

DAUGAVPILS UNIVERSITĀTE

HUMANITĀRĀ FAKULTĀTE

Angļu valodas katedra

L. Rumjanceva,

B. Kalniņa

ENGLISH GRAMMAR

II

Practice

Part 1



2003

Apstiprināts
DU Mācību padomes sēdē
2003. gada 17. februārī,
protokols Nr. 61.

Grāmata "English Grammar. Morphology" (I) un
"English Grammar. Practice" (II) domāta
universitātes jaunāko kursu studentiem gramatisko iemaņu
izkopšanai un tālākveidošanai, kā arī studentu komunikatīvo
prasmju attīstīšanai gramatikas jomā.

Recenzenti: Dr. paed. **Larisa Sardiko**,
Mag. paed. **Aivars Dunsķis**

PREFACE

The textbook “**English Grammar**” is intended for the junior students of the Daugavpils University. The aim of the book is to consolidate and develop students’ knowledge and skills in the use of English grammar forms and structures.

The book consists of two parts: “**Morphology**” and “**Practice**”.

Book I presents all English parts of speech, focusing on their categories and functions. The rules are illustrated with examples. Each chapter ends with *comprehension questions* to check students’ understanding.

Besides, the questions give students a better idea of the contents of the material presented and encourage them to reflect on it.

Book II (part 1 and 2) includes various exercises meant for developing students’ skills in the use of the grammar forms and structures described in Book I. The exercises are focused on the comprehension of the form, meaning and use of the grammar structures through reflection on the forms, their transformation and selection.

Besides, each unit of Book II has *translation exercises*, necessary for the comparison of the corresponding English and students’ native grammar constructions.

It is also important to relate each grammar construction to various communicative situations in which it may occur. Thus there are special *communicative exercises* at the end of each unit.

At the end of each section there are *revision exercises*, aimed at both consolidating and testing the material that has been presented in earlier chapters.

CONTENTS

The Noun	5
Number	5
Case	8
The Article	10
The Numeral	16
The Adjective	18
The Adverb	24
The Pronoun	25
The Verb	28
The Present Indefinite Tense	28
The Past Indefinite Tense	31
The Future Indefinite Tense	33
The Present Continuous Tense	36
The Past Continuous Tense	39
The Future Continuous Tense	41
The Present Perfect Tense	43
The Past Perfect Tense	45
The Future Perfect Tense	47
The Present Perfect Continuous Tense	48
The Past Perfect Continuous Tense	50
The Sequence of Tenses	52
Passive Voice	53
Simple Tenses	53
Continuous Tenses	55
Perfect Tenses	56
Revision Exercises	57

THE NOUN

Number

Ex. 1. Define the class the nouns in the following sentences belong to.

1. "Why is it assumed that **people** forget all **moments** but the last?" said Daniel. 2. I'd never recommended a **gentleman** to dye his **hair**. It seems unnatural somehow. 3. Raymond Parker was a **foreman** at the motor **works**, and was on the management committee. 4. My **money** was wet but all right. I counted it. 5. The **information** that the **superintendent** gathered was entirely favourable. 6. The **police** have made up their minds, or practically so. 7. Here were all **species** of female and one **species** of male hat. 8. Certainly, the hotel was facing a financial **crisis**. 9. The **tongs** made a pleasant clicking sound. 10. Is this house your **headquarters**? 11. Esther swallowed **porridge** in **silence**. 12. The **wines** and **liqueurs** and **champagnes** of New Orleans were new and exhilarating to her.

Ex. 2. State whether the nouns in bold type are countable or uncountable.

1. Mrs. Elsing was a thin, frail woman, who had been a **beauty**. 2. What I have said, he began again, refers to **beauty** in the wider sense of the word. 4. Herbert looked at the **youths**, remembered their fathers. 5. **Youth**, unfortunately, curses itself. 6. Give those articles to Mr. Tom like a most noble **youth**. 7. You're a pretty little thing and young. **Youth** is so beautiful. 8. She sat on a **stone**. 9. Julia looked at the pretty, clever face and wondered whether the **stones** that framed the little picture were diamonds or only paste. 10. He looked as if he had turned to **stone**.

Ex. 3. State the number of the nouns in bold type. Define the class they belong to.

1. He wore the **remains** of **shorts** and his **feet** were bare like Jack's. 2. He seemed to have more grey **hairs** at his **temples**. 3. At Capracotta he had told me there were **trout** in the stream below the town. 4. A netting wire **fence** ran all around to keep our **rabbits** and **deer**. 5. "The **children** are on the **stairs**," said Daniel. 6. You did not witness any of these **phenomena** yourself, did you? 7. Balthus had reached the **outskirts** of the native market and was moving among the first of the **stalls**, as if looking for someone. 8. The **sheep** were silent; the only sound in the darkness was the bubbling of the stream. 9. Philip gazed with **delight** upon the **passers-by**.

10. You are not one of those **people** who see nothing and hear nothing. 11. Perhaps, there aren't any **grown-ups** there. 12. He would like to have a pair of **scissors** and cut his **hair**. 13. The **wages** were paid once a month by the secretary.

Ex. 4. State whether the nouns in bold type may be used in the given meaning in the forms of both numbers (countable nouns) or only in the singular (uncountable nouns).

1. We had **goose** for dinner. 2. The **goose** waddled to the water's edge. 3. May I help you to some **cheese**? 4. Two big **cheeses** were lying on the table. 5. We have much **fruit** this year. 6. Many **fruits** ripen now: apples, plums, pears, etc. 7. What beautiful **weather** we are having! 8. She is making good **progress** in English. 9. Would you like some more **soup**? 10. This district is rich in **coal**. 11. All our **troubles** are over. 12. The child's illness gave her much **trouble**. 13. The struggling fire illuminated the whole chimney with a glow of **light**. 14. There was a door at the end of the corridor and a **light** coming through.

Ex. 5. Indicate the number of each noun in bold type in the following sentences and state whether the noun has the corresponding singular or plural form.

1. What is the **news**? 2. These **scissors** were made in Germany. 3. Under the great oaks a flock of **sheep** was feeding and behind a steel fence a herd of **deer**. 4. The **fruit** is not yet ripe. 5. She gave me some good **advice**. 6. Our government spends much **money** on education. 7. He gave me all the necessary **money** on education. 8. Her **hair** is dark. 9. He took five or six **fish** out of the net. 10. A **series** of English classics has recently been published. 11. **Optics** is a branch of **physics**, it treats of light. 12. The **radii** of a circle are always equal. 13. These **data** are insufficient. 14. Such **phenomena** as we saw last night are rarely to be seen. 15. The **cattle** were driven home.

Ex. 6. Explain the formation of the plural of the nouns in bold type.

1. He was just six **feet** tall and he had a gallant bearing. 2. He wasn't above five **foot** five, I should think. 3. There were some **daffodils**, **narcissi** and **hyacinths** in the garden. 4. Public **sanatoria** are short of beds. 5. The **larks** sprang up in front of his **feet**. 6. It became almost a **phenomenon** in this back street. 7. He used his white linen **handkerchief**. 8. It has always seemed as a pair of giant **antennae** to me.

Ex. 7. Comment on the nouns *fish* and *fruit*.

- a) 1. The old man had seen many great **fish**. 2. The smell of those little **fishes** will follow me wherever I go. 3. This was a **fish** (shark) built to feed on all the **fishes** in the sea. 4. There was an underground river with blind **fish** in it. The **fish** were white and not very big. 5. The boy went in another boat and caught three good **fish**.
- b) 1. I saw a number of mango trees still bearing **fruit**. 2. Great parcels of groceries and dried **fruits** arrived from the city. 3. Why should I let you have the **fruits** of my labour? 4. Clients will find a wide assortment of tinned **fruits** and vegetables, cheeses and sausages. 5. There is so much **fruit** at the market today.

Ex. 8. Change the number of the nouns in bold type making all the necessary changes.

1. Afterwards he took a **photo** of me with wet hair to finish out the film. 2. His shirt **cuff** showed up spotlessly, just half an inch beneath the **sleeve**. 3. He was as lively as **trout** in a mountain stream. 4. Everybody had a **handkerchief** concealed in his **cuff**. 5. I wish a flying **fish** would come on board tonight. 6. The **waitress** spent the morning working in the dining-room. 7. Suddenly she realized that there was not a **passer-by** in the street. 8. Now all the passengers were gone in a bus along with the **stewardess** and the second officer.

Ex. 9. Form the plural of the following nouns, grouping them into four columns:

-s [s]	-s [z]	-es [iz]	survivals of Old English plurals, foreign plurals
<i>maps</i>	<i>bags</i>	<i>dresses</i>	<i>men</i>

class, day, toy, fox, goose, child, room, penny, month, eye, ear, ski, brother, deer, army, Frenchman, chimney, machine, top, hill, bush, man, son, factory, basis, boy, roof, chief, box, tooth, phenomenon, airman, river, lake, place, watch, bridge, armchair, ship, sheep, mistake, farm, bank, rifle, gun, wharf, potato.

Ex. 10. State the number of the nouns in bold type and give the corresponding singular or plural, if any.

1. The doctor told him to read without **glasses**. 2. You're not to leave the state unless we give you **permission**. 3. The Japanese are a wonderful **people**, fond of dancing and light **wines**. 4. His **clothes** were **work of art** – of exquisite cut. 5. One of the **stewardesses**, her lips moving silently, was making a count of heads. 6. She evidently remembered Joseph and his

brethren. 7. Love can never make us forget that we are **brothers-in-arms**, can it?

Ex. 11. Write the plural of:

Latvian, Dutchman, story, storey, cuckoo, crisis, fish, journey, chief, half, ox, datum, brother-in-law, cargo, onlooker, wife, tomato, nucleus, bush, cuff, penny, mouse, editor-in-chief.

Ex. 12. Change the number of the nouns in bold type, making any other necessary changes.

1. The **ox** has hurt its **hoof** and cannot draw the plough. 2. The **sheep** is grazing in the meadow. 3. There was a **potato** in the basket. 4. There was a **fish** in the net. 5. The **key** to the **box** is lost. 6. The **roof** of that **house** leaks. 7. A **passer-by** saw the accident. 8. This **shelf** contains several books on different subjects. 9. The **leaf** turned first yellow and then brown. 10. A **bush** and a **fir-tree** grew upon the slope. 11. Several exceptionally large **cod** have been caught. 12. The boy caught several **trout** in the mountain stream.

Ex. 13. Translate.

1. Man nepiecieðams padoms ðajā jautājumā. 2. Jūsu padomi ir ļoti labi, bet es nevaru tiem sekot. 3. Informācija bija ļoti svarīga. 4. Cik interesants darbs! 5. Viðð vienmçr paziðo mums kādas jaunas ziðas. 6. Vai jūs klausījāties ðodien jaunākās ziðas? 7. Kur ir nauda? – Tā ir portfelī. 8. Kādi interesanti jaunumi! 9. Viðas mati ir melni, bet acis zilās. 10. Ðī nav mana nauda, es nevaru to paðemt.

Ex. 14. Give an account of groceries you just bought at the supermarket to your parents back at home.

Case

Ex. 1. Explain the use of the possessive case in the following sentences.

1. He escaped the danger only by a **hair's** breadth. 2. The **miners'** meeting was held the following day on the outskirts of the town. 3. He dragged me out of **harm's** way as an automobile turned the corner on two wheels. 4. We have a splendid morning after **yesterday's** rain. 5. His voice was always more decided than his **brother's**. 6. After such a long, active day, a **night's** sleep will seem good. 7. A window blazed like a jewel in the **sun's**

last rays, between the poplar trees. 8. Scarlet was Miss **Ellen's** child. 9. I think we ought to drink dear **James'** health, and the health of **Soames'** wife. 10. I am no good at other **people's** affairs. 11. I've got a **dentist's** appointment at five-thirty. 12. It's my **mother-in-law's** seventieth birthday. 13. They had found refreshment over the way at **Brown and Smith's**. 14. Mr. Brown had been satisfied with the results of **Tom's** and **Nick's** visit. 15. Before I knew it, they'd passed me and were at the **water's** edge. 16. The **clock's** hands crept on to seven before she heard voices in the hall. 17. A hundred houses were evacuated for **safety's** sake.

Ex. 2. Change the of-phrases into the possessive case where possible.

