** So, Wayne?

**W:** It’s a long new black British plastic pen. Now I know how to use adjectives before nouns! OPSHACOM is great!

**Physical description and adjective order**

- When you describe someone follow this order:

  **Height – build – age – hair – eyes – face – complexion – extra features – dress.**

*Model:* My cousin Pamela is fairly tall in her mid-thirties. She is a bit plump and has long curly black hair. Pamela has an oval face and big black eyes. She wears glasses as she is short-sighted. She wears casual clothes.

**Eyes**

- When we describe people’s eyes we begin with the size, followed by shape and colour.

  **Size – Shape – Colour**

*Model:* She has got big round black eyes.
Exercise 2.
1. Kate has got round / black / large eyes.
2. Pete has got blue / small / bright eyes.
3. Lucy has hazel / small / almond-shaped eyes.
4. My mother has got dark-brown / big / expressive eyes.

Hair
- When we describe someone’s hair, we give length first followed by colour and style.

**Length – Colour – Style**
*Model:* He has short black curly hair.

Exercise 3.
21. Jane has smooth / long / auburn hair.
22. Heather has got golden / frizzy / short hair.
23. Agatha has got cropped / wavy / blond hair.
24. My brother has curly / long / fair hair.
25. Daniel has brown / wavy / long hair.
26. Elizabeth has chestnut / shoulder-length / straight hair.

Exercise 4. Answer the questions saying a few words about the appearance of your relatives or friends.

**Student A:**
- What does your father look like?
- Well, he is rather tall, with dark hair and brown eyes.

**Student B:**
- What does your cousin look like?
- Is your brother a good-looking boy?
- What does your mother look like?
- Is your friend a pretty girl/a handsome boy?
- Is your father an attractive person? What does he look like?

Exercise 5. Translate into English:
1) рассеянная девочка;
2) хлопчатобумажная майка (T-shirt);
3) старомодное шелковое платье;
4) незабываемая трехдневная поездка;
5) старое черное фортепиано;
6) красивая стройная фигура;
7) интересный итальянский фильм;
8) неаккуратно подстриженные волосы

C. Degrees of comparison

Имена прилагательные образуют две степени сравнения: сравнительную (the Comparative Degree) и превосходную (the Superlative Degree). Основная форма прилагательного (начальная) не выражает сравнения и называется положительной степенью (the Positive Degree):
- Nick is a tall boy.
- Pete is taller than Nick.
- David is the tallest boy.

Прилагательные односложные образуют сравнительную степень путем прибавления суффикса -er к форме прилагательного в положительной степени, превосходная степень образуется с помощью суффикса -est. Существительное, определяемое прилагательным в превосходной степени, употребляется с определенным артиклем the.

Прилагательные двусложные, а также состоящие из трех и более слов, образуют сравнительную степень при помощи слова more, а превосходную – most:
- large – larger – the largest
- simple – simpler – simplest
- short – shorter – shortest
- beautiful – more beautiful – most beautiful
- interesting – more interesting – most interesting
Некоторые прилагательные образуют степени сравнения не по общим правилам:

- good – better – best
- bad – worse – worst
- little – less – least
- many – more – most
- much – farther – farthest
- far – further – furthest

Farther, further и farthest, furthest означают расстояние:
The children were playing in the farthest (furthest) part of the garden.

Кроме этого FURTHER также употребляется в значении дальнейший, добавочный:
- You will get further information a bit later.

**Spelling rules**

1. Adjectives like big (fat, hot, wet) double the consonant:
   - big – bigger – the biggest
   - hot – hotter – the hottest

2. When the adjectives end in –y preceded by a consonant, -y– is changed into -i and -er(-est) is added:
   - busy – busier – the busiest

**Note 1:** Some two-syllable adjectives may have two comparative or superlative forms : -er/-est or more/most.

able, angry, clever, common, cruel, friendly, gentle, handsome, narrow, pleasant, polite, quiet, simple, sour.

*He is cleverer than you or He is more clever than you.*
*It is a narrower passage or It is a more narrow passage.*

**Exercise 1.** Read Dialogue I. Open the brackets using the correct form of the adjectives.

**Looking for an apartment**

Sean and Debra are looking for a place to live. Last week they saw an apartment on Merrilands Road that Sean liked very much. This week they are looking at an apartment on the Park Lane that Debra likes better.

Debra: The living room in the Merrilands Road apartment is so small and this one is much (large). And then, the kitchen in the Merrilands Road apartment is so dark, and this yard is much (light).

Sean: That’s true. But the Merrilands Road apartment is cheap, and this one is much (expensive)

Debra: No wonder! That’s because the Merrilands Road apartment is so old and ugly, and this one is much (new) and
(pretty)____. The Merrilands Road yard is so little, and this yard is much (big)_____.

Sean: But don’t you think the superintendent at the Park Lane apartment is a little lazy? I’m sure the Merrilands Road superintendent is much (energetic)________. And I think the Park Lane landlord is stingy. The one in Merrilands Road is much (generous)________.

Debra: You might be right, but Merrilands Road is so narrow and dirty, and the Park Lane is much (wide)_____ and (clean)_____.

Sean: I agree. But the Park Lane neighbours are so unfriendly, and the Merrilands Road neighbours are much (hospitable)_____. Don’t you think that living on the Park Lane is going to be boring? I’m sure that living in Merrilands Road will be much (interesting)_____.

Debra: Hm-m-m.. What do you think we should do?
Sean: I don’t know. I guess we should look at the apartment on Applegarth Avenue before we decide.

**Dialogue 2: Conversation.**

**A:** Which flat shall we choose?
**B:** Well, the one in Churchill Square had a lovely kitchen. But the one in Church Street was (cheap)_____.
**A:** Yes, Church Street was much (cheap)_____. Never mind the kitchen. Let’s choose the (cheap) ___ one!

**Exercise 2.** Give the comparative and superlative degrees of the following adjectives.

Accurate, bad, dark, wide, simple, happy, glad, interesting, old, comfortable, tall, much, dear, fat, sad, shy, free, merry, poor, heavy, busy, little, low, big, few, lazy, cheap, thick, difficult, good, lovely, expensive, grey, tiny, pleasant, simple, real, far, healthy, exciting, slow.

**Exercise 3.** Answer the following questions.

<table>
<thead>
<tr>
<th>Student A:</th>
<th>Student B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Which is larger: a sea or a lake?</td>
<td>-A sea is.</td>
</tr>
</tbody>
</table>

1. Which is colder: February or March?
2. Which is sweeter: sugar or honey?
3. Which is heavier: lead or wood?
4. Which is quicker: a lion or a tiger?
5. Which is more interesting: the book or the film?
6. Which is more difficult: English or Spanish?
7. Which is longer: the Dnieper or the Volga?

**Exercise 4.** Compare as in the model.

**Model 1:** – Moscow, Kiev (smaller) – Kiev is smaller than Moscow.
1. English grammar, Russian grammar (easy).
2. Mother, Father (young).
3. Pete, Kate (tall).
4. My dress, your dress (old).
5. Thin cat, that one (good).

**Model 2:** -My flat, your flat (comfortable)
1. The English language, the Russian language (difficult).
2. Gorky Park, Sokolniki Park in Moscow (beautiful).
3. This work, that work (important).
4. Tretiakov Gallery, Picture Gallery (interesting).

**Exercise 5.** Answer the questions.

1. Is Minsk larger than Vitebsk?
2. Which is the largest city in the Republic of Belarus?
3. Which is the longest river in Belarus?
4. Which is the largest lake in Belarus?
5. Which is the most beautiful square in Minsk?
6. Which is the tallest building in Minsk?
7. Which is the oldest theatre in Minsk?
8. Which is the best film you have seen lately?
9. Which is the most interesting book you have read lately?
10. Who is your best friend?
11. Which is the biggest department store in Minsk?
12. What is the weather like today? Is it cold outside?
13. Is it colder today than it was yesterday or it is warmer?

**Exercise 6.** Make up sentences according to the models.

**Student A:**
- This box is larger than that one.

**Student B:**
- These boxes are larger than those ones.

**Prompts:** room-dark, tree-tall, film-interesting, street-wide, dress-fashionable, flower-beautiful, sofa-comfortable, lesson-difficult, task-important, language-difficult.

**Exercise 7.** Make up sentences using the superlative degree.
1. January is (cold) month in the year.
2. July is (hot) month in the year.
3. This is (beautiful) place here.
4. This is (bright) idea.
5. This is his (good) answer.
6. This is (necessary) thing for you.

**Exercise 8.** Choose the right forms in the following sentences.
1. You will find the explanation (further/father) on.
2. Your mark is (worse/worst) than mine.
3. She always wears (the last/latest) fashion.
4. We have no (further/father) information.
5. Her (last/latest) words were «Good night».
6. Kate is the (oldest/eldest) member in the family.
7. This is the (more/most) interesting film I have ever seen.
8. It is the (oldest/eldest) building in the city.

**Exercise 9.** Read the dialogue. Learn the dialogue and act it out.

**At the shop.**

**Mr. Black:** Can I have a look at this watch, please?
**Salesgirl:** Certainly, sir. Which one do you mean?

**Mr. Black:** I am looking at «Poljio» watches. Is it a new model?
**Salesgirl:** Yes, it is. Would you like this one?

**Mr. Black:** Yes, it is very good. What about the price? Is it expensive?
**Salesgirl:** I don’t think so. We are selling these watches at reasonable price. They are cheaper than Swiss watches and they are not worse at all, they are even better.

**Mr. Black:** I see. I think I’ll take it. Where do I pay?
**Salesgirl:** At the cash desk, over there.

**Test**

**TASK I.** Make adjectives from the following nouns and verbs.

| To break, to attract, to consider, to depend, to respond, rain, dirt, to introduce, to practice, energy, nerve, power, profession, care, harm, peace, use, to agree, to talk, science, help, fortune, courage, agriculture, industry, music, to enjoy, to prevent. |

**TASK II.** Complete the sentences using adjectives formed from the nouns and verbs in brackets.

1. These dresses were very _____ (fashion) last year, but they are _______ (fashion) now.
2. The house looks _______ (danger). Don’t go in.
3. English weather is very _____ (change). You can have four seasons in one day!
4. It is not ________ (advise) to travel to Iraq until the situation has settled down.
5. She is going to take her exams in two days. She is very _____ (nerve) naturally.
6. While driving on the motorway one must be very _______ (care).
7. The lecture contained all the necessary facts for the students. It was very ___ _____ (use).
8. Smoking is _______ (harm) to health and in many countries a warning is printed on every packet of cigarettes.
9. Don't touch that old vase. Put on the table carefully. It is _____ (break).
10. The two countries signed an agreement on trade and _______ (culture) cooperation.
11. It takes _________ (consider) patience to teach small children.