1. Will you join the expedition of tonight? 2. Just run to the shop of the baker. 3. The return of my cousin interrupted our game. 4. Can you picture that time when the surface of the earth was the sea? 5. The rays of the sun do not penetrate through that thick foliage. 6. The room of Mary and Ann is on the first floor. 7. The works of Shakespeare enjoy great popularity all over the world. 8. We admire the pictures of Rembrandt and Rubens. 9. Drops of water are falling from the bare boughs of the tree. 10. Their hatred of the enemy was great. 11. We saw a figure of the man shabbily dressed. 12. The house of my daughter-in-law is within a stone's throw from here. 13. The cheeks of the secretary continued to brighten. 14. He told me of the return of his brother Roger. 15. The supper of the children is ready. 16. Will you join the excursion of today? 17. The voice of the girl, I had seen before, was heard in the distance.

Ex. 3. Use the Absolute Genetive Case (Independent Possessive).

1. His eyes avoided the eyes of Andrew. 2. It was her job, not the job of old Lady Winnie. 3. She had an unexpectedly pleasant voice, a little deeper than the voice of a clown. 4. You must come to the house of my father. 5. Peter was the son of one of Aunt Lottie's friends. 6. You are quite sure he wasn't one of the doctor's patients. 7. I am thinking of one of my father's cousins.

Ex. 4. Correct or justify.

1. **Jenny's** car was there, and so was **Robert's**. 2. I saw him just now at your **aunt**. 3. His landlady was doing the **week** washing. 4. I am Mr. **Wilkes** sister. 5. Ann has gone to the **butcher's**. 6. He looked attentively at the **speaker** dry, doubting face. 7. We kept him at **arms** length. 8. She might know **Kate** first name.

Ex. 5. Translate.

1. Es pavadīju ziemas brīvdienas pie tantes. 2. Kā es mīlu šo tēva portretu! 3. Vakar man nebija laika aiziet uz frizētavu. 4. Ko jūs satikāt pie maniem vecākiem? 5. Tie nav mani draugi. Viņi ir mana tēva un mātes draugi. 6. Iestājās minūtes klusums. 7. Jūs lasījāt šodienas avīzi? 8. Jūs varat darīt to sev par prieku. 9. Mūsu vasarnīca atrodas divu kilometru attālumā no upes. 10. Nevaru iedomāties, kā man nokiūt pilsētā pusnaktī.

Ex. 6. Speak on you latest visit: to the dressmaker's/tailor's, hairdresser's/barber's, chemist's, baker's, florist's.

Ex. 7. Choose one of the set-expressions and make up a story to illustrate it.

to one's heart's content, at one's wit's end, at one's fingers' ends, to a hair's breadth, out of harm's way, for old acquaintance's sake, for appearance's sake.

THE ARTICLE

Ex.1. Explain the use of the indefinite article in the following sentences.

1. After a pause, Lord Henry pulled out his watch. 2. Why is it that a girl has to be silly to catch a husband? 3. A traveller must be able to walk long distances. 4. Not a word was spoken, not a sound was made. 5. He hesitated a moment at the door and tapped on it. 6. Can a bird fly faster than an aeroplane? 7. A week or two passed, but he hadn't got a job. 8. Here I am, he thought, talking to Earle Fox, a scientist who won the Nobel Prize. 9. I ordered an ice-cream for her and two coffees. 10. This is a light French wine.

Ex. 2. Explain the use of the definite article.

1. The station was at centre of the eastern quarter of the city. 2. He was enjoying the conversation about tennis and all. 3. The approach to the gateway was deep and muddy. 4. Now the only thing to do is to admit the error. 5. On the evening of Labour Day, the empty field near the mills was no longer empty. 6. The moral I draw is that the writer should seek his reward in the pleasure of his work. 7. He sat down on the vacant end of the

sofa. 8. They decided to start off the following morning. 9. He gave them the permission to make the necessary changes in the text. 10. "This is the most beautiful girl I have ever seen", he said.

Ex. 3. Explain the absence of articles.

1. I like French wines, which are so light. 2. "Love is everything to me", she whispered. 3. I think you are unwise to eat meat. 4. She went on packing sandals in paper. 5. He's made of iron, that man. 6. "I don't want you to get in trouble again", she said. 7. They have always lived from hand to mouth. 8. In fact, I don't think it's only misfortune that makes people change. 9. She has made good progress. 10. Thirst for knowledge is his trait of character. 11. We went there on foot – it was so exciting!

Ex. 4. Use the proper article. Point out the nouns, which have a limiting or a descriptive attribute.

1. Her brother belonged to ... same club we did. 2. In ... corner of ... room there was ... wash-basin with ... cold and hot water. 3. He laid his hand upon ... chair, which stood in ... middle of ... room. 4. He was ... most extraordinary lad I ever came across. 5. At half past nine ... last patient left ... surgery. 6. I asked ... question I feared to ask. 7. I took ... bottle I wanted and went off with it. 8. It was ... lovely landscape. 9. This is ... terrible thing for you, my poor child. 10. I am ... old man who is afraid of no one. 11. ... town of Windsor is ... typically English town. 12. I think it is ... place I will choose. 13. He was ... pretty baby and then ... good-looking child.

Ex. 5. Use the proper article. Pay attention to the use of the article with the noun in apposition.

1. They live in Lynton, ... small village in Devonshire. 2. Sunday came fine, as she had hoped, ... soft spring day. 3. After my mother died, my father, ... travelling man, sent me to live with his cousins. 4. Hautin, ... lawyer by profession, had business dealings in the town. 5. Here's Doctor Sheppard, ... close friend of poor Roger's. 6. E. Hemingway, ... great American writer, had lived in Cuba for many years. 7. I've arranged for you to call tomorrow on a friend of his, ... editor.

Ex. 6. Use the proper article. Pay attention to the use of the article with the names of meals.

1. They arrested him after ... breakfast. 2. I was anxious to have ... good comfortable breakfast ready before I called Joe. 3. ... dinner was as good as it looked and smelled. 4. That's ... best dinner I've had in years. 5. I thought

I might give ... little dinner next week. 6. He had ... miserable lunch all alone. 7. Sometimes he took me out to ... dinner or ... theatre.

Ex. 7. Use the proper article. Pay attention to the use of the article with the nouns denoting the parts of the day.

1. It was ... hot day and there were many flies in ... room. 2. At ... dusk, ... evening of St. Valentine's Day, Boldwood sat down to ... supper as usual. 3. It was ... blue night with ... full moon hanging over ... city. 4. Even in ... broad day she looks beautiful. 5. He awoke in ... morning, feeling that something was wrong. 6. On ... day of his departure we had no classes. 7. On ... warm September evening he strolled idly to ... river. 8. It was ... pleasant evening, warm and still. 9. When we started it was already ... morning. 10. ... night was cloudy and still very dark. 11. ... next day his knee was badly swollen.

Ex. 8. Use the proper article. Pay attention to the use of the article with the nouns *bed, school, town, hospital*.

- a) 1. She went up to ... bed and took her sleeping child. 2. I saw ... bed made up for me, and placed ... candle on ... old-fashioned chest of drawers. 3. He hasn't been to ... bed all night. 4. Jane lay in ... narrow hospital bed and tried to adjust herself to her new surroundings.
- b) 1. It was ridiculous to feel that he had to send his children to ... private school. 2. They had two children, one of them still at ... school, ... other in her first year at ... university. 3. Then ... day came when I had to go back to ... school. 4. His father insisted that he attend ... law school, following ... family tradition.
- c) 1. When we get back to ... town we'll get ... doctor to see your throat. 2. He looked cleaned and brushed; he was going to ... town for ... day. 3. They were chasing round ... town while she waited for them. 4. You see, Chris, even in quite ... small provincial town you could have ... clinic.
- d) 1. I can arrange for her to go along to ... public hospital. 2. If she goes to ... hospital now for some treatment and then on to ... sanatorium it ought to be quite all right. 3. She wanted to assure him that everything was perfect here in ... hospital to which he had sent her, and for which he was paying. 4. He had ... comfortable room at ... hospital. 5. He reached ... hospital, parked his car and went up to ... ward.

Ex. 9. Fill in the blanks with the definite article in the general meaning if necessary. Comment on the noun it is used with.

1. ... heart understands when it is confronted with contrasts. 2. From a social standpoint ... man of science does not exist. 3. That is because ... public isn't really interested in ... theatre. 4. ... man crossed ... space in metallic cylinders that twisted time and space. 5. In the light of the world's attitude towards ... woman and her duties the nature of Carrie's mental state deserves consideration. 6. They feel as much as ... poet though they have not the same power of expression. 7. ... artist can express everything. 8. Milk is very nice, especially with a drop of brandy in it, but ... domestic cow is only too glad to be rid of it.

Ex. 10. Comment on the use of articles with personal names.

1. This was not the Beatrice he knew. 2. This Pat wasn't at all like the Pat of his memories. 3. Pardon, but could you tell me if a Mr. and Mrs. Robinson reside here? 4. A strange company assembled in the Burnell's washhouse after tea. 5. The Mr. Minho? How interesting! I've never read anything of yours. 6. Introductions followed, with much talk and laughter amongst the Ivorys, the Freedmans and the Hamptons. 7. The late Mrs. Spenlow began life as a betweenmaid in a large house. 8. Old Jolyon had little Holly on the knees, she had taken possession of his watch.

Ex. 11. Analyse the use of articles with nouns referring to unique objects.

1. A few gulls circled, beating in the gun metal sky. 2. He could see the earth itself was spinning faster. 3. I can see the rippled sky fluffy with clouds, and the white-whipped sea. 4. A miserable world, a wet world, but always and predominantly a white world of softness and beauty and strangely muffled sound. 5. The moon hung low in the sky like a yellow skull. 6. I put myself in harmony with the universe. 7. "Welcome to Earth, sir", said the man and 'sir' struck a chord of memory. 8. The sun blazed down out of a cloudless noon sky.

Ex. 12. Fill in the blanks with articles whenever necessary. Pay attention to nouns referring to unique objects.

1. ... sun was so full of promise, and ... sea was whipped white with ... merry wind. 2. Far away to the south-east ... dazzling white sun climbed up above ... cloudless horizon. 3. We live in such ... mysterious universe, don't we? 4. ... world is a busy place. 5. The town lay still in ... Indian summer sun. 6. I kept my eyes on ... horizon, sharp against the bright blue of ... winter sky. 7. ... King exacted huge sums from the barons and they, in turn, taxed ... people.

Ex. 13. Fill in the blanks with articles before geographic names if necessary.

1. I hear he's off to ... Central Africa. 2. He decided to take his profit and buy a house on ... Riviera. 3. That evening he glanced at the tape for any news about ... Transvaal. 4. We drove up from ... Valencia. 5. Here are some of his belongings such as the sword given to him in ...Caucasus and many historical documents. 6. The first three department stores in ... United States were in ... Chicago. 7. Anyhow, they lived in ... South China . 8. He's moved to ... Lebanon. 9. "I wonder", he said suddenly, "where that ballet goes after ... Argentine." 10. How ill she was when there was a storm in ... Indian Ocean. 11. He had grown up at the shores of ... Lake Superior and had sailed small boats ever since he was a kid. 12. They sent us a postcard of ... Lake of Geneva. 13. His large grey eyes were sun-veined from rowing on ... Lake Geneva. 14. They were in ... Mediterranean passing ... Gibraltar, but the weather, if anything, was worse. 15. ... Rocky Mountains extend from Mexico to Canada. 16. We were going to climb ... Monte Solaro. 17. Mongolia spans a huge steppe plateau and ... Gobi Desert.

Ex. 14. Translate.

1. Viõa bija tãda jauna sieva un tãda pievilcõga. 2. Es iõti reti eju uz kino. 3. Es nolõmu braukt ekskursijã ar autobusu. 4. Kad viõð ienãca istabã, viõa meita spõlõja klavieres. 5. Mõs nespõlõjam kãrtes. 6. Bija nakts. Jõra bija gluda kã stikls. 7. Viõi abi ir skolã. 8. Viõð mãcãs vakarskolã. 9. Nedõias nogalõ viõi nolõma aizbraukt pie jõras. 10. Viõus ielõdza pusdienã. 11. Pusdienu laikã viõa neteica ne vãrda. 12. Pusdienojot viõi runãja par kãzãm. 13. Bija silta pavasara diena. 14. Viõð aizgãja no viõiem võlu nakõi. 15. Dienã un nakõi es gribu zinãt, kur tu esi. 16. Es gribu jõs redzõt rõt no rõta. 17. Es piepildõju vannu ar aukstu õdeni. 18. Viõi abi bija labãkie pasaulõ aktieri.

Ex. 15. Think of situations for the following sentences.

1. The problem concerned is of great importance for the whole world. 2. I suppose it's the most wonderful moment in his/her/my life. 3. It's the only thing that deeply amuses me. 4. You are doing the right thing. 5. It's a matter of entire indifference to me. 6. Better be the head of a dog than the tail of a lion. 7. The wish is farther of the thought. 8. An apple a day keeps the doctor away. 9. The wicked always think other people as bad as themselves. 10. That is the love that makes the world a miracle.

Ex. 16. Read and retell the following jokes.

1. After the first night of her new show, the leading lady went to her dressing-room. In a moment she opened the door and brought all the actors to her side with a loud scream: "I've been cheated", the star cried, "four-

teen bouquets – only fourteen bouquets!" "Fourteen is a wonderful lot", said the producer. "Maybe", cried the lady, "but I paid for fifteen".

2. Once a man put up at an English hotel. He was hungry and went to the dining-room to have dinner. He ordered dinner and the waiter brought him a plate of soup. After he put it on the table before the guest, he went to the window and looked out. The sky was covered with heavy clouds. "It looks like rain, sir", the waiter said to the guest. "Yes", agreed the man as he was tasting the soup. "And it tastes like rain, too".
3. The story is told of a young man who decided to present his sweetheart with a gift. He decided that perfume would be appropriate, but he did not know the name of the brand she used, and was too shy to ask her. He solved the problem by taking his little pet dog for a walk. Snatching the animal into a store he proceeded to instruct the astonished clerk to wave the stoppers of a large number of perfumes under the nose of the rather indifferent dog. At last came a perfume which caused the animal to jump up excitedly and wag its tail. On this evidence he bought his gift which turned out to be right.
4. "Your husband is too fond of strong coffee", said the doctor. "You must not let him have it. He gets too excited". "But, doctor, you should see how excited he gets when I give him weak coffee".
5. In his old age, Lessing, the German author, became very absent-minded. Coming home one night with his mind on some work, he found the door locked, and discovered that he had not taken his key with him. In answer to his knock, a servant looked out of an upstairs window, and mistaking his master for a stranger, called out, "The professor is not at home". "Very well", Lessing answered meekly as he turned away. "Tell him that I'll call another time".

Ex. 17. Read and retell the text. Speak of your own (or your friend's) pets.

On Cats and Dogs

The cat and the dog have been man's pets for many centuries.

The cat is an extremely self-willed animal doing only what it actually wants. In no way can the cat be persuaded to do anything against its will. If you have a cat you must already know that you cannot, for instance, stroke it just because you wish to do so. You must wait until the cat comes to you of its own free will and invites you to stroke it. Cats make their feelings abundantly clear. A cat that feels happy and purrs contentedly can be the most enchanting of pets. If, on the other hand, it lashes its tail in anger or arches its back, you should watch out for its paws: its claws can, of course, cause several scratches. This sometimes happens when a cat accidentally scratches its owner's hand while playing.

The dog is different: it is believed to obey its master and his wishes unquestioningly. But in real life it is often the other way round. Here is a story which illustrates how a dog can sometimes make his master do what it likes.

A friend I met the other day walking his dog up the lane laughed about how he had come to be there. The dog, it seemed, had decided it was time they both had some exercise, for it had come to its master and sat with a cloth cap in its mouth. When my friend took the cap from the dog and placed it on his knee the disappointed animal sat for a moment and then picked up the cap again. There had been nothing else for it but to go.

Dogs always watch everything their masters do and come to associate particular things with particular events. Putting on a hat or picking up a walking stick means an outing and many dogs encourage their masters in this way.

THE NUMERAL

Ex. 1. Comment on the use of the numerals in the following sentences.

1. The two sisters lived for each other as did Honor and Gavin. 2. There is a letter for you, Philip. It came by the second post. 3. During that time they had a second child, a boy. 4. He looked round guiltily at the boys standing by. 5. Simon knelt on all fours and was sick till his stomach was empty. 6. The man seemed to be in his late forties, with a long sandy mustache trailing across his lip. 7. His voice had a thousand modulations. 8. There are nearly two million front doors in London. 9. Catherine had a little over twelve hundred lire.

Ex. 2. Write in words.

4; 14; 40; 5; 15; 50; 9; 90; 9th; 8; 8th; 18th; 80th; 109; 482; 2,005; 7,207; 1,000,000

Ex. 3. Write in numbers.

a couple, a dozen, a score, three score

Ex. 4. Write the dates in words (Br. E.).

01.09.1944; 05.01.2001; 25.12.1999; 17.03.1946; 28.02.1900

Ex. 5. Write the fractions in words.

1/2; 2/3; 3/4; 1 3/8; 3 5/12; 0.05; 2.15; 4.12

Ex. 6. Read the following:

10 + 20 = 30 50 - 18 = 32 3 x 5 = 15 20 : 2 = 10
15 + 40 = 55 25 - 5 = 20 15 x 2 = 30 100 : 2 = 50
80 + 11 = 91 68 - 30 = 38 18 x 6 = 108 150 : 5 = 30
360 + 4,009 = 4,369 102 - 4 = 98 100 x 23 = 2,300 1,000 : 100 = 10

Ex. 7. Fill in appropriate articles where necessary.

1. It was only ... fifth of July, and no meeting was fixed with them until ... ninth. 2. He'd catch ... two o' clock train back to New York. 3. She is quite aged for ... seventy, isn't she? 4. Philip looked at his uncle with disapproval when he took ... second piece of cake. 5. "Miss Luce will be ... second mother to the children", she said. 6. They talked of ... thousand things, and they all talked at once. 7. The phone rang almost immediately ... third time. 8. The phone, ringing for ... fourth time, interrupted his thoughts. 9. That question, too, he had asked himself ... thousand times. 10. Once more he had used the service stairs from ... eighth floor to ... ninth.

Ex. 8. Answer the questions.

1. How old are you? 2. How old is your friend? 3. How old is your town? 4. What anniversary did your university celebrate? When? 5. How large is your country? 6. How big is your house/flat? 7. How high is Everest? 8. How tall are you? 9. How much do you weigh? 10. How much does your English textbook cost? 11. What time is it? 12. What is the date today? 13. What date was it yesterday? 14. What date will it be tomorrow? 15. How many days are there in a week/month/year?

Ex. 9. Translate.

1. Atveriet grāmatas 25. lappusç. Lasiet vingrinājumu Nr. 4. 2. Cik ir pareizs laiks? Bez ceturkðõa divpadsmit. 3. Nopçrc divas pudeles piena, desmit olas un puskilograma desas. 4. V. ðekspìrs piedzima un nomira 23. aprìlì. 5. Mans brālìs ir vecāks par mani pa 5. gadiem. 6. Ārā ir 25 grādi zem nulles. 7. Viðð ir absolūta nulle fizikā. 8. Kurā kursā jūs mācieties? 9. Mans dzìvoklis ir pirmajā (otrajā) stāvā. 10. Viõa telefona numurs ir 5439407. 11. Mans pulkstenis atpaliek (steidzas) uz 20 minūtçm. 12. Gads beidzas 31. decembrì. 13. Futbola spēles rezultāts ir 3 pret 0 par labu Anglijas izlases komandai.

Ex. 10. Make up your dialogues on the following situations.

a) Buying groceries at the supermarket.

- b) Being late for an appointment/ date.
- c) Discussing the football game.

Use as many numerals as possible.

THE ADJECTIVE

Ex. 1. Give the comparative and superlative degrees of the following adjectives, when possible.

sad, bad, old, cold, grey, happy, dead, free, yellow, far, dry, sky, large, complete, big, near, unusual, able, silver, brilliant, lovely, golden, little, heavy, slender, wooden, recent, famous, polite, pregnant, remarkable, great.

Ex. 2. Copy the following sentences using the correct form of the adjectives.

1. Jane is the (tallest – taller) of the two girls. 2. Father was the (eldest – elder) of seven sons. 3. This pencil is the (sharpest – sharper) of the two. 4. I think your plan the (best – better) of the two. 5. This is the (heaviest – heavier) of the five books. 6. A (worse – worst) habit could not be found. 7. That is of the (less – least) importance of all. 8. I like your plan the (better – best) of the two.

Ex. 3. Copy the following sentences choosing the necessary word.

1. Albert is (elder – older) than James. 2. This new bus will carry (much more – many more) than forty people. 3. Henry is the (oldest – eldest) of the three brothers. 4. I can walk (farther – further) than you without becoming tired. 5. Have you nothing (farther – further) to say? 6. The icebreaker is equipped with all the (last – latest) navigation instruments. 7. He bought the toys at the (next – nearest) store. 8. The (next – nearest) house was a new building.

Ex. 4. Use the adjectives in the comparative or superlative degree.

1. A baseball is (hard) – a rubber ball. 2. John is (young) – the three brothers. 3. The sun is (bright) – the moon. 4. It isn't any (warm) today – it was yesterday, is it? 5. That room is (light) – yours. 6. You haven't come across any (good) book – this one, have you? 7. This room is (large) – the room

upstairs. 8. He is a (good) actor – singer. 9. It doesn't take (much) – four days to cross the Atlantic, does it?

Ex. 5. Comment on the use of the adjectives in the given sentences.

1. She was his **oldest** child. 2. Mary climbed hastily into the **nearest** compartment and was lost to sight. 3. **Next** morning Mildred was sulky and taciturn. 4. No **further** news had come. 5. The **last** laugh died away. 6. The **latest** news was very important. 7. She sent him a **gold** cigarette case. 8. The sand was **golden** yellow.

Ex. 6. Copy the following sentences choosing the proper word from the brackets.

1. Please, tell me the (next, nearest) way to the post-office. 2. The exercise is on the (next, nearest) page. 3. We must wait for some (farther, further) instructions. 4. Who is that boy in the (farthest, furthest) corner of the room? 5. He is the (oldest, eldest) son of my father's friend. 6. This is the (oldest, eldest) edition of the book. 7. Lucy is my (oldest, eldest) pen-pal. 8. I am (older, elder) than you. 9. Jim is the (oldest, eldest) son in the family. 10. He is two years (older, elder) than Mary. 11. Eleven o'clock is the (last, latest) time when my daughter goes to bed.

Ex. 7. Translate into Latvian. Pay special attention to the degrees of comparison of the adjectives.

1. He made her feel like the most interesting, fascinating girl in the world. 2. Wells regarded him with the greatest kindness. 3. Our teacher is a most pleasant and intelligent young man. 4. It's not natural that you should go there now. It's most unnatural. 5. It was no longer possible to hear exactly what she said. 6. She is a most unbalanced woman. 7. "That's a most extraordinary request, Mr. Smith", he said. 8. She was having a most distressing time with Ann. 9. The greatest ideas are the simplest. 10. Everyone was most anxious to get to the camp in time.

Ex. 8. Use the appropriate form of the adjective given in brackets and supply the article where necessary.

1. His shirt looked (yellow) than usual. 2. He was (hungry) than he had ever been in his life. 3. This path is (narrow) than that one. 4. She was (thin) and (white) than when last he had seen her. 5. Clutton, (silent) of them all, remained behind, listening. 6. How (handsome) he was! He was (handsome) man in the party. 7. He is much (good) now than yesterday. 8. "Oh, Dad, you are (good) in the world". – "That means (bad)", thought Jolyon.

Ex. 9. Change the following sentences as shown in the model.

- Models: 1. Tom is **as** clever **as** Jim.
2. Tom is **not as** clever **as** Jim.
3. Tom is **not so** clever **as** Jim.

1. The Thames is as long as you say. 2. She is as proud as her sister. 3. My flat is as good as yours. 4. This armchair is as comfortable as that one in Father's study. 5. The film is as interesting as the play. 6. My bag is as heavy as hers. 7. A tram is as quick as a bus. 8. She is as beautiful as her mother. 9. The furniture in her bedroom is as modern as in the sitting-room. 10. My dressing-table is as small as yours.

Ex. 10. Change the negative sentences from the previous exercise in the following way.

- Models: 1. Tom is not (as, so) clever as Jim.
2. Jim is cleverer than Tom.

Ex. 11. Compare the objects according to the given model.

- Model: 1. A lemon – an apple (sour)
A lemon is **sourer than** as apple.
An apple is **not so** sour **as** a lemon.
An apple is **not as** sour **as** a lemon.

1. The Black Sea – the White Sea (warm). 2. Oil – water (light). 3. Britain – the USA (small). 4. Butter – milk (cheap). 5. Stone – wood (heavy). 6. Carrots – cucumbers (useful). 7. India – Japan (large). 8. Meat – vegetables (expensive). 9. Japanese – Spanish (difficult). 10. The Indian Ocean – the Arctic Ocean (warm).