**TASK III.** Use the negative prefixes dis-, im-, il-, ir-, un-, in– to change the positive meaning of the following words.

| Regular, legal, patient, comfortable, pleasant, definite, obedient, possible, pleased, important, modest, responsible, kind. |

**D. Comparative Constructions**

Для сравнения двух предметов одинакового качества используются сравнительные конструкции **as…as** (такой же … как, так же … как) для повествовательных и вопросительных предложений:

- He is as old as his wife.
- Is he as old as his wife?

Для отрицательных предложений используется сравнительная конструкция **not so ... as or not as... as**

- He is not so/as young as his brother.

**Exercise 1.** Make up sentences according to the models. Use comparative constructions **as ... as or not so/as ... as.**

**Model A:** this book, the other, interesting
This book is as interesting as other one.
**Model B:** my mother, my father, tall
My mother is not so/as tall as my father.

2. David, Henry, tall.
3. My mother, me, old.
4. Kate is 20, Lucy is 20, old.
5. Betty is 20, Ann is 40, old.
6. This lecture, that lecture, interesting.
7. The river, the sea, deep.
8. My flat, my friend’s flat, big.
9. This dress, that dress, beautiful.
10. My report, your report, important.
11. Debbie, Kelsey, charming.

**To compare something we use:**

- **twice as ... as:** This book is twice as expensive as that one.
- **three time as ... as:** The living room is three times as big as the kitchen.
- **half as much/many-** в два раза меньше
- **half the size-** в два раза меньше
- **half one’s age-** в два раза моложе
- **half the weight-** в два раза легче
- **the more … the better-** (чем … тем): The sooner the better

**Exercise 2. Translate into English.**

1. Мой дядя в два раза старше меня.
2. У Кати в два раза больше книг, чем у меня.
3. Я заплатил за словари в три раза больше, чем за книги.
4. Моя комната в два раза меньше вашей.
5. Мой чемодан в два раза легче вашего.
6. Пальто стоило в два раза больше, чем куртка.
7. В моей комнате мебели в два раза меньше, чем в вашей.

**Exercise 3. Translate the sentences using the model.**

**Model A:** The more we know the more we forget.

1. Чем больше мы учим, тем больше мы забываем.
2. Чем больше я ее знаю, тем больше она мне нравится.
3. Чем больше живешь, тем больше узнаешь.
4. Чем дольше ты работаешь, тем больший опыт ты приобретаешь.
5. Чем лучше учишься в течение года, тем легче сдать экзамены.
6. Чем быстрее вы выполните работу, тем быстрее вы уйдете домой.

Test
1. Киев более древний город, чем Москва.
2. Озеро Байкал самое глубокое в мире.
3. Этот экзамен не такой трудный, как ты думаешь.
4. Я не так молода, как вы. Вы в два раза моложе меня.
5. В этот раз в вашей работе гораздо меньше ошибок, чем в прошлой работе.
6. Сегодня так же тепло, как и вчера.
7. Вокзал был ближе от дома, чем я ожидал.
8. Я нашла детей в самом дальнем углу сада.
9. Эта сессия для нас самая трудная.
10. Чем интереснее книга, тем быстрее и легче она читается.
11. Чем ближе зима, тем короче дни.
12. Он такой же сильный, как и его отец.
13. Чем богаче человек, тем он жаднее (greedy).
14. Чем скорее вы уйдете, тем лучше.

Unit 5. Adverbs

A. Adverbs: use and form
B. Adverbs: degrees of comparison
C. Adverbs: word order
D. Adjectives and Adverbs coinciding in form

А. Adverbs: use and form

Study the following rules on the use and form of adverbs in the English language. Ask questions, if any.

В английском языке, как и в русском, наречием называется часть речи, которая обозначает признак действия, состояния или качества.

Наречия могут относиться:
1) к глаголу:
   • He speaks loudly. Он говорит громко.
2) к прилагательному или другому наречию:
   • She is a very good friend. Она очень хороший друг.
   • He speaks English quite well. Он говорит по-английски вполне прилично.
3) к целому предложению:
   • Unfortunately, I don’t know anything about it. К сожалению, я ничего об этом не знаю.
4) могут служить вопросительным словом:
   • Why were you absent? Почему ты отсутствовал?
5) могут соединять предложения:
   • I was ill, so I stayed in bed. Я был болен, поэтому остался в постели.
   • I don’t know where he lives. Я не знаю, где он живет.

По своей структуре наречия делятся на:
1. Простые, состоящие только из одного корня: now – сейчас; well – хорошо; there – там
2. Производные, в состав которых входят суффиксы и префикс: orally – устно; indeed – действительно; uphill – в гору
3. Сложные, состоящие из нескольких корней: anyhow (any + how) – как-то; everywhere (every + where) – везде
4. Составные, состоящие из нескольких слов: by all means – обязательно; in a friendly way – дружески

По своему значению наречия делятся на:
1. Наречия образа действия (adverbs of manner):
   • You must drive carefully. Оставайтесь осторожными.
2. Наречия времени (adverbs of time):
   • Let’s go tomorrow. Давайте поедем завтра.
3. Наречия места (adverbs of place):
   • I’ll wait here. Я останусь здесь.
4. Наречия меры и степени (adverbs of degree):
   • It’s very cold in winter. This car is good enough for him. Зимой очень холодно. Этот автомобиль достаточно хорош для него.
5. Наречия частоты (adverbs of frequency):
   • I’m always glad to see you. Я всегда рад видеть вас.

Большинство наречий образуется от прилагательных при помощи суффикса -ly:

<table>
<thead>
<tr>
<th>Суффикс</th>
<th>Наречие</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ly</td>
<td>sad – sadly</td>
</tr>
<tr>
<td></td>
<td>final – finally</td>
</tr>
<tr>
<td></td>
<td>polite – politely</td>
</tr>
</tbody>
</table>

1. Конечное -e сохраняется перед добавлением -ly: absolute – absolutely
2. Конечное -e, перед которым стоят два согласных, опускается: terrible – terribly, possible – possibly

3. Конечная -y меняется на -i: happy – happily, gay – gaily
4. Если в конце прилагательного уже есть две буквы l, то присоединяется только буква -y: full – fully
5. Когда прилагательное оканчивается на -ic, то к нему добавляется -ally: tragic – tragically

NB! Обратите внимание на следующие слова, которые хотя и имеют суффикс -ly, являются прилагательными:

<table>
<thead>
<tr>
<th>Прилагательное</th>
<th>Наречие</th>
</tr>
</thead>
<tbody>
<tr>
<td>lonely</td>
<td>одинокий</td>
</tr>
<tr>
<td>lively</td>
<td>живой, жизнерадостный</td>
</tr>
<tr>
<td>friendly</td>
<td>дружелюбный</td>
</tr>
<tr>
<td>lovely</td>
<td>приятный, симпатичный</td>
</tr>
<tr>
<td>silly</td>
<td>глупый</td>
</tr>
<tr>
<td>elderly</td>
<td>пожилой</td>
</tr>
</tbody>
</table>

NB! Очень редко для образования наречия используются следующие суффиксы:

<table>
<thead>
<tr>
<th>Суффикс</th>
<th>Наречие</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ways</td>
<td>(sideways – сбоку, боком)</td>
</tr>
<tr>
<td>-ward(s)</td>
<td>(upwards – наверх, southwards – по направлению на юг)</td>
</tr>
<tr>
<td>-wise</td>
<td>(clockwise – по часовой стрелке, anticlockwise – против часовой стрелки)</td>
</tr>
</tbody>
</table>

NB! Довольно часто встречаются наречия, совпадающие по форме с прилагательными:
Отличить такие наречия от прилагательных можно по выполняемой ими роли в предложении:
– прилагательное характеризует существительное,
– наречие – характеризует глагол (иногда прилагательное или другое наречие) с целью уточнения того, как происходит (происходило) действие.

NB! На некоторые наречия следует обратить особое внимание, так как они имеют две формы. Одну – совпадающую с соответствующим прилагательным, и другую с суффиксом -ly, которая часто отличается по значению от исходного слова, например:

<table>
<thead>
<tr>
<th>Прилагательное</th>
<th>Наречие без -ly</th>
<th>Наречие с -ly</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad плохой</td>
<td>плохо; сильно</td>
<td>badly плохо; очень; сильно</td>
</tr>
<tr>
<td>close близкий</td>
<td>близко</td>
<td>closely тщательно</td>
</tr>
<tr>
<td>hard твердый, трудный</td>
<td>упорно; твердо</td>
<td>hardly едва (ли); еле-еле</td>
</tr>
<tr>
<td>high высокий</td>
<td>высоко</td>
<td>highly очень, весьма</td>
</tr>
<tr>
<td>large большой</td>
<td>широко</td>
<td>largely в значительной степени</td>
</tr>
<tr>
<td>late поздний</td>
<td>поздно</td>
<td>lately в последнее время</td>
</tr>
<tr>
<td>near близкий</td>
<td>близко</td>
<td>nearly почти</td>
</tr>
<tr>
<td>short короткий</td>
<td>резко, круто</td>
<td>shortly вскоре, незадолго</td>
</tr>
</tbody>
</table>

Например:
He is a hard worker.
Он усердный работник.

He works hard.
Он работает усердно.

I could hardly understand him.
Я едва мог понять его.

Exercise 1. Fill each of the gaps below with one of the following adverbs. You will need to use some more than once.

anxiously, badly, carefully, fast, hard, late, lately, quietly, slowly, suddenly, well

1) Pete had to work very ___ to finish in time.
2) I play the piano, but I don't play it very ___.
3) You should drive very ___.
4) It's dangerous to drive ___.
5) He drove very ___ to Liverpool, but still he arrived too ___.
6) I'll take us hours to get there. Chris always drives so ___.
7) Could you speak ___ , please. The baby is sleeping.
8) He didn't work very ___. That's why he did so ___ in his exam.
9) The exams were over and everyone was waiting ___.
10) Do you know how David is? I haven't heard anything ___.
11) We got a dreadful shock. We were just sitting here ___ and ___ there was a loud knock at the door.

Exercise 2. In each of the following sentences, indicate whether the underlined word is an adverb of manner, time, or place.