Ex. 12. Compare the size and quality of the objects.

- Model: Your garden and your friend's garden (large).
My garden is **larger than** yours.

1. Your kitchen and your neighbour's kitchen (small). 2. Ann and Helen (pretty). 3. Your spelling and your friend's spelling (bad). 4. The grey suit and the black suit (cheap). 5. January and March (cold). 6. Spring and summer (warm). 7. Mike and David (tall). 8. Your holiday and your friend's holiday (short).

Ex. 13. Disagree with the following statements.

- Model: – Mike is the oldest in the group (young).
– No, he is the youngest in the group.

1. Mary's drawing is the best (bad).
2. Jack is the shortest of his friends (tall).
3. This room is the largest in the office (small).
4. Tom has the most mistakes in his test (few).
5. The 22-nd of June is the shortest day in the year (long).
6. January is the hottest month (cold).
7. The Indian Ocean is the coldest (warm).
8. Peter does the most work (little).

Ex. 14. Compare.

Model: the film, the book, the play (interesting). The film is interesting, the play is more (less) interesting than the film, the book is the most (least) interesting.

1. Chinese, English, German (difficult).
2. Ann's dress, Helen's dress, Lucy's dress (fashionable).
3. Spring, winter, summer (pleasant).
4. Mary, Jane, Alice (beautiful).
5. Camera, TV set, computer (expensive).

**Ex. 15. Use the required form of the adjective given in brackets.
Insert articles where necessary.**

1. My sister is much (old) than myself.
2. This is (warm) room in the house.
3. Her daughter is a little (tall) than I but much (thin).
4. It was (early) than I thought, only six o'clock.
5. Where is (near) shop?
6. What's (late) news?
7. Only when (late) guest left the room she sighed freely.
8. Cardiff is (large) town in Wales.
9. She is much (useful) at home than here.
10. She is (beautiful) girl we have ever seen.
11. She is one of (good) engineers at the plant.
12. Today your answer is (bad) than last week.
13. This is (funny) story in the whole collection.
14. I didn't like (late) chapter in this book.
15. Your composition must be as (short) as possible.
16. He was not so (talanted) as we had expected.
17. They always choose (easy) way.
18. Which is (high) mountain in the world?
19. What can be (sweet) than honey?

Ex. 16. Make up 8 sentences following the models given below.

- Models:
1. Have you got **many** (a lot of) lessons today?
Yes, we have **a lot of** lessons today.
No, we haven't got **many** lessons today.
She has **too many** mistakes in her test.
 2. Have you got **much** work today?
Yes, I have **a lot of** work today.
No, I haven't **much** work today.
She eats **so much** bread. It isn't good.

Ex. 17. Fill in the blanks with some, any, not any, much, many, not much, not many, very little, a little, very few, a few.

1. Are there ... college-graduates among your friends? – Yes, there are 2. Are there ... students in the next classroom? – No, there aren't 3. I haven't got ... time, I must hurry. 4. I have ... time and can help you. 5. There are ... cups on the table, but there aren't ... glasses. 6. I have very ... time and can't stay any longer. 7. We know very ... about it. 8. I have ... questions to ask. 9. Very ... people know Doctor Smith. 10. There are ... girls in the family, aren't there? 11. There's ... chalk at the blackboard, go and fetch 12. There are ... students in the hall, aren't there? 13. There isn't ... tea in the tea-pot. 14. There isn't ... paper in the box. I need more. 15. There aren't ... pencils in the box, don't take 16. It's a secret. Very ... people know about it. 17. Please add ... tea in my cup.

Ex. 18. Change the sentences according to the model, using *not ... much* and *not ... any*.

Note: **Instead of little and few the English usually use a negative verb + much and a negative verb + many.**

Models: 1. I **haven't much** time (instead of: I have **little** time).
2. I **haven't many** English books (instead of: I have **few** English books).

1. I have little money. 2. You have little time. 3. We invited few people for the party. 4. They have few friends. 5. There is little tea in the teapot. 6. There are few trees in your garden. 7. There is little snow in the yard. 8. She has few relatives. 9. He has little work. 10. There are few tables in this classroom. 11. There is little bread on the table. 12. There are few books on the shelf.

Ex. 19. Combine the two sentences into one using too + adjective + infinitive.

Models: 1. I was busy, I couldn't write to you.
I was **too busy to write** to you.

2. It was dark. We couldn't see anything.
It was **too dark** for us **to see** anything.

1. I am very tired. I mustn't work any longer. 2. It's very cold. We can't go out. 3. I was so angry. I couldn't speak to him. 4. It's very far. We can't walk. 5. It's very good. It can't be true. 6. This dress is very old. I can't wear it any more. 7. The music is very soft. We can't hear it. 8. You are so young. You can't be a teacher.

Ex. 20. Translate into English.

1. Jūs esat vismazākais skrēcējs, kādu es esmu jebkad saticis. 2. Vakarā jūra kiuva vīl skaistāka. 3. Ģī istaba likās lielāka un črtāka nekā tā. 4. Es tagad esmu piekususi vairāk nekā jebkad. 5. Mans jaunākais brālis ir gudrāks par Dponu. 6. Viðð ir vislabākais pianists, vai ne? 7. Sakiet lūdzu, kas ienāca zālç pçdçjais? 8. Pçdçjas ziðas sākās pulkstens deviðos. 9. Sakiet lūdzu, kur atrodas tuvākā pasta nodaļa? 10. Man ir ārkārtīgi svarīgi jaunumi priekð jums. 11. Jūsu atmiða nemaz nav labāka par maņço. 12. Viðð ir tikpat gudrs kā viða tçvs. 13. Viða nav tik pievilcīga kā viðas māsa. 14. Viðð runā vāciski daudz sliktāk nekā angļiski.

Ex. 21. Compare your flat with that of your friend.

Ex. 22. Compare the weather in Latvia with that in Britain.

Ex. 23. Think of situations for the following sentences.

1. This is the most exciting news I have ever heard. 2. That was the most terrible disaster in the history of mankind. 3. It was a most amusing situation.

Ex. 24. Read the dialogue. What is it about?

Jane: Do you remember Vicky, Ann?

Ann: Vicky who?

Jane: Vicky Smith. She's Victor's best friend.

Ann: Oh, yes, I do. She's a very nice person, isn't she?

Jane: Well, ...

Ann: She is so polite and friendly. Her neighbours always compliment her parents about her. They say she's the nicest person they know.

Jane: I don't think so. She is as irritable as her elder sister Mary. I met Vicky at the disco yesterday. She looked so vulgar. I think she has the worst manners I have ever seen.

Ann: Don't be wicked, Jane. I think you're a bit jealous. You like Victor, don't you?

Why do you think people like gossiping? Do you agree to the saying: The wicked always think other people as bad as themselves? Why/not?

Ex. 25. Make up a dialogue on the topic "gossiping". Use as many comparisons as possible.

THE ADVERB

Ex. 1. Form adverbs from the following adjectives by adding suffix -ly.

shaky, guilty, greedy, clumsy, busy, noisy, hasty, heavy, uneasy, steady, happy, angry, gay, shy, dry, complete, nervous, clever, quiet, absolute, real, sympathetic, strange, beautiful, free, brave, polite, enthusiastical, immense, cheerful, careful, wonderful.

Ex. 2. Give the degrees of comparison of the following adverbs.
heavily, hard, fast, cheerfully, politely, late, shyly, far, dryly, happily.

Ex. 3. Underline all the adverbs, state to what group they belong (adverbs of time, place, etc.) and translate the sentences.

1. They walked fast to cover the distance before the breakfast hour. 2. You are to answer straight out to every question. 3. He wanted to go there at once. 4. You think too highly of me. 5. She held it close. 6. He is extremely careful in his work. 7. He walked farther than I did. 8. You write worse than your brother. 9. He is very attentive to his work. 10. He is less restless today. 11. He was the least alarmed of all. 12. The children were there soonest. 13. He did not know it so well as her. 14. The room was absolutely full.

Ex. 4. State whether the word in bold type is an adjective or an adverb.

1. I am feeling **worse** this morning. 2. He is quite **different** from his brother. 3. He does his work quite **differently** from his brother. 4. I found the way **easy**. 5. I found the way **easily**. 6. We feel **warm** after exercising. 7. I am feeling really **well** today. 8. I can hear you **distinctly** if you speak **slowly**. 9. They walked **fast** to cover the distance to the village post-office. 10. He is **fast** to answer. 11. What a **pretty** view there is from your window. 12. It's **pretty** cold today. 13. He works **hard** all day. 14. He is a **hard** nut to crack. 15. I can **hardly** see anything in the dark. 16. He shouted **loud** and **long**, but no one came. 17. He read out the names in the **long** list in a **loud** voice. 18. I'm a **better** singer than he now. 19. I think we should work far **better** to get rid of such mistakes.

Ex. 5. Choose the correct word in brackets.

1. They talked (quiet, quietly) about their lessons. 2. They became (quiet, quietly) as soon as the bell rang. 3. It is (correct, correctly). 4. Spell the

world (correct, correctly). 5. You know it (good, well). 6. Of course it is (good, well). 7. It is (cold, coldly) in the room. 8. Don't look so (cold, coldly) at me. 9. The birds were flying (high, highly) and low. 10. He was (high, highly) intelligent. 11. We had found out that their family had lived (close, closely) to ours. 12. He observed me (close, closely). 13. She works (hard, hardly) at her English. 14. We could (hard, hardly) breathe in the stuffy room. 15. He wore his hair cut (short, shortly). 16. I am leaving (short, shortly). 17. He never comes (late, lately). 18. He has (late, lately) come to our club. 19. "Open your eyes (wide, widely) for me to examine each eye in turn", she said gently. 20. This word is (wide, widely) used in spoken English.

Ex. 6. Translate.

1. Viõð tikko varçja runât. 2. Viõa bûs ðeit tieði desmitos. 3. Mçs dzivojam tâlu no universitâtes. 4. Viõð atstâja suni pie mâjas. 5. Durvis bija plaði atvçrtas. 6. Viõð ir tik stipri mainijies, ka es tikko spçju viõu pazît. 7. Kluss ûdens ir dziið. 8. Jo âtrâk jûs aprecçsities, jo labâk. 9. Jo vairâk viõð domâja par ðo priekðlikumu, jo vairâk tas viõam patika. 10. Nerunâ tik âtri, no sâkuma padomâ. 11. Bifõteks garðigi smarþo. 12. Tu izskaties lieliski.

Ex. 7. Think of situations to illustrate the following proverbs.

1. Better to do well than to say well. 2. He laughs best who laughs last. 3. Better late than never. 4. By doing nothing we learn to do ill. 5. Easily earned money is quickly spent. (cf. Easy come, easy go). 6. Well begun is half done.

THE PRONOUN

Ex. 1. Underline the pronouns in the following sentences stating the class each belongs to.

1. Everybody can do it if s/he tries. 2. Tell me who was at the meeting. 3. We lent them our books. 4. Whose book did you take? 5. I heard it myself. 6. Tom cut himself with his knife. 7. She told me about herself and about her life. 8. The apples you have bought are larger than those on the tree. 9. One hardly knows what to suggest under the circumstances. 10. He rescued all the injured ones.

Ex. 2. Insert the proper form of the personal pronoun in brackets.

1. I had turned and faced (he). He was taller than (I). 2. He'll be between (you) and (I), anyway. 3. It was (she) who asked the next question. 4. It's (they) whom I pity desperately. 5. "She's better at it than (we) are", said Nora. 6. It was (I) not Martin, who had insisted on seeing (he) that night. 7. This is (I) who can help you. 8. It was Thomas and (I) whom you met.

Ex. 3. Choose the appropriate form of the possessive pronoun.

1. I went (my, mine) way, and she went (her, hers). 2. He left (her, hers) with (their, theirs) child. 3. What was this experiment of (your, yours)? 4. He slipped his arm in (her, hers). 5. The principal's room was only two doors from (my, mine). 6. "That thought is not (my, mine)", he said to himself quickly. 7. Where's (your, yours) seat? I shall go to (my, mine). 8. Call me what you like. You have chosen (your, yours) part, we have chosen (our, ours). 9. His nature was harder than most of (their, theirs). 10. This book is (my, mine). There is (my, mine) name on it.

Ex. 4. Insert *each* or *every*.

1. He had been sitting out there, looking suddenly quite horrible with a hand on ... knee. 2. The bedrooms were all the same, ... with a window and a door giving onto the courtyard. 3. He didn't answer. He had no doubt that she meant ... word she said. 4. There was ... kind of news in the paper: accidents, shipwrecks, sports, and politics. 5. He cleared his throat three times to speak and failed ... time. 6. We sat around silently for a moment, ... trying to think of some possibility that we had overlooked. 7. ... few hours a fishing village came into sight. 8. The two little girls held his hands, one on ... side. 9. I have ... book he has ever written. 10. He shouted his name twice, ... time banging his fist on the table.

Ex. 5. Insert *other* or *another* and the definite article where necessary.

1. Alec whispered something from ... side of the table. 2. He spread the magazine flat on the floor, open so that its pages were on one side and its paper on 3. There was ... pause. 4. From one piece of news he went to ... , keeping the paper well before his face. 5. He took ... puff on his cigarette. 6. I will come in ... day to hear how they acquit themselves. 7. He entered the room and saw Mike and Mary sitting on the sofa. He looked first at one, then at 8. Her two sons were playing in the garden. Ann turned her eyes from one to 9. I think the first thing to do is to have ... talk with your sister. 10. The bar was kept by two very nice girls, one was American and ... English.

Ex. 6. Insert *some* or *any*.

1. We certainly don't want ... trouble. 2. There is ... soup in the pan. You may eat it. 3. But there aren't ... trains until morning. 4. Why do you always ask if there's ... news? 5. His mother bought ... notebooks for him. 6. She looked everywhere for matches but could not find 7. "Have you ... money? – "Yes". – "Loan me ...". 8. Ann is much younger than ... other girls in her class. 9. He may turn up at ... moment. 10. May I give you ... more cake?

Ex. 7. Insert *no*, *none* or their compounds.

1. There are ... pears on the tree. 2. Everybody liked him. ... was afraid of him. 3. It was cold outside the house and he looked up and down for a taxi but there was ... in sight. 4. I had turned to him for support, and we had ... to say to each other. 5. ... believed him. 6. ... tells me anything. 7. They pretended to notice 8. I have ... time to go to the cinema with you. 9. ... of those attitudes were stated at this meeting. 10. There is ... bread and ... forks on the table. 11. Jane said

Ex. 8. Insert in each blank the necessary interrogative or demonstrative pronoun.

1. ... hat is mine. 2. With ... did you go there? 3. I prefer ... to 4. ... is he? He is a doctor. 5. ... do you want me to do with ... article? 6. ... put you ... question? 7. ... are you talking about? 8. ... of them is most like yours? 9. ... did you say this parcel was for? 10. ... did you give the letter to?

Ex. 9. Supply the appropriate relative pronoun or the conjunction *that*.

1. The box ... you packed so carefully was broken on the way. 2. She wanted to know ... he was supposed to do. 3. This is the very place ... I visited several years ago. 4. He gave me the directions ... I needed. 5. Tell me ... you have written. 6. I ran into a young man ... I had not noticed. 7. I don't remember to ... I lent the book. 8. Everyone ... you know is out of town.

Ex. 10. Translate.

1. Viðð bija divus gadus vecāks par mani un manu draudzeni. 2. Viðas onkulis bija skolas direktors. Un mans arī. 3. Ģī ir viena no manam kaimiņiem. 4. Jūs lieliski izskatāties savā uniformā. 5. Es pati viņu redzēju rītdien. 6. Viða sevī nesaprata. 7. Tajā vakarā viņa bija pati laipnība. 8. Viðð biepi sarunājās pats ar sevi. 9. Katrs students zin šos likumus. 10. Viða satika viņu slidotavā katru sestdienu. 11. Katru nedeļu es pavadīju dažas dienas laukos. 12. Katram

no mums bija jāizpilda savs darbs laikus. 13. Viņš apciemo mūs katru svētdienu. 14. Mēs satiekamies ar draugiem katru vasaru. 15. Ja jums nav ko darīt, ejiet pastaigāties. 16. Mēs nevienu nepazinām. 17. Neviens nerunāja. 18. Vai mēs varam kaut ko izdarīt priekš jums?

Ex. 11. Think of situations to illustrate the following proverbs and sayings.

1. Everyone thinks his sack the heaviest. 2. You can't eat your cake and have it. 3. What's good for one is bad for another. (cf. One man's meat is another man's poison). 4. Who will not keep a penny, never shall have any. 5. To know everything is to know nothing. 6. One hand washes the other. (cf. You scratch my back and I'll scratch yours). 7. He, that serves everybody, is paid by nobody. 8. History repeats itself. 9. Give him a ring and he'll want your whole arm. 10. Everybody's business is nobody's business.

THE VERB

The Present Indefinite Tense

Ex. 1. Explain the use of the present indefinite tense in the following sentences. Make them negatives and interrogative. Put special questions to the words in bold type.

1. I sleep **here**. 2. **My father** sleeps **in the study**. 3. I do a lot of **traveling**. 4. **He** owns a **big car**. 5. **Changes** happen very quickly **here**. 6. I brush my teeth **every night**. 7. **The train** leaves **at eleven**.

Ex. 2. Express a contrasting idea about some other person.

Model: I buy newspapers every day but my friend ... (seldom).
I buy newspapers every day but my friend seldom buys them.

1. I get up very early but my grandmother ... (after ten). 2. I always go to bed late at night but my sister ... (never). 3. I seldom miss my lectures at the University but my group-mate ... (often). 4. I watch television every evening but my brother ... (only at weekends). 5. I finish my work at 5 o'clock, as a rule, but my mother ... (at 3 o'clock). 6. I always do my morning exercises but my sister ... (never).

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

Ex. 8. Act out a conversation, using the present indefinite tense and the vocabulary of the text below.

- What's your favourite pastime?
- I like reading books best of all.
- What books do you prefer?
- All kinds of books, books of short stories, psychological novels, novels of adventure, even detective novels sometimes.
- What do you think of Wallace's detective novels? Don't you think they are sometimes a bit tiresome?
- No, I don't.
- You don't? What do you think of them then?
- I think them perfectly tiresome.

Ex. 9. Translate.

1. Katru nedēļu mēs braucam uz laukiem atpusties. 2. Ko tu dari svētdienās? – Parasti, no sākuma, es nodarbojos ar mājas darbiem, bet pēc tam eju pastaigāties. 3. Tētis bieži mums stāsta par savu jaunību. 4. Vasarā saule lec agri un riet vēlu. 5. Rūdenī lapas dzeltē un krīt no kokiem. 6. Manam brālim nepatīk skatīties televīzijas pārraides. 7. Ēit ir tik tumšs, es neko neredzu. 8. Kas atceras šo dzejoli? 9. Kāpēc tev patīk šī filma? 10. Viņam patīk lasīt, vai ne?

Ex. 10. Express habitual actions, using the present indefinite tense and the following proverbs in short situations.

1. Time works wonders.
2. The early bird catches the worm.
3. Still waters run deep.
4. What the heart thinks the tongue speaks.

Ex. 11. Read the following stories and reproduce them.

Fool, Stop

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

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

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

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

The Past Indefinite Tense

Ex. 1. Explain the use of the past indefinite tense in the following sentences. Make them negative and interrogative. Put special questions to the words in bold type.

1. At home **we** heated **soup**. 2. **My aunt** looked after **my father** when he was a small boy. 3. **He** moved **across the lawn** to the house. 4. **You** heard **what he said**. 5. **He** always smiled **at children** when he saw them. 6. **She** knew **her brother** at the University where he lectured on physics. 7. **That evening she** had a date with a man who sold cosmetics. 8. **He sat down** and silently **took** one of the cigarettes from the desk.

Ex. 2. Use the past indefinite tense instead of the infinitives in brackets.

1. Mrs. Sunbury (to cut) the cake and (to put) a large piece on Betty's plate. 2. He (to look) at her for a moment with surprise. 3. She (not to smile) when she (to see) him. 4. On the way home she usually (to buy) a slice of honey-cake at the baker's. 5. It (to be) her Sunday treat. 6. When he (to arrive) he (to find) the patient to be a small boy of nine years of age. 7. When Eddy (to leave) in the morning he (to take) her photograph with him. 8. A quarter of an hour later he (to hear) voices. 9. The stranger (to climb) into his car and (to drive away).

Ex. 3. Ask your fellow-student:

if the Browns often had dinner at a restaurant when they lived at the sea-side;

if the Browns thanked the waitress for a delicious dinner yesterday;
what they took for breakfast;

what kind of soup Mr. Brown had for dinner;

when the family left the seaside for London;

why they had to return to London so soon;

why they used to spend their vacation in the country.

Ex. 4. Respond to the statements, using the suggested combinations of words.

- Model: – Robert used to get to the University by Metro when he studied in London. (to be the quickest way).
– That's right. He used to go there by Metro as it was the quickest way of getting to the University.

1. Ann passed her entrance exams to the University with excellent marks (to do one's best, to be hard-working). 2. Two years ago she became a first-year student. (to be one's dream, to come true). 3. When her friend came to visit her, she showed her round the University (to admire the fine old building with its beautiful columns). 4. Pete used to do sports when he was a first-year student (to have good gymnasiums and a stadium). 5. She always took part in the work of the English club (to give a good opportunity, to master the language). 6. Steve used to work with tapes in the language laboratory (to get rid of mistakes in pronunciation). 7. Ann was very good at English and always helped her fellow-students (to make good progress).

Ex. 5. Correct the following wrong statements, using *I'm afraid you are mistaken; on the contrary*.

- Model: – Yesterday after classes Ann went to the students' canteen. She bought some salad, a steak with potatoes and a glass of juice.
– I'm afraid you are mistaken. Ann went to the library first to borrow some books. Then she went shopping.

1. Last Sunday Alec got up at 10 o' clock, had breakfast, did his morning exercises to the music and went to bed again. 2. On Monday he had breakfast, left his flat, took a taxi and went to the railway station. 3. At his English lesson he prepared his homework, listened to the latest news and read the newspaper. 4. On Tuesday Alec was on duty. He entered the classroom, took a clean handkerchief out of his pocket and cleaned the blackboard with it. 5. Yesterday Ann began to prepare her lessons early in the morning. Then she decided to watch TV. So she missed her morning lectures at the University.

Ex. 6. Translate.

1. Viõð biepi izlaida lekcijas pagājušajā semestrī, un tāpçc nenokārtoja eksāmenu. 2. Mçs apmetāties ðajā viesnīcā katru reizi, kad atbraucām uz Londonu. 3. Pagājušajā nedçiā mums bija kontroldarbs gramatikā. 4. Viõða pabeidza skolu piecus gadus atpakaī un uzreiz iestājās universitātç. 5. Viõð nolçma kiūt par skolotāju, tāpat ka viõða vecāki. 6. Viõi lūdza mūs nezvanīt viõiem uz darbu. 7. Nevienš nezināja, kā pareizi atbildçt uz ðo jautājumu.

Ex. 7. Act out a conversation, using the past indefinite tense and the vocabulary of the text below.

- How did you enjoy the play last night?
- Very much indeed.
- The performance ended rather early. Did you go straight home?
- No, we didn't. We went to a café.
- And what did you do then?
- We went for a walk.
- Where to?
- We walked home. We saw Mr. Roberts on our way, but he didn't see us.
- Didn't he?
- No, he didn't. He's always deep in thought.
- I'm not surprised. He's a professor.

Ex. 8. Express the idea of a past action, using the following proverbs in short situations.

1. Absence makes the heart grow fonder.
2. The appetite comes with eating.
3. God helps those who help themselves.
4. Two heads are better than one.
5. There is no smoke without fire.

Ex. 9. Read the following story and reproduce it.

Misunderstood

Two Englishmen, when in Spain, came into a small restaurant to have their lunch. Neither of them spoke Spanish, nor did the waiter speak English. The Englishmen wanted to order some milk. They pronounced the word several times, they spelled it, they drew it with their fingers on the table. All in vain, the waiter didn't understand them. At last it occurred to one of the Englishmen to draw a cow. He took out his notebook and pencil and drew a cow. The waiter smiled, nodded in approval and rushed out of the room. In a quarter of an hour he came back panting and put in front of his clients two tickets for a bullfight.

The Future Indefinite Tense

Ex. 1. Explain the use of the future indefinite tense in the following sentences. Make them negative and interrogative. Put special questions to the words in bold type.

1. There will be **a discussion** at our club **tonight**.
2. **All the students will take an active part** in it.
3. It will be warm **on Sunday**.
4. I'll get up **in a minute**.
5. **They** will come back **soon**.
6. **Soon summer** will come.
7. **You** will get soaked to the skin.

Ex. 2. Use the future indefinite instead of the infinitives in brackets.