Student A:       Student B:
1. The sun is down.
2. I've already seen this movie.
3. The thief crept silently across the rooftops.
4. I'm not feeling well today.
5. He comes home late.
6. We'll meet here after the match.
7. The teacher smiled enigmatically.
8. I'm leaving for Paris soon.
9. You should be able to answer this question quite easily.
Exercise 3. Form adverbs from the following adjectives according to the scheme:

1. He clapped his hands (loud) together.
2. She answered the question (intelligent).
3. He stood there smiling (stupid) at her.
4. They smiled at her (strange).
5. He (senseless) killed the butterfly.
6. The secretary (busy) typed a letter.
7. Peter (crazy) danced on the table.
8. Steve (happy) took the last cookie.
9. We slept the day away (lazy).
10. Marge (angry) said goodbye.

Exercise 4. Use the following adverbs in sentences of your own according to the scheme:

**Student A:**

Actually means «фактически, на самом деле»

Actually, officially, geographically, frankly, confidentially, between you and me, funnily enough, surprisingly, undoubtedly, basically, ironically, apparently, surely, mainly, generally, curiously.

**Student B:**

I (probable) won’t see you – I probably won’t see you.

Exercise 5. Using the verb and adverb from columns A and B translate the given phrases. Work in pairs:

**A.**

depthy

thoroughly

convincingly

spontaneously

bravely

truly

heavily

distinctly

badly

softly

briefly

sweetly

continuously

easily

**B.**

argue

behave

sleep

speak

explain

feel

investigate

react

sing

fight

remember

love and respect

get mad

Exercise 6. Choose the right word from the brackets.

1. He wrote his dictation (bad, badly).
2. He acted very (brave, bravely).
3. He is a (brave, bravely) man.
4. This is quite (clear, clearly).
5. This (clear, clearly) shows the difference.
6. She received him (cold, coldly).
7. This is a (comfortable, comfortably) chair.
8. We travelled (comfortable, comfortably). 9. Your description is not quite (exact, exactly). 10. I don't know (exact, exactly) when he will come. 11. The children seem to be very (happy, happily). 12. The answer was not (satisfactory, satisfactorily).

Exercise 7. State whether the italicized words are adjectives or adverbs.

**Student A:** He worked very hard.

**Student B:** I believe 'hard' is an adverb here.

1. He came close to Godfrey and breathed into his waistcoat.
2. He was also his closest companion and his closest friend.
3. Our sympathy had always been close, and was growing closer as we grew older.
4. I don't want to be too hard on you.
5. His hair was straight and long.
6. He sat up straight in his chair, and asked what I wanted to see him about.
7. Could you show me the nearest way to the Red Square?
8. She turned full on me, when I was sitting near the window with my back to the sunlight.
9. First I considered myself to be standing high on a very high mountain with a straight wide mouth; and I pulled my mouth straight and wide.
10. I made my eyes close down at the far corners, widening at the inner corners.
11. Would you mind telling me how long you're staying up here?
12. It's simply that I find these long silences intolerable.
13. I went further out in the lake to pass it. The lake was much narrower now.
14. He did not ask any further questions.
15. I do think you might have caught an earlier train from Cambridge.
16. You might have come a little bit earlier.
17. I'm a better singer than he now.
18. I think we should work far better to get rid of such mistakes.
19. My watch is ten minutes fast.

**Exercise 8.** Work in groups of three. Agree or disagree with your partner. Intensify the sentences by using the adverbs from the right column.

<table>
<thead>
<tr>
<th>Student A:</th>
<th>Student B</th>
<th>Student C:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the food here is bad.</td>
<td>Yes, indeed! The food here is incredibly bad.</td>
<td>No way! I think the food here is pretty good.</td>
</tr>
<tr>
<td>1. It was cold that night.</td>
<td>very</td>
<td>1. It was very cold that night.</td>
</tr>
<tr>
<td>2. He spoke fast.</td>
<td>pretty</td>
<td>2. He spoke pretty fast.</td>
</tr>
<tr>
<td>3. This stamp is valuable.</td>
<td>rather</td>
<td>3. This stamp is quite valuable.</td>
</tr>
<tr>
<td>4. They danced slowly.</td>
<td>fairly</td>
<td>4. They danced fairly slowly.</td>
</tr>
<tr>
<td>5. Mary and Peter get on well together.</td>
<td>especially</td>
<td>5. Mary and Peter are especially good friends.</td>
</tr>
<tr>
<td>6. Your work is poor.</td>
<td>particularly</td>
<td>6. Your work is particularly poor.</td>
</tr>
<tr>
<td>7. She left suddenly.</td>
<td>not particularly</td>
<td>7. She left not particularly suddenly.</td>
</tr>
<tr>
<td>8. He speaks Dutch, but not well.</td>
<td>extremely</td>
<td>8. He speaks Dutch, but not particularly well.</td>
</tr>
<tr>
<td>9. The time passed fast.</td>
<td>very</td>
<td>9. The time passed very fast.</td>
</tr>
<tr>
<td>10. It's a difficult test.</td>
<td></td>
<td>10. It's a very difficult test.</td>
</tr>
<tr>
<td>11. The children are keen to go to the zoo.</td>
<td></td>
<td>11. The children are extremely keen to go to the zoo.</td>
</tr>
</tbody>
</table>

Exercise 9. Translate into English

1. Говорят, ты очень хорошо вчера пел.
2. Директор немедленно принял необходимые меры.
3. Мой друг бегло говорит на пяти языках.
4. Моеи другу нравится быстро ездить на машинах.
5. Люди, которые быстро ездят, рано или поздно попадают в аварию.
6. Это легкий вопрос. На него легко может ответить ребенок.
7. Преподаватель четко объяснил студентам это сложное правило.
8. Вчера к нам совершенно неожиданно приехали гости.
9. Я полностью с вами согласен.
10. В этой школе примерно 200 учеников.

**Task I.** Fill in each space in the following sentences with an appropriate adverb using the words in the list.

- day
- soft
- well
- occasion
- early
- beauty
- month
- easy
- careful
- noise

1. The orchestra played the symphony ..., I thought.
2. Jon spoke so ..., I could hardly hear him.
3. Hold the baby ..., please.
4. The children played ... in their bedroom and kept their father awake.
5. In Britain, some people have their newspapers delivered ....
6. The magazine is published ... so we get twelve issues a year.
7. I go to the theatre ... – I just don’t have the time to go more often.
8. You could ... pass the test with a bit more work.
9. Come ... if you want to find a good seat.
10. I hope you do ... in your driving test.

- gentle
- shy
- hour
- heroic
- automatic
- terrible
- probable
- surprising
- unexpected
- true

1. He treats is dog ....
2. If the phone doesn’t work, you get your money back....
3. She touched him on the arm ....
4. She turned up at the party ....
5. It is ... too late to catch the plane now.
6. The exam was ... easy and everyone passed.
7. ‘I have a question,’ she said, raising her hand ....
8. She has to take the medicine ....
9. There was a ... beautiful view from the bedroom.
10. The firemen fought ... to put the fire out.

**Task II.** Choose the correct variant.
1. Landing on the moon was one of the most dramatically scientific adventures of the twentieth century.
2. She stepped confidently onto the stage to begin her talk.
3. The meeting at lunchtime was a complete/completely waste of time.
4. She did good/well in the exam and she won a prize.
5. Charles and Diana were very bad/badly matched.
6. Max tried hard/hardly to make the hotel receptionist understand him, but his Spanish wasn’t fluently/fluently enough.
7. After looking at the computer screen all day I had an awful/awfully headache.
8. In Britain, some people have their newspapers delivered ... .
9. Even though Deborah did the job efficiently/efficiently, they sacked her after two months.
10. The doctor couldn’t understand why Carol felt so hot because her temperature was normal/normally.

**Task III.** Translate into English.
1. Вообще-то это не имеет значения. 2. Она говорила легко, но твердо.
3. Этот магазин продает практически все. 4. Она воспринимает окружающий ее мир философски. 5. Эта девушка необычайно эгоистична. 6. Вы ужасно добыры. 7. Мне хотелось бы быть экономически независимым. 8. Эта машина очень экономична. 9. Они слишком легко согласились на наше предложение.
10. Я лишь частично согласен с вами. 11. Откровенно говоря, я не очень серьезно относился к своим обязанностям. 12. Скажи нам честно, почему ты вел себя так глупо.
13. Простуда прошла, и я хорошо себя чувствовал. 14. Все хорошо, что хорошо кончается. 15. Я определенно считаю, что мы все сделали правильно.
16. Лучше поздно, чем никогда. 17. Стараюсь излагать свои мысли логично. 18. Ландшафт был невероятно красив.
B. Adverbs: degrees of comparison

Наречия образа действия, а также некоторые наречия меры, частоты, времени и места имеют степени сравнения. Остальные наречия степеней сравнения не имеют.

Степени сравнения большинства наречий (наречий с суффиксом -ly) образуются при помощи служебных слов: more (в сравнительной степени) и most (в превосходной степени), например:
- carefully– more carefully– most carefully

**NB!** Односложные наречия, а также наречие early образуют степени сравнения при помощи суффиксов -er (в сравнительной степени) и -est (в превосходной):
soon – sooner– soonest
early – earlier – earliest

**NB!** Степени сравнения следующих наречий образуются не по общим правилам:

<table>
<thead>
<tr>
<th>Положительная степень</th>
<th>Сравнительная степень</th>
<th>Превосходная степень</th>
</tr>
</thead>
<tbody>
<tr>
<td>well (хорошо)</td>
<td>better (лучше)</td>
<td>best (лучше всего)</td>
</tr>
<tr>
<td>badly (плохо)</td>
<td>worse (хуже)</td>
<td>worst (хуже всего)</td>
</tr>
<tr>
<td>far (далеко)</td>
<td>Farther (далее)</td>
<td>farthest (далее всего)</td>
</tr>
<tr>
<td>far</td>
<td>further (последующий)</td>
<td>furthest (самый дальний по порядку)</td>
</tr>
<tr>
<td>little (мало)</td>
<td>less (меньше)</td>
<td>least (меньше всего)</td>
</tr>
<tr>
<td>much (много)</td>
<td>more (больше)</td>
<td>most (наибольшее число)</td>
</tr>
</tbody>
</table>

Для сравнения двух действий используется сравнительная форма наречия, за которой обычно следует слово than:
- Mark runs faster than Steve

**As + наречие + as** показывает как что-то делается по сравнению с кем-то или чем-то:
- She sat as quietly as a mouth.

**Exercise 1.** Give the degrees of comparison of the following adverbs according to the following scheme:
- Badly, briefly, carefully, clearly, distinctly, early, effectively, efficiently, far, fast, frankly, frequently, hard, heartily, honestly, late, little, much, often, patiently, soon, well, willingly.