1. I (to come round) tomorrow night. 2. It (to be) easier when you get away. 3. We (not to see) one another every day. 4. They (to wonder) where I am. 5. It (not to do) Tony any real harm to wait. 6. You (not to sit down)? 7. The necessary papers (to reach) you in due course. 8. He certainly (to find) it out for you.

Ex. 3. Comment on the use of the present indefinite and the future indefinite.

1. I think you will be cold if you don't put on your hat and coat. 2. Jim is afraid that his mother will send him to bed as soon as the clock strikes 9, and the match begins at half past nine. 3. If we run in the rain, we shall get wet through. 4. If we wait until the rain stops, we shall be late for our classes. 5. She will never know about it, unless somebody tells her about it right now. 6. He will call you as soon as he finishes his work. 7. If it gets dark we shall lose our way.

Ex. 4. Use the present indefinite or the future indefinite instead of the infinitives in brackets.

1. I (not to mention) it unless he (to do). 2. You go home and if we (to see) Tommy we (to tell) him. 3. Within a week you (to agree) with me. 4. When it (to come) to an end it (to be) a wonderful experience for him. It really (to make) a man of him. 5. I (not to work) any more today. I (to stay) with you. 6. You just stay there until I (to tell) you, my girl, and I (to clean up) the house. 7. If you (to wait) ten minutes, I (to run) both of us round in the car. 8. Now I (to tell) you a secret if you (to promise) not to tell anyone.

Ex. 5. Respond to the statements, confirming them, using the future indefinite tense.

Model: – We'll have a good rest on the bank of the river.
– Certainly, we shall. The weather will be fine, according to the weather forecast.

1. We'll travel to the South this summer. 2. There will be a storm soon. Look at the clouds. 3. They'll go to the country on Sunday. 4. We'll live in the country-house in summer. 5. Children will have the longest holidays in summer. 6. We'll go to the skating-rink today. 7. It will rain soon.

Ex. 6. Ask your fellow-student:

if s/he will go home by bus or in a taxi today;
if s/he will read the book in class or at home;

if s/he will go to the theatre or to a concert this Sunday;
if it will rain tomorrow;
if the winter will be frosty;
if s/he will stay at the University after lectures.

Ex. 7. Express the pure future, speaking about summer and winter.

1. Summer, to spend one's holidays at the seaside, to travel by air, to swim and bathe, to lie in the sun, to be fond of mountaineering, to make friends with somebody;
2. Winter, to be covered with clouds, to snow heavily, about 15 degrees of frost, to freeze over, to have a wonderful time on Sunday, to enjoy skating and skiing.

Ex. 8. Act out a conversation, using the present indefinite in the adverbial clauses of time and condition and the vocabulary of the text below.

- What nasty weather we are having today! It's raining heavily, and it's rather cold too. You will get through if you go out now.
- Well, it doesn't matter. I'm not afraid of rain. I like rainy weather. It's ever so nice to walk in the rain with your raincoat on.
- Myself I prefer sunny days. It's wonderful to be out of town on a fine warm day.
- Of course, it is.
- Don't go now. I don't think it'll rain long. Wait till it stops if you are in no hurry.
- All right.

Ex. 9. Translate.

1. Drīz iestāsies ziema, un bērni brauc ar slēpčēm, ar slidām, pikosies, veidos sniegavīrus.
2. Rīt kiūs siltāks. Temperatūra celcies līdz +20°C.
3. Ja nelīs, mēs brauksim uz laukiem.
4. Es nezinu, vai rīt būs labs laiks, bet ja būs silts, mēs obligāti brauksim uz mežu.
5. Interesanti, vai mūsu grupas studenti piedalīsies koncertā. Īoti daudzi no viņiem dzied un dejo.
6. Es tev palīdzēšu, tiklīdz pabeigšu šo rakstu.
7. Ja tu cīfīgi strādāsi, tu nokārtosi visus eksāmenus.
8. Tiklīdz atnāks pavasaris, viss mainīsies.

Ex. 10. Express the idea of future action, using the following proverbs in short situations.

1. Out of sight, out of mind.
2. First think then speak.
3. Every bird likes his own nest.
4. It never rains but it pours.
5. As a man sows, so shall he reap.
6. If you run after two hares, you'll catch neither.

Ex. 11. Read the story and reproduce it.

Mr. Brown is very proud of the telephone he has at home. Once being in his office he says to his friend, Smith by name, "I tell you, Smith, this telephone business is a wonderful thing. I want you to dine with me this evening. I shall call my wife and tell her to expect you". He speaks over the telephone, "My friend Smith will dine with us this evening". Then he gives the receiver to Smith and says, "Now listen and hear how distinctly her reply will come back". Mrs. Brown's reply comes back quite distinctly, indeed, "Ask your friend Smith if he thinks we keep a hotel".

The Present Continuous Tense

Ex. 1. Explain the use of the present continuous tense in the following sentences. Make them negative and interrogative. Put special questions to the words in bold type.

1. **We** are having **breakfast** now. 2. It is snowing **hard**. 3. **They** are talking about **their life** and **studies**. 4. **She** is wearing a **new dress**. 5. **Robert** is playing chess with **his father**. 6. **All the guests** in the room are listening **to the music**. 7. **They** are meeting their friends at the airport **tomorrow morning**. 8. **I** am going **to the reading hall** to get ready for my grammar test. 9. **He** is always phoning his friends **late at night**.

Ex. 2. Complete the following sentences.

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

1. She can't hear me very well because (to make a lot of noise). 2. I can't walk very far because (to wear high-heeled shoes). 3. He can't phone her at the moment because (to sleep). 4. You can't see Tom at the moment because (to have a walk). 5. I can't come up to him now because (to speak). 6. I can't hear the phone because (to listen to the radio). 7. She can't help you now because (to cook dinner). 8. My friend can't come because (to leave for London) tomorrow.

Ex. 3. Express a contrasting idea.

1. Mike is playing football, and Judy ... 2. Mother is cooking the dinner, and her daughter ... 3. Little Lizzy is playing with her cat, and her brother ... 4. My granny is knitting, and my aunt ... 5. The children are drawing on sheets of paper, and their teacher ... 6. I am washing up, and my husband ... 7. The boys are eating sandwiches, and the girls ... 8. The women on the stage are wearing white blouses with long black skirts, and the men ...

Ex. 4. Ask your fellow-student:

if his/her brother is doing his/her lessons at the moment, or whether s/he is watching TV;
if s/he is graduating from the University this year;
if s/he is staying away from classes tomorrow;
if the weather is going to change soon;
what s/he is going to do after classes;
where s/he is hurrying;
why s/he is putting on her/his warm winter coat;
what s/he is taking with her/him for the week-end;
why s/he is going shopping.

Ex. 5. Answer the following questions, giving your reasons.

1. What are you doing tomorrow evening? 2. Where are you spending the weekend? 3. Who is spending the weekend with you? 4. When are the guests arriving? 5. Why are you going to bed early tonight? 6. Where are you going shopping? 7. Who are you going shopping with? 8. When are you coming back?

Ex. 6. Translate.

1. Paskaties pa logu. Man liekas, ka list lietus. 2. Kur ir mamma? – Virtuvē. – Ko viņa dara? – Gatavo vakariņas. 3. Ģajā fotogrāfijā jūs redzat daudz cilvēku. Viņi stav uz ielas un gaida savu iemīļoto mākslinieku. 4. Tā ir mazā Nellija. Viņas vecāki ir aizbraukuši, un pašlaik viņas vecākā māsa viņu pieskata. 5. Manam vectēvam patīk strādāt dārzā. Lūk, arī tagad viņš pīauj mauriņu, bet pēc tam laistīs ziedus. 6. Mans sapnis ir kļūt par čempionu tenisā. Tagad es gatavojos starptautiskām sacīkstēm. 7. Ģodien mēs piedēmam viesus, tāpēc tagad es uzklāju galdu. 8. Nākoģajā nedēģiā mēs atģimģjam mana tģva dzimģanas dienu. Viņam paliek 50 gadi.

Ex. 7. Read the story and retell it.

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

Ex. 8. Act out the conversation, using the construction *to be going to* and the vocabulary of the text below.

- I'm going to change my way of life.
- Change your way of life?

- Yes, I'm **going to** eat less and take long walks.
- Are you really?
- I'm **going to** have only three meals a day and take some other radical steps.
- Radical steps?
- Yes, I'm **going to** work in my garden and help my mother with the housework.
- That's wonderful. When **are you going to** start?
- I'm **going to** think about it the day after tomorrow.

Ex. 9. Express the feeling of irritation and criticism by means of the present continuous, transforming the following sentences.

- Model:
- Pete makes a lot of mistakes in his tests all the time.
 - Pete **is** always **making** a lot of mistakes in his tests.

1. My neighbour is a great cinema-goer. She goes to the cinema very often.
2. She is fond of music. She plays the piano all the time.
3. His hobby is gardening. He works in his garden too much.
4. She is fond of dancing. She dances all the night through.
5. She is not a hard-working girl. She doesn't do her homework sometimes.
6. I don't think she is quite well. She talks about her health for hours.

Ex. 10. Express the idea of an action taking place at the given period of time or express intention, using the following proverbs in short situations.

1. Actions speak louder than words.
2. It's never too late to learn.
3. As you make your bed, so you must lie on it.
4. A drowning man will catch at a straw.

Ex. 11. Comment on the use of the present indefinite and the present continuous.

1. I never talk when I am working, and never listen either.
2. Can't you see that he's laughing at you?
3. I'm staying right here until she's out of trouble.
4. He's going to America as soon as he gets his job permit.
5. You are always dozing when there is something unpleasant to face.
6. She is always telling me what she does in her spare time.

Ex. 12. Use the present indefinite or the present continuous instead of the infinitives in brackets.

1. I (to look) for Tommy. Have you seen him?
2. You often (not to see) her now, do you?
3. You (to joke), Philip? – No, Father, I (not to joke).
4. I am certain to know all about it when I (to get) his letter.
5. On his way he

generally (to meet) many children who (to go) to school. 6. I (to act) in this case solely in your interest. 7. The old saying came back to him, 'A man's fate (to lie) in his own heart'. 8. His dog always (to attack) strangers!

Ex. 13. Translate into English, using the present indefinite or the present continuous.

1. Netrokðoojiet gaiteni. Studenti karto eksâmenus. 2. Paskaties, cik spilgti spîd saule. 3. Pagaidiet mazliet, viòì paðlaik çd vakariòas. 4. Es nesaprotu, par ko viòì runâ, tâ kâ viòì runâ ioti klusi. 5. Rudenî putni aizlîdo uz siltajâm zemçm, bet pavasarî atgrieðas atpakai. 6. Rîtdien mçs ejam uz teâtri. 7. Vilcieni atiet un pienâk precîzi pçc saraksta. 8. Iesim uz peronu, vilciens pienâk pçc 5 minûtçm.

The Past Continuous Tense

Ex. 1. Explain the use of the past continuous tense in the following sentences. Make them negative and interrogative. Put special questions to the words in bold type.

1. **Steve** was doing **his English homework** the whole day yesterday. 2. **They** were expecting some guests **last Tuesday evening**. 3. **They** were discussing **the new film** the whole evening. 4. **We** were listening **to the radio** yesterday morning. 5. **I** was always forgetting **the simplest things** in the exams. 6. **He** was always **putting off** some difficult work to the very last moment. 7. **She** was always **smiling**, so we couldn't take her seriously. 8. While my friend was listening to the text in the lab, **I** was reading an English book **in the library**.

Ex. 2. Refer the action to the past.

Model: At the moment he is taking an exam in English (prepare for).

At this time yesterday he was preparing for his exam in English.

1. At the moment the guide is showing the English tourists the sights of our town (to take the tourists to the museum). 2. At the moment my fellow-students are preparing for their test reading in phonetics (to give a talk). 3. At the moment my parents are having a walk outside (to watch TV). 4. At the moment my friend is speaking over the telephone (to write a report).

Ex. 3. Say what you were doing at a certain moment in the past. Use the past continuous.

1. What were you reading when your friend came to see you? 2. What game were you playing when we stopped to watch you? 3. What happened when you were taking your entrance exams? 4. What did you see

while you were walking about our town? 5. Who were you waiting for when I saw you yesterday? 6. What were you listening to while we were talking in small groups? 7. What were you revising when the teacher came in? 8. What were you doing while the guests were dancing?