**Exercise 2.** Put the words in brackets into the right form. The first one has been done for you:

**Student A:**

- soon – sooner – soonest
- early – earlier – earliest

**Student B:**

- cleverly – more cleverly – most cleverly
- soon – sooner – soonest

**NB!**

- *Statistics say that women drive *more carefully *than men.* – *Statistics say that women drive *more carefully *than men.*

1. Please talk a bit (quietly) and (little) aggressively.
2. There's nothing (annoying) than losing your door key.
3. Tom prefers to be alone. He is *sociable* person in the office.
4. This time he tried (hard) than last time.
5. A big car can be parked (easily) than a small one.
6. A big car can be parked (easily) than a small one.
7. We walked (far) than we had planned.
8. Today David acted (generously) than ever before.
9. The final exam was (little) difficult of all.
10. This month Caroline worked (badly) of all, though actually she works (well) of all the pupils of her class.
11. You don't remember some details. You should study the papers (closely).
12. They can get here at 7 o'clock at (early). It's a long way from here.
13. Changes will become necessary by the autumn, at (late).
14. Really, Alex, you could work (efficiently)!

**Exercise 3.** Complete the following advertisements using the comparative degree of the adverbs according to the following scheme:

**Student A:**

- Headache? You want fast relief.
- Panadol works faster than any other tablet.

**Student B:**

5. I never slept very well until I drank Nightcap. Now I sleep (good) ... than ever before.
6. If you think your washing powder gets your clothes thoroughly clean, then you haven't tried Ariel. Ariel will clean them (thoroughly)...
7. So your batteries last a long time, do they? Try Energizer batteries. They last even (long)...
8. Do you wish your photocopier were quicker and more efficient? Then change to Xerox. Xerox copies are (quick) ... and (efficient) ... than most other copiers.
9. Money doesn't go very far nowadays, does it? So, shop at GUM where your money goes (far) ... .

**Exercise 4.** While working in pairs, translate the adverbs in brackets into English:

1. If you want to pass this exam, Freddie, you'll have to work (более усердно).
2. I can't understand what's happened to the team. They've been playing pretty badly all season and last night they played (хуже) than usual.
3. Daniel could miss the train leaving at 5 a.m. So he had to go (быстрее).
4. Sue, there's a police car following us. Hadn't you better drive (помедленнее)?
5. Children, I know you're enjoying yourselves, but I've got a terrible headache. Please, can you speak (помедленнее)?
6. You know I don't like smoking very much. It's too smoky in the room. Can't you smoke (поменьше)?
7. If you don't hurry up, I'll miss my bus. Can't you do everything (быстрее)?
8. Let me ask him. I know him (лучше) than you do.
9. Your work isn't very good. I'm sure you can do (лучше) than this.
10. Don't hurry up. I'm very tired and can't go (дальше).
11. I'm sorry, but this is a very bad line and I can't hear you. Could you speak (погромче)?

**Exercise 5.** Reply the following questions using a bit, a little, far, a lot, much according to the scheme:

**Student A:**

- Do you play tennis better than your brother? 
- No, he plays tennis much better.

**Student B:**

1. Do you know English better than Russian?
2. I'm sorry, I don't understand. Could you say it again more slowly?
3. Can you type better than write shorthand?
4. I'm simply dying. Can you walk more slowly?
5. Do you enter the classroom earlier than the teacher does?
6. Do you work later than usual getting ready for an exam?
7. Do you get up earlier than usual on the day you are having an exam?
8. Can you work harder than teachers expect from you?
9. Do you work more enthusiastically if you expect the Dean to praise you?
10. Do you act more sensibly if you know the possible consequences?
11. Can you drive faster than your friend?

**Exercise 6.** Use the comparative or superlative degree of the adverbs. Work in pairs.

**Student A:**

1. Driving ... (slowly) now, she arrived between four and five.
2. She was the one who was being hurt ... (deeply).
3. Moreover, he was ... (well) educated than the others.
4. Then he dismissed the thought as unworthy and impossible and yielded himself ... (freely) to the music.
5. All the class has learned quite a lot, but Alfred has definitely learned ... (much) which is not surprising, as he's always worked ... (hard).
6. I know she thought about it ... (carefully) before making a decision and, taking everything into consideration, I think she acted ... (sensibly).
7. Well, out of all the different machines to choose from, I'd say this model works ... (efficiently), produces the best copies and costs ... (little) to run.
8. He argued ... (persuasively) of all the speakers.
9. Look, the man has written back to you ... (apologetically), explaining that there was a genuine mistake, so, under the circumstances, I think you are behaving ... (unreasonably).
10. He followed her mental process ... (clearly) now and her soul was no ... (long) the sealed wonder it had been.

**Student B:**

1. Driving ... (slowly) now, she arrived between four and five.
2. She was the one who was being hurt ... (deeply).
3. Moreover, he was ... (well) educated than the others.
4. Then he dismissed the thought as unworthy and impossible and yielded himself ... (freely) to the music.
5. All the class has learned quite a lot, but Alfred has definitely learned ... (much) which is not surprising, as he's always worked ... (hard).
6. I know she thought about it ... (carefully) before making a decision and, taking everything into consideration, I think she acted ... (sensibly).
7. Well, out of all the different machines to choose from, I'd say this model works ... (efficiently), produces the best copies and costs ... (little) to run.
8. He argued ... (persuasively) of all the speakers.
9. Look, the man has written back to you ... (apologetically), explaining that there was a genuine mistake, so, under the circumstances, I think you are behaving ... (unreasonably).
10. He followed her mental process ... (clearly) now and her soul was no ... (long) the sealed wonder it had been.

**Exercise 7.** Complete the following sentences using **as...as** with adverbs according to the following scheme:

**Student A:**

1. Debbie hoped to do in her exams well but she failed. She didn't work **as hard** she used to.
2. Sorry, I'm late. You know I can't walk fast but I got here **as fast** possible.
3. You know a bit about cars but I know more. You don't know **as much** I do. 4. I still smoke but I used to smoke a lot more. I don't smoke **as much** I used to.
4. I was tired and wanted to sleep long and well this night. But my roommates arranged a party with music. I didn't sleep **as long** I wanted.
5. They've lived here for quite a long time but we've lived here longer. They haven't lived here **as long** we have.
6. I can run fast but you can run faster. I hear you've won the Cup. I can't run **as fast** you.
7. I need the money very soon. Could you send it to me **as soon** possible?

**Student B:**

11. I'm pleased to say all the ideas were received ... (favourably), but there's no doubt Nick's idea was received ... (enthusiastically), so that's the one we've chosen.

**Exercise 7.** Complete the following sentences using **as...as** with adverbs according to the following scheme:

**Student A:**

1. Debbie hoped to do in her exams well but she failed. She didn't work (hard) she used to.
2. Sorry, I'm late. You know I can't walk fast but I got here (fast) possible.
3. You know a bit about cars but I know more. You don't know (much) I do. 4. I still smoke but I used to smoke a lot more. I don't smoke (much) I used to.
4. I was tired and wanted to sleep long and well this night. But my roommates arranged a party with music. I didn't sleep (long) I wanted.
5. They've lived here for quite a long time but we've lived here longer. They haven't lived here (long) we have.
6. I can run fast but you can run faster. I hear you've won the Cup. I can't run (fast) you.
7. I need the money very soon. Could you send it to me (soon) possible?
Exercise 8. Form sentences with the… the… Choose a half-sentence from box A to go with a half-sentence from box B. Work in pairs.

A          B
the earlier we leave  
the longer we waited
the more I got to know him 
the more you practice your German
the more you learn
the harder you work

1. You'll have an accident if you don't drive more carefully/more careful.
2. The nearer/nearest I got to getting a job was being short-listed.
3. Can you speak louder/more loud/loudlier please? We can't hear you at the back.
4. I caught a taxi because if I had come by bus, it would have taken me much/more longer.
5. His parents are worried about him because his marks are getting badly/worse/worst.
6. Why do you need to save time and money – so can we all try and work more efficiently/more efficient?
7. She plays very/much more noisily than any child I've ever met.
8. ‘I'm fed up with staying in all the time.’ ‘Well, go out oftener/more often’
9. She wants to pass the exams/10. ‘I'm fed up with staying in all the time.’ ‘Well, go out oftener/more often’

Translate in written form.

Test

Task I. Fill in the relevant adverbs in their comparative or superlative forms.
Bicycles look set to become 1) ...the most commonly... (common) used form of transport in Britain. Bicycles are 2) ... (good) for the environment than cars, and they allow you to travel 3) .................. (convenient). You can get from point A to point B 4).................. (quick) than by car and you can find a place to leave your bike much 5) .................. (easy). Many younger people now ride a bike because they find it 6)..................(good) suits their lifestyle and enables them to get around 7)...........(efficient). In addition, they often arrive 7)...............(early) than their colleagues who drive to work and who have to wait 8)...............(long) in traffic jams than they do.

Task II. Underline the correct alternative.
1. You'll have an accident if you don't drive more carefully/more careful.
2. Her parents were more / most pleased when she won the prize.
3. You should have got there earlier/more early if you wanted a good seat.
4. Can you speak louder/more loud/loudlier please? We can't hear you at the back.
5. She plays very / much more noisily than any child I've ever met.
6. There's been an accident. Come as quicker/quick/quickest as you can, please.
7. I caught a taxi because if I had come by bus, it would have taken me much/more longer.
8. She drove very / even quickly along the lane.
9. We need to save time and money – so can we all try and work more efficiently/more efficient?
10. I'm fed up with staying in all the time.' 'Well, go out oftener/more often'
11. The nearer/nearest I got to getting a job was being short-listed.
12. «We will give you further / farther news as we receive it,» the newsreader said.
13. His parents are worried about him because his marks are getting badly/worse/worst.
14. Can't he speak any / much louder than that? No one can hear him.
15. She should work harder/hardlier if she wants to pass her Maths test.

Task III. Translate into English:
1. 1. He says he reads 2) ............. (well) than 3) .................. (usual) because of the glasses.
2. She is trying to learn 3) .................. (well) than she did last year.
3. The nearer/nearest I get to getting a job is being short-listed.
4. He will speak faster/more fast/quick faster than he did last year.
5. She is trying to learn 3) .................. (well) than she did last year.
6. She is trying to learn 3) .................. (well) than she did last year.
7. She is trying to learn 3) .................. (well) than she did last year.
8. She is trying to learn 3) .................. (well) than she did last year.
9. She is trying to learn 3) .................. (well) than she did last year.
10. She is trying to learn 3) .................. (well) than she did last year.
11. She is trying to learn 3) .................. (well) than she did last year.
12. She is trying to learn 3) .................. (well) than she did last year.
13. She is trying to learn 3) .................. (well) than she did last year.
14. She is trying to learn 3) .................. (well) than she did last year.
15. She is trying to learn 3) .................. (well) than she did last year.
C. Adverbs: word order

Наречия степени

Наречия степени very, quite, about (в значении 'почти'), определяющие прилагательные или другие наречия, ставятся в середине предложения – непосредственно перед словами, которые они определяют, например:

- I am very glad to hear it.
- He feels quite well.

Наречия степени и полноты совершения действия, определяющие глагол (almost, also, even, hardly, just (в значении 'только что, еле'), merely, nearly, quite, rather, soon, still (в значении 'пока что, все еще') ставятся:

1) между подлежащим и сказуемым (если оно простое):
- You almost managed it that time.
- They soon found what they wanted.
- You nearly missed the bus.

2) между изменяемой и неизменяемой частью сказуемого (если оно составное):
- They didn't even try to help!
- They had just finished breakfast.
- We are still waiting.

NB! Исключение представляет наречие степени enough. Оно ставится после прилагательного, наречия и глагола, которое оно определяет:

- The book is interesting enough.
- She does not work enough.

Если при наречии enough есть существительное, то оно может стоять как до него, так и после:

- I have got enough money to buy the book = I have got money enough to buy the book.

Exercise 1. Complete the following situations using enough with one of these words: big, clean, old, warm, well, chairs, experience, cups, money, qualifications, room, time, food. Work in pairs.

Student A:        Student B:

1. It's only a small car. There isn't ... for all of you.
2. There is not ... to feed the company of twelve.
3. The water was not ... to swim in.
4. I can't make coffee for everybody. There aren't ... in the office.
5. Are you ... ? Or shall I switch on the heating?
6. There weren't ... for everyone to sit down.
7. Graham didn't finish the test. He didn't have ... .
8. Try this jacket and see if it's for you.
9. He didn't get the job because he didn't have ... .
10. We would like to buy a Mercedes but we haven't got... .
11. My brother didn't feel ... to go to work this morning.
12. Do you think I've got ... to apply for the job?

Exercise 2. Answer the questions using the adjectives in brackets with the adverbs too or enough. The first sentence has been done for you.

Student A:        Student B:

1. Shall I take a photograph? (dark)
2. I don't want to miss the 11.15 train. Shall I leave for the station at 11 sharp? (late)
3. Did you hear what they were saying? (far)
4. Did you sleep well? (noisy)
5. Can you wear this coat in winter? (enough)
6. Is your younger sister getting married? (old)
7. Why don't you drink the coffee? (hot)
8. Why did Winifred fail at maths? (hard)
9. Why can't Boris talk to me now? (busy)
10. Are you going to spend your leave in Spain? (money)
11. Why didn't your friend get the job of a sales manager? (experienced)

Exercise 3. Put the adverbs in brackets in the correct place.

1. His employers offered him higher wages. (even)
2. She liked to ask for an extra holiday. (hardly)
3. He caught the train. (just)
4. Mr Green hinted at the possibility. (merely)
5. I wanted to ask you the time. (only)
6. We like it. (rather)
7. She hopes to get news of him. (still)
8. They have visited Milan. (also)
9. She has recovered from her illness. (quite)
10. They would stay at home. (rather)

Exercise 4. Put the adverbs in brackets in the correct place.

Work in pairs.

Student A: Student B:

1. Hit the ball. (hard)
2. He has done the work. (well)

Exercise 4. Put the adverbs in brackets in the correct place.
Наречия частоты

Наречия, обозначающие частоту совершения действия (generally, usually, normally, regularly, often, frequently, sometimes, seldom, rarely, occasionally, never, ever, always) занимают в предложении следующее место:

1) в предложениях с простым сказуемым, если таковое не выявлено формой глагола to be, они ставятся перед этим глаголом:
   • He often tells us stories about hunting
   • I don’t usually come home till the evening.
   • Do you always study so late?
2) в предложениях с простым сказуемым, выраженным одной из форм глагола to be, они ставятся после глагола (а в вопросе — и после подлежащего):
   • He is already at work.
   • She isn’t often at home nowadays.
   • Is Jack ever on time?
3) в предложениях с составным сказуемым наречие ставится между вспомогательным/модальным и смысловым глаголами:
   • I can hardly ever understand that
   • They don’t often go to bed late.
4) Обстоятельства частоты, состоящие из двух или более слов, одно из которых прилагательное или числительное, чаще всего уходят в конец предложения:
   • We have English lessons every other day.
   • The girl is on a diet. She eats twice a day.

Примеры обстоятельств, несущих на себе эмоциональное удобрение и поставленных поэтому в начало предложения:

• Now and again we heard shots in the woods
• Again and again I’ve warned you not to arrive late.
• As a rule I don’t go to the office on Saturdays.

1. Наречия, указывающие на четкую периодичность (daily, weekly, monthly, yearly), чаще всего ставятся в конец фразы:
   • I receive mail weekly.

NB! Наречие always, употребленное в Present Continuous, означает не 'всегда', а 'слишком/нестерпимо часто, вечно':
   • She’s always complaining – Она вечно жалуется
   • My parents are always reminding me to take my keys – Родители надоели мне своими напоминаниями о том, чтобы я брал ключи.

2. Словосочетания all the time и almost always никогда не открывают предложение.

3. Если на первом месте стоит одно из следующих слов/фраз: never, hardly ever, not even once, то весь порядок слов в предложении меняется на обратный:
   • Never have I seen such a sight – Никогда не доводилось мне становиться свидетелем такого зрелища.

NB! Некоторые наречия частоты (sometimes, usually, normally, occasionally) иногда ставятся в начало предложения,
когда эти слова требуется выделить по смыслу. В русском языке в подобных случаях соответствующие слова уходят в конец фразы:

- Normally I get up at 6 o’clock. But today I am on holiday – Я встаю в 6 часов, как правило. Но сегодня я меня выходной.

4. При эмфатическом выделении наречий seldom, rarely, never они ставятся в начало предложения, а непосредственно за ними следует личная форма глагола (если это несамостоятельный глагол, то ее замещает форма глагола do). Происходит инверсия, подобная той, которая встречается в вопросительных предложениях.

Сравните:

- We seldom hear such fine singing from school choirs – Школьные хоры редко поют так хорошо.
- Seldom do we hear such fine singing from school choirs – Нечасто бывает, чтобы школьные хоры так хорошо пели.

5. Если на модальный или вспомогательный глагол падает логическое ударение, то обстоятельство частоты ему предшествует.

Сравните:

- They can always find time for amusements. – Они всегда находят время для развлечений.
- They always can find time for amusements. – Они всегда сумеют найти время для развлечений.

В кратких ответах и возражениях вспомогательный/модальный глагол всегда несет логическое ударение, поэтому обстоятельство частоты предшествует ему:

- Why don’t you stop taking black coffee? – But I never have taken it! – Почему бы вам не перестать пить крепкий кофе? – Да я никогда и не пил его!

Обстоятельства частоты ставятся перед глаголом need, если за ним следует прямое дополнение или инфинитив с частицей to.

- Some of the pupils often need help.
- If need be, the pupils посещают дополнение или инфинитив с частицей to, обстоятельство частоты (когда оно употребляется в середине предложения) стоит после need:

- You needn’t always bang the door when you go out, need you? – Вам ведь не обязательно хлопать дверью каждый раз, когда вы выходите, не так ли?

**Exercise 1.** Put the adverbs in brackets in the correct place. Work in pairs.

**Student A:**

1. (never) Alex is late for his classes.
2. (usually) He has dinner at two o’clock.
3. (seldom) I go to bed before twelve o’clock.
4. (often) I speak Spanish with my mother.
5. (always) He works in the lab after his lessons.
6. (still) Do you think that she is ill?
7. (already) I see him in the library.

**Student B:**

1. Alex is late for his classes.
2. He has dinner at two o’clock.
3. I go to bed before twelve o’clock.
4. I speak Spanish with my mother.
5. He works in the lab after his lessons.
6. Do you think that she is ill?
7. I see him in the library.

**Exercise 2.** Translate:

1. Я часто встречаю здесь своего друга.
2. Его сестра всегда читает газеты.
3. Иногда мои родители ходят в театр.
4. Мы обычно читаем английские газеты?
5. Чем вы сейчас занимаетесь?
6. Я очень часто смотрю эту передачу.
7. Обычно занятия по английскому языку проходят вечером.
8. На занятиях мы всегда разговариваем по-английски.
9. Очень часто мы читаем, пишем и разговариваем по-турецки.
10. Обычно я провожу свое свободное время с друзьями.
Exercise 3. Answer the following questions using adverbs in their correct places.

Student A: 

1. What do you usually read – books or newspapers?
2. Where do you sometimes go?
3. Do you often meet your friends?
4. What do you usually do in the evening?
5. Where do you never go in the morning?
6. What are you doing now?
7. When do you usually have your English?
8. What do you often do during your English lessons?
9. What kind of music do you usually listen to?
10. Where do you often go after your classes?

Student B:

1. How do you usually look like?
2. Usually I look splendid!

Exercise 4. Mind the place of an adverb in the following sentences. Sometimes more than one position is possible. Work in pairs.

Student A: 

1. This method is regarded as efficient. (highly)
2. Wait for me. (outside)
3. Jamie is working at the article. (still)
4. They help old Mrs. Huckster do the shopping. (generally)
5. Drink this and you will feel better. (soon)
6. Don't tell me the end of the film! I haven’t seen it! (yet)
7. She answered the teacher's question so quickly that we could follow her. (hardly)

Student B: 

1. Have you ever been to the Hebrides? (ever)
2. Have you ever been to the Hebrides? (ever)

Test

TASK I. Combine two sentences to make one using too or enough.

Example: I can't wear this coat in winter. It's not warm enough.

This coat is not warm enough to wear in winter.

1. We couldn't eat the food. It was too hot.
2. Don't stand on that ladder. It's not strong enough.
3. Nobody could move the wardrobe because it was too heavy.
4. Two people can't sleep in this bed. It's not wide enough for two people.
5. Lesley doesn't want to wear this coat. It's too loose for her.
6. Nick couldn't collect all the people from the airport. His car isn't big enough.
7. We couldn't hear what the speaker was saying. We were too far away from the place he was standing.
8. We didn't sit in the garden. It was not warm enough.
9. We can't hang the picture on the wall. It's too heavy.
10. Harry had to carry his wallet in his hand. He couldn't put it in his pocket because it was too big.
11. George wants to be appointed deputy manager. His qualification is high enough.

TASK II. Put the adverbs in the right places.