Ex. 4. Ask your fellow-students:

- what report s/he was making when you entered the room;
- what s/he was doing while her/his mother was cooking in the kitchen;
- why s/he was hurrying to the University when you saw her/him;
- what time was s/he taking her/his exam in German yesterday morning;
- why s/he wasn't doing anything in the classroom while her/his fellow-students were translating a new text;
- with whom s/he was practising the intonation patterns while you were writing a composition.

Ex. 5. Translate.

1. Vakar mana māsa spēlēja klavieres visu vakaru. 2. Pārtraukumā mēs viodu gaidījām, bet viņa neatnāca. 3. Jūsu grupas studenti spēlēja tenisu sporta laukumā, kamēr jūs trenējāties sporta zālē. 4. Viņa skatījās interesantu pārraidi, kad kāds pieklauvēja pie durvīm. 5. Es zinu precīzi, ka pulkstens 8 viņš strādāja nevis ofisā, bet mājās. 6. Visu laiku snīga, un mēs nevarējām braukt ar slidām. 7. Viņš visu laiku uzdeva jautājumus, uz kuriem bija grūti atbildēt. 8. Viņi vienmēr pielaida daudz kiūdu rakstu darbos.

Ex. 6. Respond to the remarks, using the past continuous.

1. Why didn't you want to share the room with Susan? (to talk about her health). 2. Last winter the weather was awful (rain). 3. When a boy, Ted was naughty (to talk back). 4. Alec again failed in French last term (to put things off). 5. Nick didn't pass a single exam last term (to idle away one's time). 6. She made good progress in English (to work hard).

Ex. 7. Read the stories and reproduce them.

1. Yesterday Alice **was staying** home all day. When she got up in the morning she felt ill and decided not to go to school. At about 10 o'clock she felt better, but then it was too late to go to school. It **was thawing** and she didn't want to go outdoors. Her friends were all at school. They **were** all **having** their lessons. She had no one to talk to. After school Sam stopped at her house to give her the homework and find out how she **was feeling**. She told Sam that she **was feeling** terrible because she was very lonely. Sam **was not planning** to stay at her house very long, but she was lonely, so he spent the whole evening with her.

2. Eddie was naughty, and his mother punished him. When his father came home, Eddie **was sitting** in a corner of the room and **crying**. The anxious father asked him, "What's the matter with you, my son?" Eddie wiped his tears and answered, "Nothing much, daddy. I have only had a quarrel with your wife".

Ex. 8. Express the idea of an action taking place at a certain moment in the past, using the following proverbs in short situations.

1. First think then speak. 2. Good clothes open all doors. 3. So many men, so many minds. 4. Slow but sure. 5. Soon learnt, soon forgotten.

Ex. 9. Use the past indefinite or the past continuous instead of the infinitives in brackets.

1. We (to walk) in silence for a long time. Nobody (to want) to speak. 2. We (to walk) in silence when he suddenly (to ask) me if I (can) help him. 3. He (to wait) there for half an hour, but nobody (to come). 4. I just (to have) breakfast when the telephone (to ring). 5. I (to speak) to her several times, but she (to read) and (not to hear) me. 6. Ann (to drop) two cups while she (to wash) up last night, but neither of the cups (to break). 7. The old man, who (to sit) on the bench beside me (to keep) silent for some time. 8. Robert and Tom (to talk) on the staircase as I went down.

Ex. 10. Translate the following sentences using the past indefinite or the past continuous.

1. Kad es atnācu, viõi pusdienoja. 2. Kad mçs vizinājamies ar slçpçm, sāka snigt. 3. Vakar viõð bija aizðemts visu vakaru, viõð remontçja televizoru. 4. Bija zināms, ka delegācija ierodas nākamajā rītā. 5. Es veselu mçnesi ciemojos pie savas draudzenes Rīgā. 6. Viõð man pateica, ka drīz aizbrauc no Londonas.

The Future Continuous Tense

Ex. 1. Explain the use of the futute continuous tense in the following sentences. Make them negative and interrogative. Put special questions to the words in bold type.

1. **We** shall be lying **in the sun**, bathing, boating, fishing, picking flowers all day long. 2. It will be raining **hard in about ten minutes**. 3. When you return with your basket full of mushrooms **we** shall be having **lunch**. 4. By this time tomorrow **we** shall be travelling **by car** to the seaside. 5. **During our holidays** we shall be skating and skiing. 6. **He** will be having **a wonderful time** in the summer camp next June.

Ex. 2. Complete the following sentences by using the future continuous.

1. At this time the day after tomorrow I ...
2. For a few hours tomorrow we ...
3. Next Sunday between two and four o'clock we ...
4. In a few days I expect he ...
5. For three weeks next term we ...
6. In about twenty minutes she ...

Ex. 3. Ask your fellow-student:

- if s/he will be staying at your friend's for another fortnight;
- if s/he will be going for a picnic lunch at 7 o'clock tomorrow;
- if it will be pouring for at least half an hour;
- what s/he will be wearing if s/he is caught in a thunderstorm;
- what s/he will be doing if it is raining all day long tomorrow;
- what s/he will be thinking about after her/his journey.

Ex. 4. Respond to the statements, using the future continuous and one of the suitable adverbials: all afternoon, for the next few weeks, next month, in a few days, all day long, by that time next month, etc.

- Model:
- Peter is going to call for Ann on his way to the lake. But she won't join him, I am sure.
 - Oh, it's clear as day. She'll be helping her grandfather in the garden all day long. Gardening is her hobby.

1. It's harvest time. The farmers will be busy in the fields for the next few weeks.
2. Nick is going to see his aunt who lives in the country.
3. There's a spell of sunny warm weather in our region now. But the climate in Britain is changeable.
4. Winter is coming. I like this season for there are a lot of sunny frosty days in winter.
5. My favourite season is winter. It is freezing harder and harder from day to day. The ponds are frozen over.
6. Spring is coming. Everything is going to change soon.

Ex. 5. Act out a conversation, using the future continuous and the vocabulary of the text below.

- Tomorrow I'll be flying to Italy and you'll **be working** at the office, looking at the rain outside and envying me.
- No, I won't. I'll **be having** a good time, too.
- Will you really?
- Yes, I'll **be enjoying** playing table tennis and chatting with friends. When **will you be coming** back?
- In a few weeks probably. I'll send you a postcard from Rome, anyway.

Ex. 6. Translate using the future continuous or the future indefinite.

1. Man ir jāiet, mâte mani gaidīs. 2. Paliec ar mani vçl mazliet. Mçs drīz dzersim tçju. 3. Mçs dzersim kafiju pçc pusdienâm, kâ parasti. 4. Viðð driz atkal atnâks mūs apciemot. Es viðam to pajautâðu, ja jūs vçlaties. 5. Mçs çðisim vakariðas pçc kâdâm divdesmit minûtçm. Neaizejiet. 6. Putni aizlidos uz dienvidiem pçc pâris dienâm. 7. Tu nebûsi vientuia, Anna. Es vienmçr apciemoðu tevi un stâstīðu interesantus stâstus. 8. Ja viðð aizbrauks uz ilgu laiku, viða ioti skums bez viða.

Ex. 7. Read the story and reproduce it.

A London policeman stopped a girl crossing the street at the wrong place and said, "My dear young lady, you'll be **getting** flowers, and you won't be able to smell them".

Ex. 8. Express the idea of an action, which will be going on at a definite moment in the future, using the following proverbs in short situations.

1. Everything is good in its season.
2. Good health is above wealth.

The Present Perfect Tense

Ex. 1. Explain the use of the present perfect tense in the following sentences. Make them negative and interrogative. Put special questions to the words in bold type.

1. **My dream** has come true. I am a student now. 2. **We** have celebrated **the anniversary** of the foundation of our University. 3. **They** have received a new flat **lately**. 4. **We** have been friends **since childhood**. 5. **She** has taught **children** for ten years already. 6. **You** have done your work **very well**.

Ex. 2. Ask your fellow-student:

- if s/he has been to Germany;
- if s/he has ever travelled in the Alps;
- if s/he has ever spoken to an Englishman;
- if s/he has been to any museum for the last 5 years;
- how long they have known each other;
- why s/he hasn't been home for a month.

Ex. 3. Respond, using the present perfect.

- Model: – I want to collect your notebooks with the homework. You **haven't done** it. Why?
– I'm sorry, but I **have done** it orally.

1. You've come to see your friend. He is out. What will his mother say?
2. You are going to see a new film. You invite your friend to go with you. But s/he doesn't want to. What will s/he say?
3. You are going to listen to a new song. But your friend can't give you the cassette with it. What will s/he say?
4. You ask your friend why his/her pronunciation is so good. S/he can read any text with correct sounds and intonation. What will s/he say?

Ex. 4. Translate.

1. Es nekad neesmu braukusi ar metro. Mūsu pilsētā nav metro.
2. Kaut kas ir noticis ar televizoru. Tas nedarbojas. Tu vari to izlabot?
3. Māte tikko sagatavoja tēju un sviestmaizes. Pašlaik mēs brokastojam.
4. Viņa ir izmazgājusi veļu un sakopusi dzīvokli. Tagad viņa atpūšas.
5. Neesmu tevi redzējis simts gadus. Kur tu biji visu šo laiku?
6. Es esmu tikko atbraucis no Anglijas.
7. Pārtulkojiet šo tekstu pēc tam, kad iemācīsieties visus nepazīstamos vārdus.
8. Es varu iedot tev šo romānu tikai pēc tam, kad pabeigšu to lasīt pats.

Ex. 5. Read the story and retell it, using the present perfect.

The train is very crowded. People are looking for vacant seats. Suddenly a man sees one, with a briefcase, lying on it.

"Is this seat vacant?" he asks the man sitting beside the briefcase.

"No, it isn't. It's my friend's. He **has just gone** to get a paper".

"Well, I'll sit here until he comes back".

Few minutes pass and the train is just about to leave.

"Your friend will miss the train if he doesn't hurry".

"Yes, I'm afraid so".

When the train starts, the man who has been looking for a vacant seat, takes the briefcase and throws it out of the window, saying, "Your friend **has missed** the train, he will certainly need his briefcase".

The other man tries to catch the briefcase, but in vain. It's his, and the seat next to him is vacant. He wants to be comfortable, and he gets what he **has deserved**.

Ex. 6. Speak about Steve Smith, using the suggested combinations of words and the present perfect tense.

1. since last year, to become a student, to work hard, to make good progress;
2. something has gone wrong, to have a look, to put it right, to switch it on;
3. for ten years, to work in a company, to be a good specialist, to have lots of friends.

Ex. 7. Use the past indefinite or the present perfect instead of the infinitives in brackets.

1. How long you (to know) him? – I (to know) him since 1985. 2. He (to live) in Poland for two years and then (to go) to the USA. 3. When he (to arrive)? – He (to arrive) at 2 o'clock. 4. I (to read) this book when I was at school. 5. I can't go with you as I (not to finish) my work. 6. You (to have) dinner yet? 7. The performance (to begin) at 7 o'clock and (to last) for 3 hours. 8. The lecture just (to begin). You are a little late. 9. We (to miss) the train. Now we'll have to walk. 10. You (to see) her on Monday.

Ex. 8. Translate into English using the present perfect or the past indefinite.

1. Kad viņi aizbrauca? – Tieši nezinu. Es nebiju mājās. 2. Tu redzēji viņu šodien? – Jā, viņš paziņoja man labas ziņas. 3. Ģajā nedēļā man gandrīz nebija laika, lai pārlūkotu avīzi. 4. Es viņu neredzēju trīs nedēļas. Mēs sastrīdējāmies. 5. Šodien mēs pusdienojām restorānā kopā. 6. Es agrāk pazinu tavu tēvu. Bet mēs neesam sastapušies daudzus gadus. 7. Kad tas notika? – Tikko. Bet es pats neko neesmu redzējis. 8. Ko tu teici? – Es teicu, ka neko nezinu par to. Pirmo reizi par to dzirdu.

The Past Perfect Tense

Ex. 1. Explain the use of the past perfect tense in the following sentences. Make them negative and interrogative. Put special questions to the words in bold type.

1. **The sun** had appeared **in the sky** before they left. 2. When he got home after classes, **his sister** had gone **to bed**. 3. **Mary** had taught **English** at school for two years before she left. 4. **The lesson** had already lasted for **fifteen minutes** when I entered the classroom. 5. Tom said **he** had missed **two classes** since the beginning of the second term. 6. **I** had known her for **five years** before we parted.

Ex. 2. Combine the following sentences with the help of the conjunctions *after, when, before, as soon as*, using the past perfect.

Model: Irene's mother cooked dinner. Irene came home soon (before).
Irene's mother had cooked dinner before Irene came home.