1. You are right. (absolutely)
2. I got to bed at twelve. (always)
3. Do you go to parties? (ever)
4. You can be sure of anything. (never) But you can trust (certainly)
5. They meet every weekend. (usually)
6. My friends invite me to the theatre. (occasionally)
7. I have had such a shock! (never)
8. They met again. (never)
9. I remember meeting those people (definitely).
10. Something is happening. (definitely)
11. Does he tell you the truth? (always)
12. He tries to do his best. (always)
13. He talks sensibly. (never)
14. He's late. (always) He was late for his own wedding. (even)
15. Can you be sincere? (ever)
16. He talks sensibly. (never)
17. We give up hope. (never)
18. Are you all right? (really)

**TASK III. Translate into English.**

1. Вы всегда учитее допоздна? 2. Мы обычно пьем кофе на завтрак. 3. Я уже почти не вижусь с ней. 4. Я не понимаю, почему его никогда не бывает в университете? 5. Они не часто ложатся спать поздно. 6. Я получаю поучительно ежедневно. 7. Никогда не доводилось мне становиться свидетелем такого зрелища. 8. Автобусы должны ходить каждый час. 9. Он может играть в теннис три или четыре раза в неделю. 10. Вы чуть не опоздали на автобус. 11. Она вполне оправилась после болезни. 12. Как хорошо он выполнил эту работу! 13. Мне совсем не нравится эта мысль. 14. Я глубоко сожалею об этой ошибке.

**D. Adjectives and Adverbs coinciding in form**

В английском языке есть много прилагательных и наречий, которые полностью совпадают по форме. Например:

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is a fast runner.</td>
<td>He ran fast to catch the train.</td>
</tr>
<tr>
<td>We had an early breakfast.</td>
<td>We left early.</td>
</tr>
<tr>
<td>She's a hard worker.</td>
<td>She works hard.</td>
</tr>
<tr>
<td>The bus is always late.</td>
<td>I arrived home late.</td>
</tr>
<tr>
<td>My daily newspaper costs 50 p.</td>
<td>I swim daily.</td>
</tr>
</tbody>
</table>

**NB!** От прилагательных, заканчивающихся на -ly (например, cowardly, friendly, kindly, lively, lonely, manly, sisterly, kingly), нельзя образовать наречия с суффиксом –ly. Вместо этого используются предложные обороты со словами fashion, manner или way:

- He is cowardly fellow. – He behaved in a cowardly way.

**NB!** Некоторые наречия имеют две формы, одна из которых заканчивается на –ly, а другая нет. Иногда они обе могут использоваться без разницы в значении, при этом форма, заканчивающаяся на –ly, используется чаще в официальном стиле:

- **Walk slow!** (informal) – Walk **slowly!** (formal)

К таким наречиям относятся cheap(ly), clean(ly), clear(ly), dear(ly), fine(ly), loud(ly), slow(ly), thin(ly), quick(ly), quiet(ly).

В других случаях наречия с суффиксом –ly и без суффикса –ly различаются по значению. Сравните:

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning / Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>close</td>
<td>near</td>
<td>Stay close to me.</td>
</tr>
<tr>
<td>closely</td>
<td>carefully</td>
<td>The prisoners were closely guarded.</td>
</tr>
<tr>
<td>deep</td>
<td>a long way down</td>
<td>Still waters run deep.</td>
</tr>
<tr>
<td>deeply</td>
<td>greatly</td>
<td>I was deeply impressed by the book.</td>
</tr>
<tr>
<td>directly</td>
<td>by the shortest route</td>
<td>They flew direct to Rome.</td>
</tr>
<tr>
<td>directly</td>
<td>(a) with no one else in between</td>
<td>(a) You’ll be directly responsible to me.</td>
</tr>
<tr>
<td>directly</td>
<td>(b) immediately</td>
<td>(b) I’ll be with you directly.</td>
</tr>
<tr>
<td>directly</td>
<td>(c) straight</td>
<td>(c) She looked directly at us.</td>
</tr>
<tr>
<td>easily</td>
<td>(a) relaxed, not in a hurry</td>
<td>(a) Take it easy.</td>
</tr>
<tr>
<td>easily</td>
<td>(b) gently and slowly</td>
<td>(b) Go easy.</td>
</tr>
<tr>
<td>easily</td>
<td>without difficulty</td>
<td>He won the race easily.</td>
</tr>
<tr>
<td>fair</td>
<td>by all rules</td>
<td>Fight fair!</td>
</tr>
<tr>
<td>fairly</td>
<td>(a) just</td>
<td>(a) Treat him fairly.</td>
</tr>
<tr>
<td>fairly</td>
<td>(b) quite</td>
<td>(b) The task was fairly difficult.</td>
</tr>
<tr>
<td>freely</td>
<td>without paying</td>
<td>We got into the cinema free.</td>
</tr>
<tr>
<td>freely</td>
<td>without any restriction</td>
<td>He comes and goes freely.</td>
</tr>
<tr>
<td>full</td>
<td>exactly; very</td>
<td>The only way is to travel full west.</td>
</tr>
<tr>
<td>fully</td>
<td>completely</td>
<td>He was fully satisfied.</td>
</tr>
<tr>
<td>hard</td>
<td>with effort or force</td>
<td>She pushed the door hard but it still wouldn't open.</td>
</tr>
</tbody>
</table>

NB! Некоторые наречия имеют две формы, одна из которых заканчивается на –ly, а другая нет. Иногда они обе могут использоваться без разницы в значении, при этом форма, заканчивающаяся на –ly, используется чаще в официальном стиле:

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<th>Meaning / Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>hardly</td>
<td>almost not</td>
<td>She hardly noticed when he came into the room. (=she almost didn't notice)</td>
</tr>
<tr>
<td>high</td>
<td>a long way up</td>
<td>He can jump high.</td>
</tr>
<tr>
<td>highly</td>
<td>very favourably</td>
<td>I think highly of you.</td>
</tr>
<tr>
<td>last</td>
<td>after all others</td>
<td>He came last in the race.</td>
</tr>
<tr>
<td>lastly</td>
<td>finally</td>
<td>Lastly, I'd like to say...</td>
</tr>
<tr>
<td>late</td>
<td>not early</td>
<td>She's always arriving late.</td>
</tr>
<tr>
<td>lately</td>
<td>recently</td>
<td>Have you seen Jake lately?</td>
</tr>
<tr>
<td>near</td>
<td>not far</td>
<td>He stood near.</td>
</tr>
<tr>
<td>nearly</td>
<td>almost</td>
<td>I was nearly drowned.</td>
</tr>
<tr>
<td>neatly</td>
<td></td>
<td>He's nearly sixty.</td>
</tr>
<tr>
<td>pretty</td>
<td>almost</td>
<td>The task was pretty difficult.</td>
</tr>
<tr>
<td>prettily</td>
<td>in a pretty way</td>
<td>She is dressed prettily.</td>
</tr>
<tr>
<td>right</td>
<td>correctly</td>
<td>The calculations didn't come out right.</td>
</tr>
<tr>
<td>rightly</td>
<td>justifiably</td>
<td>The audience was rightly upset by what they saw.</td>
</tr>
<tr>
<td>short</td>
<td>suddenly</td>
<td>He stopped short.</td>
</tr>
<tr>
<td>shortly</td>
<td>soon</td>
<td>The speaker will be arriving shortly.</td>
</tr>
<tr>
<td>sure</td>
<td>certainly</td>
<td>She is sure to arrive on time.</td>
</tr>
<tr>
<td>surely</td>
<td>without a doubt</td>
<td>Computers have surely made a difference in our lives.</td>
</tr>
<tr>
<td>wide</td>
<td>completely</td>
<td>Open your mouth wide.</td>
</tr>
<tr>
<td>widely</td>
<td>to/ in many places</td>
<td>She has travelled widely.</td>
</tr>
<tr>
<td>wrong</td>
<td>incorrectly</td>
<td>He guessed wrong.</td>
</tr>
<tr>
<td>wrongly</td>
<td>unjustly</td>
<td>I was wrongly criticized.</td>
</tr>
</tbody>
</table>
Exercise 2. Agree with your partner. Change the adjectives into adverbs or adverbial phrases in the following sentences according to the scheme:

Student A:           Student B:

1. The music was very loud. – The band played far too __________.
2. That was a silly thing to do. – You acted __________.
3. The orchestra gave a lively performance. – They performed __________.
4. She's a slow runner. – She runs __________.
5. The singers gave a bad performance. – They performed __________.
6. She can't control her motherly feelings. – Even though he's 40, she looks after him __________.
7. She's a lovely teacher. – She handles young children __________.
8. She delivered a careful speech. – She spoke __________.
9. He looks pale and sickly. – He always greets me __________.
10. You don't have to be so unfriendly! – You needn't look at me __________.

Exercise 3. Underline the correct adverb in each of these sentences.

1. I work hard/ hardly during the term to pass my exams.
2. I earn hard/ hardly enough money to pay my bills.
3. I’ve been receiving a lot of junk mail late/lately.
4. The postman brings my mail so late/lately I rarely see it before I go to work.
5. I’m sure my parents think very high/highly of me.
6. I want to succeed in my profession and aim high/highly.
7. I don’t think I’m treated just/justly by other people.
8. I’ve just/justly been offered a job in Minsk.
9. I never go too near/nearly the edge of the platform.
10. Once I near/nearly fell off the edge of the platform.

• How many of these sentences are true for you? Find out which of these sentences are true for your partner.

Exercise 4. Underline the correct item.

10. Lately / Late there has been a rise in the price of vegetables; they are not near / nearly as cheap as they used to be.
11. I can hard / hardly believe that he has gone. Surely / Sure he wouldn't have left without me!
12. It is wide / widely believed among scientists that we will short / shortly run out of natural resources.
13. James is very high / highly thought of at the office because he works so hardly / hard; that's why he full/fully deserves promotion.
14. You wrong / wrongly accused him of stealing the pen without hearing his explanation first – now he is deep / deeply offended.
15. He managed to get to Lisbon easily / easy by flying there direct / directly.
16. It is not wide / widely known that students can get medication free / freely.
17. She was prettily / pretty embarrassed when she realised that she had arrived lastly / last at the party.
18. He hard / hardly ever studies, yet he always produces a high / highly standard of work.
19. I fully / full understand your concern.

Exercise 5. Fill in each space with an appropriate adjective or adverb.

1. If she tries ... hard..., she may succeed in breaking the world record.
2. I was so shocked I could.......... speak.
3. The teacher gave us a very ........... task to do and we managed it quite well.
4. The road isn't ............ enough for the lorry to get through.
5. The dentist asked her to open her mouth ...........
6. The name of the suspect is ........... known in town – nearly everyone knows who it is.
7. She did very ........... in the test.
8. Her results were so ........... that she got into Cambridge University.
9. Don't drive so ........... , slow down!
10. He drove in the ........... lane on the motorway because he was in a hurry.
11. If you answer ........... , cross it out and write it again.
12. She gave me the ........... address and I got lost.
13. They sat very ........... to each other to keep warm.
14. He had a very ........... voice which you could hear a mile away.
15. Feel ........... to ask me any questions you like.
16. It hasn't rained much ........... ; the last time was two months ago.

**Exercise 6.** Fill in each space with the correct adverb based on a word in the list. Some words do not need to be changed. Use one word twice.

<table>
<thead>
<tr>
<th>long</th>
<th>late</th>
<th>far</th>
<th>high</th>
<th>wide</th>
<th>most</th>
<th>slow</th>
<th>quick</th>
<th>further</th>
<th>wrong</th>
<th>little</th>
</tr>
</thead>
</table>

**Catch that thief!**

There have been a number of burglaries in our neighbourhood ........... (1). We are not sure who is to blame but it is ........... (2) believed that the burglaries are ........... (3) the work of one gang. The police have been very ........... (4) to act and they still know very ........... (5) for certain. The public, rightly or ........... (6), blame the police for not acting more ........... (7). Most people do not think very ........... (8) of the local police and indeed so ........... (9) they have arrested only one suspect. They say they need more evidence before they can take the matter ........... (10).

Whenever they are called in to investigate a burglary, it takes them so ........... (11) to get to the scene of the crime that it is always too ........... (12) to catch the culprits.

**Exercise 7.** Choose the right word in each sentence.

1) – Don’t worry, sweetheart! You’ll see, things will turn out right/rightly in the end.
2) – Take my advice and approach Mr. Johnson direct/directly and not through is secretary.
3) – To be honest with you, Marge, I was deep/deeply offended by what my boyfriend had said.
4) – Turn sharp/sharply left just past the station.
5) – As Mom right/rightly says, you have to learn to keep your mouth shut!
6) – Gentlemen, let me assure you that I’ve been following his career close/closely and I think high/highly of his ability as an architect.
7) – You should go on a diet and start jogging. Run slow/slowly and don’t hold your breath.
8) – I strong/strongly recommend you this cake, Ma’am. It’s our specialty.
9) – Mr. O’Neil’s wife was direct/directly involved in the recent financial scandal at the Town Hall, Reuters reported.
10) – I don’t want to quarrel with you. I don’t believe that quarrels bring a couple closer/more closely together.

**Work with a partner.** Decide who says each of these phrases and whom they address. Describe the situation.

I guess in Situation 1 a mother calms down her little son who got into trouble.
**Exercise 8.** Six of these sentences contain mistakes. Correct them.

*How to be happy – Rules:*

Rule N1. Enjoy your life full.
Rule N2. Live each day joyfully.
Rule N3. Help others kindly.
Rule N4. Love your family deep.
Rule N5. Do one good thing daily.
Rule N6. Think high of yourself.
Rule N11. Think quick, act slow.
Rule N12. Take things easily.

Work with a partner. Do you agree with any of the *Rules*? Add two more rules of your own.

**Exercise 9.** Choose the right adverb in brackets.

The birds were flying (high, highly) and low. 2. He was (high, highly) intelligent.
3. He had found out that Sawbridge’s family had lived (close, closely) to mine.
4. Philip, smoking a cheap cigar, observed Clutton (close, closely).
5. Meanwhile Martin’s own reward was coming (near, nearly).
6. We were (near, nearly) smashed up on the shore several times.
7. I’m sure you know how (deep, deeply) I sympathize with you.
8. With her beautiful expressive eyes she looked (deep, deeply) into his.
9. During his last year at St Luke’s Philip had to work (hard, hardly).
10. I need (hard, hardly) say that I agree with you.
11. Suddenly she stopped (short, shortly), and disengaged herself from her companion.
12. He was joined (short, shortly) by a stewardess.
13. «Open your eyes (wide, widely),» he ordered gently and examined each eye in turn in the bright pencil of light.
14. This word is (wide, widely) used in spoken English.
15. His heart beat so that he could (hard, hardly) breathe.
16. He drank long and (deep, deeply).
17. He was (deep, deeply) moved.
18. She suddenly felt that he was (wide, widely) awake.
19. The doctor answered him (short, shortly).

**Test**

**TASK I.** Correct mistakes in the sentences below. Some of the sentences are correct.
1. She walked quickly to her car.
2. He played excellent.
3. I saw her dance lively.
4. He introduced her to a friendly man.
5. Is that film any good?
6. Open the window widely, please.
7. I bought my last car really cheap.
8. It was an enormous boring lecture.
9. The office was unusually noisy.
10. I’m leaving short for the United States.

**TASK II.** Form the appropriate adverb from the adjective in brackets.
1. Don’t speak so … The baby is sleeping. (loud)
2. They are … religious people. (deep)
3. Everything is going quite …(good)
4. This is a … complex law. (high)
5. Ann smiled at me …(friendly)
6. Her dress was cut… in front. (low)
7. The review is … critical. (high)
8. The door won’t open. Pull … (hard)
9. Tom did … work. (good)
10. Cut those vegetables …. will you? (fine)
11. We … know each other. (hard)
12. Please sit …. children. (quiet)
13. Eric runs very …. (fast)
14. Give my best wishes to your parents. I hope they are … (good)
15. He was … run over by a car. (near)
**TASK III. Translate into English:**


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**Unit 6. Numerals**

**A. Cardinal numerals**

**Числительное** – часть речи, которая обозначает количество предметов, число и порядок предметов при счёте.

Числительные делятся на **количество** (Cardinal numerals) и порядковые (Ordinal numerals).

**A. Cardinal numerals**

Количественные числительные обозначают количество предметов и отвечают на вопрос How many? Сколько?

- *How many books do you have? – I have three books.*

Они не имеют специальных окончаний:

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<td>1</td>
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<td>2</td>
<td>two</td>
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<td>3</td>
<td>three</td>
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<td>9</td>
<td>nine</td>
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<td>10</td>
<td>ten</td>
</tr>
<tr>
<td>11</td>
<td>eleven</td>
</tr>
<tr>
<td>12</td>
<td>twelve</td>
</tr>
</tbody>
</table>
Продуктные количественные числительные от 13 до 19 образуются прибавлением суффикса –teen к соответствующим названиям единиц:
• four-fourteen.
Некоторые различия в написании имеются у числительных 13, 15 и 18:
• three-thirteen, five – fifteen, eight – eighteen.

NB! Числительные от 13 до 19 имеют два ударения:
• seventeen [ˌsevn'tiːn].
Количественные числительные, обозначающие десятки от 20 до 90, образуются прибавлением суффикса –ty к соответствующим названиям единиц:
20 – twenty 50 – fifty 80 – eighty 130 – three hundred and fifty
30 – thirty 60 – sixty 90 – ninety 180 – one hundred and eighty
40 – forty 70 – seventy 220 – two hundred and twenty

NB! One hundred и one thousand в английском языке являются существительными.

Числительные, обозначающие десятки, имеют ударение на первом слоге:
• 30 – thirty.
Между десятками и следующими за ними единицами на письме ставится дефис:
• twenty-one.
Между сотнями и десятками или, если нет десятков, между сотнями и единицами всегда ставится союз and:
• 358 – three hundred and fifty-eight.
Числительные hundred, thousand и million не принимают окончания –s, когда перед ними стоит другое числительное:
• two hundred, three thousand, four million.
Разряды целых чисел в английском языке разделяются запятой (в отличие от русского языка, где ничего не ставится):
• 7,250 (в русском – 7250)
• 1,380,000 (в русском – 1380000).

Exercise 1. Write in words.

<table>
<thead>
<tr>
<th>3</th>
<th>13</th>
<th>30</th>
<th>4</th>
<th>14</th>
<th>40</th>
<th>5</th>
<th>15</th>
<th>50</th>
<th>8</th>
<th>18</th>
<th>80</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>226</td>
<td>705</td>
<td>1,000</td>
<td>4,568</td>
<td>6,008</td>
<td>75,137</td>
<td>425,712</td>
<td>1,306,527</td>
<td>2,032,678</td>
<td>956</td>
<td>2,934</td>
<td>5,017</td>
</tr>
<tr>
<td>2,850</td>
<td>3,950</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1. Русский родительный падеж существительных после количественных числительных не следует переводить существительным с предлогом of:
• две тысячи – two thousand people.
2. Русское существительное в единственном числе после составных числительных, оканчивающихся на один(дна, одно) следует переводить на английский язык существительным во множественном числе:
• двадцать один день – twenty one days;
• триста пятьдесят одна книга – three hundred and fifty-one books.
3. Сочетания два моих брата, шесть ваших книг, трое его друзей переводятся на английский язык
• two of my brothers
• six of your books
• three of his friends.
Exercise 2. Translate into English.

1. Пятьдесят килограммов.
2. Триста автомобилей.
3. Шестьдесят один грамм.
4. Два миллиона тонн.
5. Сотни ящиков.
6. Тысячи книг.
7. Двести восемьдесят один доллар.
8. Два миллиона тонн.
9. Шесть ваших книг.
10. Трое моих друзей.

It is interesting to know !!!

Exercise 1. Read text 1:

In 1971 Britain adopted a decimal currency system in which one pound (£1) is worth one hundred pence (100 p). Under the new system banknotes remained unchanged at values of £1, £5, £10 and £20, but a new set of coins was introduced. There are three 'silver' (cupro-nickel) and three copper coins. The 'silver' coins are worth fifty pence (50 p), ten pence (10 p) and five pence (5 p), and the copper ones are worth two pence (2 p), one penny (1 p) and a halfpenny (½p). The old sixpence (now worth 2 ½p) was retained but will disappear soon.

When people talk about money under the value of a pound, they normally use the abbreviation p rather than the full word pence. The expression new pence was used for a time after decimalization but is rare now. When pence is used, it is normal for it to have the full vowel [pens] rather than the short vowel and it is written as a separate word. E.g. seven pence.

It is common for both p and pence to be omitted altogether. Here is an example of the three alternatives:

I'll have a whisky and soda, please. – That'll be twenty-five, sir. That'll be twenty-five p, sir. That'll be twenty-five pence, sir.

The most likely is twenty-five p (no full stop after p in writing).

The abbreviation p is also normal with 1 and with ½, e.g.: That'll be one p (1 p)

Have you got the extra half p (½p)?

However, the words penny and halfpenny still pronounced [ˈpeni] are also used. In adjectival phrases the abbreviation p is normal and the phrase would be written with a hyphen, e.g.: A five-p (5p) ticket. A four-and-a-half-p (4 ½) stamp. Here are some examples of prices: £ 13.67 = thirteen (pounds), sixty-seven (p). £ 1.25 = one (pound), twenty-five (p). 65 p = sixty-five p. Or sixty-five pence.

2 ½ p = two-and-a-half p, or two-and-a-half pence.
Exercise 2. Write down in words:
£100, £50, 5p, £20, 10p, £5, 20p, £1 and 25p, 2 ½p, £10 and 25 ½p.

Exercise 3. Read text 2.

The British currency is a pound sterling.
In each pound there are 100 pence. Pounds are indicated by the symbol £ before the amount. Pence are indicated by the letter 'p'.

Five pounds is written therefore as £ 5, fifty pence as 50 p. If one wants to combine the two, the 'p' is dropped. For example, nine pounds and fifty seven pence is written as £ 9.57.

British currency uses both notes and coins: the one pound piece (£ 1), the fifty pence piece (50 p), the twenty pence piece (20 p), the ten pence piece (10 p), the five pence piece (5 p), the two pence piece (2 p), the one pence piece (1 p). Each coin has the date it was minted stamped on one side.

There are five denominations of notes. The lowest note in value is the £ 5 note, the highest is the £ 100 note. In between these there are the £ 10, 20 and £ 50 notes. Every note has a serial number to show when it was issued and a watermark to prevent forgeries.

Exercise 4. Answer the following questions.
1. What is the British currency?
2. How many pence are there in a pound?
3. What is the symbol of a pound?
4. How is the pence indicated?
5. How many denominations of notes are there?

Exercise 5. Retell the text above.

Write down the denominations of paper notes and coins in words.

Name Russian paper notes and coins available today.

Exercise 6. There is a shopping list on the and a list of prices for each item on the right. How much money you should have with you?

2 loaves of bread Bread 35 p a loaf
½ dozen eggs Eggs £ 1.58 a dozen
5 kilos of potatoes Potato 13 p a kilo
3 pints of milk Milk 23 p a pint
500 grammes of butter Butter £ 2.22 a kilo
4 cans of lager Lager 30 p a can
a tin of coffee Coffee 84 p a tin
2 litres of orange juice Orange juice 49 p a litre

Phone numbers

В Англии каждая цифра номера называется отдельно:

- 7235 – one two three five.
- 1000, 2000, 3000 и т.д. читаются: one thousand, two thousand, three thousand.

Each digit is spoken separately, i.e. no figure above nine is used. In US usage «zero» (and sometimes «nought») may replace «oh» or «zero». The figures are usually grouped rhythmically in pairs (pairing from the right). If the two digits of a pair are the same, it is usually spoken as «double three» etc. An exception is the GB emergency call 999 which is always «nine nine nine».

In numbers which include a code number, the code is to be separated by a pause:

- 01-629 8344– «oh» one //»six»two nine /eight three/ double four.
Exercise 1. Look and say.

071-938 8501 071-938 9123 071-636 1555 071-821 1313 071-839 332

Exercise 2. Tell us their phone numbers please.
Example: my uncle’s 22493405

Student A:
1. My brother’s 2948992
2. My sister’s 2561693
3. My cousin’s 2378754
4. My neighbour’s 3759955
5. My friend’s 5883451
6. My grandmother’s 2785534

What is your phone number?

Exercise 1. Ask about the time.

Student A:

What time is it? What’s the time?

Student B:

It is three o’clock.

9.35; 11.30; 12.44; 2.15; 4.20; 8.50; 6.10; 5.30; 3.25; 7.15; 9.55; 5.45; 4.30; 2.45; 3.17; 10.40; 12.50; 8.25; 2.15.

Exercise 2. Answer the questions:

Student A:

1. If you don’t get up immediately after you’ve heard the bell, when do you get up?
2. At what time are you ready for breakfast?
3. When do you leave for the University?
4. Do you remember when your classes begin?
5. When do you have lunch?
6. At what time are your classes over?
7. When do you arrive home?
8. At what time do you have dinner?
9. When do you start doing your homework?
10. When do you go to bed?

Exercise 3. Mary is the head of a department at an advertising agency. Speak about her daily routine. Use the prompts:

Get up at 6.30, have a shower at 6.40, start making up at 6.55, have breakfast at 7.30, leave home at 8.05, catch a train at 8.25, start work at 9.15, discuss plans for the day with the employees at 9.20,
have a meeting with the boss at 10.00, have lunch at 1.00, meet with customers at 2.00, finish work at 5.15, arrive home at 6.25, have a shower at 6.40, have dinner at 7.00, go to bed at 11.45.

Exercise 4. Answer the questions:

**Student A:**

1. How many days are there in a year?
2. How many minutes are there in two hours?
3. How many students are there in your group?
4. How many weeks are there in four years?
5. How many pence are there in £4.73?
6. How many months are there in five years?

**Student B:**

1. How many days are there in three weeks?
2. Which book are you reading?
3. I'm reading the first book.

B. Ordinal numerals

**Порядковые числительные** обозначают порядок предметов при счёте:

- *Which book are you reading?*
- *I'm reading the first book.*

Порядковые числительные, за исключением первых трёх (the first, the second, the third) образуются от соответствующих количественных числительных прибавлением суффикса *-th: the fourth, the sixth, the seventh.* При этом в числительных *five* и *twelve* буквы *ve* меняются на *f* — *the fifth, the twelfth.*

<table>
<thead>
<tr>
<th>Ordinal</th>
<th>Abbr.</th>
<th>Ordinal</th>
<th>Abbr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>first</td>
<td>21st</td>
<td>twenty-first</td>
</tr>
<tr>
<td>2nd</td>
<td>second</td>
<td>30th</td>
<td>thirtieth</td>
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<td>3rd</td>
<td>third</td>
<td>40th</td>
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<td>70th</td>
<td>seventieth</td>
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<tr>
<td>9th</td>
<td>ninth</td>
<td>100th</td>
<td>hundredth</td>
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**NB!** При образовании составных порядковых числительных последний разряд выражается порядковым числительным, а предшествующие разряды количественными числительными (как русском языке):

- *the twenty-first-двадцать первый.*

**NB!** При обозначении номеров глав, страниц, параграфов, частей книг и т.п. порядковые числительные часто заменяются количественными числительными, следующими за существительными, к которым они относятся, в отличие от русского языка, в котором в подобных случаях обычно употребляются порядковые числительные.

Существительные в этих случаях употребляются без артикля:

- *The first part = part one = первая часть*
- *The twenty-first page = page twenty-one = двадцать первая страница.*
**Dates**

При чтении четырёхзначных чисел, обозначающих годы, сначала читаются две первые цифры, а затем две последние:

- 1992 – Nineteen ninety-two
- 1999 – Nineteen ninety-nine
- 1900 – Nineteen hundred.
- 2000 – two thousand

Слово year после обозначения года не употребляется, но иногда употребляется перед ним:

- In the year nineteen fifteen.

Даты пишутся так: 2 nd Jan., или Jan.2 nd, и читаются:

- The second of January
- January the second.

**Exercise 1.** Read the following years aloud:

**Exercise 2.** Practice saying the following dates:

**Example:** 01.05.70

- The first of May, nineteen seventy.

18.04.94 04.09.77 24.08.63 07.07.43 22.03.55 31.05.87 09.08.66 18.09.44 07.05.99 15.06.88 01.12.45 13.07.34 18.11.76 19.04.72 06.12.37

**Exercise 3.** Give the following information about yourself:

Your full name
Your address
Your telephone number
Your passport number
Your date of birth
Do you remember the dates of birth of your close relatives?

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**C. Fractional Numerals**

В простых дробях числитель выражается количественным числительным, а знаменатель – порядковым числительным:

\( \frac{1}{3} \) – one third.

Когда числитель больше единицы, знаменатель принимает окончание –s:

\( \frac{2}{5} \) – two fifths.

В десятичных дробях целое число отделяется от дроби точкой (в русском целое число отделяется от дроби запятой).

<table>
<thead>
<tr>
<th>Простые дроби</th>
<th>Десятичные дроби</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 a (one) half</td>
<td>0.25 (nought) point two five</td>
</tr>
<tr>
<td>1/3 a (one) third</td>
<td>1.48 one point four eight</td>
</tr>
<tr>
<td>1/4 a (one) quarter</td>
<td>2.379 two point three seven nine</td>
</tr>
<tr>
<td>3/4 three quarters</td>
<td>34/56 four sevenths</td>
</tr>
<tr>
<td>4/7 four sevenths</td>
<td>0.132 (nought) point one three two</td>
</tr>
</tbody>
</table>

NB! При чтении десятичных дробей каждая цифра читается отдельно. Точка, отделяющая целое число от дроби, читается point. Нуль читается nought. Если целое число равно нулю, то оно часто не читается:

- 0.25 – nought point two five или point two five.

NB! Существительное следующее за десятичной дробью, стоит в единственном числе, когда целое число равно нулю:

- 0.25 ton (читается: nought point two five of a ton).

В других случаях существительное стоит во множественном числе:

- 1.25 ton (читается: one point two five tones).

Проценты обозначаются следующим образом: 2% или 2 per cent, 2 p.c. (читается: two per cent).

**Exercise 1.** Say in English.

A. 379.556 3.66 4.777 4.543 1.831 0.56 0.213 12.67 34.864 13.64 15.78 43.897 24.789 54.12 0.45 0.123 567.213 6.89 1.567 0.345

B. 3/4 5/7 2/9 8/9 13/14 1/30 8/29 11/98 2/7 4/9 34/56 23/89 1/4
Translate the following story into English:

TASK I.

Учебное издание

На удивление Джон Морган-старший оказался еще не очень старым человеком. Он родился на рубеже 19-ого и 20-ого веков, лет 50-55 назад в Техасе в городе Сент-Луис, который расположен в 37 милях от столицы штата. В то время население Сент-Луиса составляло не более 4500 человек. В городе мелось два банка, но число их клиентов не превышало 1/3 населения.

Сент-Лутс начал быстро развиваться только в двадцатые годы нашего столетия, когда недалеко от города нашли нефть. Вот тогда Джон Морган и сколотил свой первый капитал в 3000 долларов. А начинал он простым клерком в нефтяной компании, получая семь с половиной долларов в неделю. Джон экономил на всем: питался дешевыми десятицентовыми обедами, ни гроша не тратил на транспорт и ходил пешком, не угощал друзей выпивкой. Однако два раза в месяц он позволял себе потратить доллар-другой на синематограф.

Сейчас Джон Морган-старший весьма уважаемый гражданин штата. Его собственность оценивается в 25 миллионов долларов.