1. Mary had her breakfast. Then the clock struck 8. (before). 2. James listened to the latest news. Then he went downstairs to the recreation room. (before). 3. Mary dusted the furniture in her flat. Soon she felt tired. (after). 4. Mrs. Smith laid the table for supper. The family sat down to table to have

it. (after). 5. John's sister began to knit a sweater for him. Then John came home. (when). 6. Nelly introduced her sister Helen to us. Helen joined our company. (as soon as).

Ex. 3. Transform the following sentences so as to use the inverted word order for the sake of emphasis.

Model: Mrs. Smith **had** hardly **asked** Ann to fetch some more milk from the kitchen when the latter readily brought it.
Hardly **had** Mrs. Smith asked Ann to fetch some more milk from the kitchen when the latter readily brought it.

1. Ann and Bob were hungry. They started for the nearest canteen. They had hardly entered the canteen when they saw their friend Edd at a small table near the window. 2. Mr. Smith had no sooner finished his bacon and eggs than his wife gave him a cup of strong tea. 3. There was a wide choice of dishes on the menu. Ann had no sooner seen clear soup on the menu than she said she was going to take it as it was her favourite soup. 4. They had hardly left the house when it began to rain heavily. 5. We had no sooner opened the door than she rushed out of the room and disappeared. 6. He had hardly begun his speech when the audience interrupted him with stormy applause.

Ex. 4. Complete the following sentences.

1. It had hardly begun drizzling when 2. Hardly had Mrs. Smith come into the garden when 3. Scarcely had the lesson begun when 4. John had no sooner mentioned the picnic lunch when 5. They had scarcely entered the barn when

Ex. 5. Use the past indefinite or the past perfect instead of the infinitives in brackets.

1. Margot (to go) to the door and (to lock) it, and (to return) with the key. 2. He sighed again and again, like one who (to escape) from danger. 3. When the cinema (to be) over they (to go) for a walk across the dark, damp fields. 4. It (to be) all so sudden that for a moment no one (to know) what (to happen). 5. He (to tell) me that they (to be) at the same public school and (to be) friends ever since. 6. At the age of seventy-four he (to be) excited as a boy about his expedition. 7. Near the door he (to see) the man he (to notice) at the station. 8. The house (to be) much smaller than he (to think) at first.

Ex. 6. Translate into English using the past perfect or the past indefinite/continuous.

1. Lai gan stipri nelīdza, bet visu dienu līdza sīks lietuss un līdz vakaram mēģ pilnīgi izmirkām. 2. Viņš bija satricēts, tā kā vilciens tikko aizbrauca. 3. Kad es atnācu mājās, viesnīcā bija jau aizgājuši. 4. Tikko noplaiksniņa zibens un nograuda pērkons, kad sāka pūst spēcīgs vējš, un lietuss sāka līt kā no spaiļa. 5. Tiklīdz putni bija atgriezušies no siltajām zemēm, tie uzreiz sāka vīt līgzdas. 6. Viņš neatstāja pilsētu kopā tā laika, kad uzzināja, ka viss bija beidzies. 7. Toms bija nodarbojies ar sportu piecus gadus, pirms viņš piedalījās starptautiskās sacensībās. 8. Līdz pulkstens deviņiem viņa bija pabrokastojusi un posās doties prom, kad iezvanījās telefons.

Ex. 7. Read the story and retell it.

The Shorter the Better

A well-known English physician hated it when his patients spoke too much about their troubles. He requested them to speak briefly and to the point. A woman who **had burnt** her hand came to consult him. As she knew, that he was very particular in this respect, she did her best to be concise. Showing the doctor her hand she said, "A burn". "A compress", was the doctor's advice. The next day the woman returned and said, "Better". "The same", said the doctor. This **had lasted** for a week and she **hadn't said** more than ten words to the doctor since she burnt her hand. At last she asked about the fee. "None" exclaimed the delighted physician. "I'd like all my patients to be as sensible as you are, madam".

The Future Perfect Tense

Ex. 1. Explain the use of the future perfect tense in the following sentences. Make them negative and interrogative. Put special questions to the words in bold type.

1. I shall have done most of the work **by 7 o'clock**. 2. After we have done 3 years at the University, **we** shall have our **teaching practice**. 3. After I have passed my first exam, **I** shall go **to the country** for a couple of days. 4. **We** shall have made up our minds **what to do** by then. 5. **They** will have got married **by the time you return from abroad**. 6. **He** will have completed **his work** by the time you telephone him.

Ex. 2. Respond, using the verb in the future perfect and *by then*. Expand your responses.

Model: – Will you be able to return from your trip on Sunday?
– Yes, I'll **have been** at home by then. I'll **have done** all the important things in Riga by Sunday.

1. Shall we come round at 8 o'clock? 2. Will you finish the work on Monday?
3. Will they have supper at 6 o'clock? 4. Will she make her new dress for

the party? 5. Will they manage to build the new supermarket if winter comes earlier than usual? 6. Shall we be able to see him if we arrive in time?

Ex. 3. Think what questions you would ask about the following statements.

1. I am going to spend the coming weekend with my friends out of town if the weather is nice. I shall have got everything arranged **by the time my friends call for me**. 2. We shall start early, and **by the time the sun rises**, we shall have reached the suburbs. 3. We shan't have got tired before our trip comes to an end **because we shall have had a lot of rest**. 4. We shall have got home **before it gets dark**. 5. Before we part with our friends, we shall have made plans for **going to the country next Sunday**.

Ex. 4. Translate into English using the necessary future tense.

1. Mēs gaidām ciemiņus. Viņi atnāks tieši pulkstens 5. Uz ūo laiku es būdu sagatavojis visu pusdienām un uzklādu galdu. 2. Jūnija beigās sākas studentu brīvdienas. Uz ūo laiku viņi būs nokārtojuši visus eksāmenus un aizbraukuši uz mājām. 3. Pulkstens astoņos mēs ejam uz kino. Līdz pusastoņiem es pacentīšos padarīt visus mājas darbus, nopirkt produktus veikalā un sagatavot vakariņas. 4. Līdz 23. janvārim mēs jau būsīm nokārtojuši visus eksāmenus. 5. Es esmu pārliecināta, ka līdz tam laikam jūs mani būsiet aizmirsis. 6. Baidos, ka viņš jau būs aizsūtījis vēstuli, kad mēs atnāksim.

Ex. 5. Express the idea of a completed future action, using the following proverbs in short situations.

1. A friend in need is a friend indeed.
2. All's well that ends well.

The Present Perfect Continuous Tense

Ex. 1. Explain the use of the present perfect continuous tense in the following sentences. Make them negative and interrogative. Put special questions to the words in bold type.

1. **They** have been talking about **English traditions** since the beginning of their class. 2. **My friend** has been strictly keeping to **his diet** since his last visit to the doctor. 3. **Mary** has been wishing to become **a teacher** since her childhood. 4. **Since early morning** **Pete** has been reading stories and legends. 5. My parents moved to Canada in 1970. I have been living **in Toronto** since. 6. **Their steamer** has been sailing down the Mississippi **for a fortnight**.

Ex. 2. Combine the two sentences into one by introducing the present perfect continuous.

Model: They began to study the text on Monday.
They are still working at it.
They **have been studying** the text since Monday.

1. My grandmother began to knit this sweater a fortnight ago. She is still knitting it.
2. She came to the language laboratory two hours ago. She is still practising there.
3. Pete bought this light suit a year ago. He is still wearing it.
4. Mary began to press her clothes at 8 o'clock. She is still pressing them.
5. It started raining last Sunday. It is still raining.

Ex. 3. Ask your fellow-students:

- if s/he has been looking forward to travelling around Europe, or whether s/he has been thinking of her/his coming examinations all day long;
- if Helen has been working in the library, or whether she has been preparing meals at home all the morning;
- if his/her mother has been cooking in the kitchen or whether she has been watching TV all the morning;
- if Edward has been repairing the iron, or whether he has been looking through the newspapers all the day long.

Ex. 4. Answer the questions, using the present perfect continuous.

Model: – Going for a walk is out of the question. There are a lot of puddles and the roads are muddy. **Has it been raining** hard?
– Certainly it has. It **has been raining** so hard that you can't go for a walk now unless you want to catch a cold.

1. Autumn is harvest time. The farmers look tired. Have they been bringing in grain?
2. Your lips and hands are so black. Have you been eating blackberries?
3. You look so fresh and sunburnt. Have you been swimming and lying in the sun?
4. You look so happy. Where have you been spending your summer holidays?
5. Ted looks so tired and pale. What has he been doing?
6. Ted's mother is upset. Has she been speaking to Ted's teacher?

Ex. 5. Translate into English.

1. Mēs zinām šo dialogu no galvas. Mēs klausījāties to daudzas reizes nedēļas laikā. 2. Viņš izskatās vesels un spēcīgs pēc vasaras brīvdienām. Viņš peldējās upē, sauļojās un visu laiku spēlēja futbolu. 3. Viņas referāts ir ļoti labs. Viņa to gatavoja veselu nedēļu. 4. Viņam ir laba izruna. Viņš daudz praktizējās fonolaboratorijā visa semestra laikā. 5. Padejosim. – Piedod, bet es piekusu. Es deju visu vakaru.

Ex. 6. Read the story and reproduce it.

Too Much and Too Little

Two middle-aged friends haven't seen each other for ages. One of them has become particularly thin, the other very fat. At first they don't recognize each other. At last one of them exclaims, "Why! It's Dick! I'm sure you **have been fasting** ever since I saw you last". "As for you", replies the other, "I am afraid you **have been doing** nothing but eating ever since".

Ex. 7. Use the present perfect or the present perfect continuous instead of the infinitives in brackets.

1. You (to pass) your exam in English literature? 2. I (to try) to learn English for years, but I (not to make) good progress yet. 3. That book (to lie) on the table for weeks. You (not to read) it yet? 4. I (to wait) here for her since 7 o'clock and she (not to come) yet. 5. I (to think) about you all day. 6. He never (to be) here before. 7. I can't help being angry with you; you (to sit) here all the time and doing nothing. 8. I (to know) her all my life and we always (to be) good friends.

The Past Perfect Continuous Tense

Ex. 1. Explain the use of the past perfect continuous tense in the following sentences. Make them negative and interrogative. Put special questions to the words in bold type.

1. **By last year** he had been studying English for three years. 2. He had been eating **for ten minutes** when his friend called to pick him up. 3. **We** had been working **for three hours** before we stopped for a meal. 4. **She** had been working **hard** since she came. 5. **John** got tired as he had been hunting **since early morning**. 6. Ted had been doing sports for **a year** before he joined the sports club.

Ex. 2. Combine the sentences, using the past perfect continuous.

Model: Tom travelled abroad for a year. Then he returned home.
Tom had been travelling abroad for a year before he returned home.

1. The children walked along the beach for a short time. Then they chose a nice place. 2. The family prepared everything for their departure for some hours. Then they started for the station. 3. We watched television for an hour and a half. Then I turned it off. 4. He lay in the sun for an hour. Then he went for a swim. 5. Roger swam in the sea for half an hour. Then his sister asked him to swim ashore.

Ex. 3. Ask your fellow-student:

- if s/he had been walking in the park for a long time when you met her/him there;
- what s/he had been doing since morning before you called on her/him;
- what s/he had been discussing for a little while before you entered the room;
- if s/he had been playing chess or the guitar for a little while before you called on him/her.

Ex. 4. Respond, using the past perfect continuous.

1. When Nelly saw me, she was surprised. 2. Tom said he had a lot of things to tell us. 3. When I entered the hall, I saw some of our students there. 4. Last night I met Pete. He looked very tired. 5. They were glad when you joined them. 6. I rang you up last Sunday. But you were out. 7. When I passed you, you didn't notice me. 8. When he returned from the South, he was brown.

Ex. 5. Translate into English, using the past indefinite or the past perfect continuous.

1. Mçs zinâjâm, ka Toms spçlç tenisu jau 3. gadus. 2. Viõi bija pavadijusi Londonâ divas dienas, kad nolçma apmeklçt Nacionâlo galerçju. 3. Ârâ bija diezgan auksts. Ass ziemeiu vçjð pûta jau vairâkas dienas. 4. Mçs gaidijâm viðu vairâk par stundu, bet viød neieradâs. 5. Kad mçs atbraucâm uz Maijami, mçs negaidot sastapâm senus draugus. Viõi ioti labi iedega, tâ kâ atpûtâs dienvidos no mçneða sâkuma.

Ex. 6. Read the story and reproduce it.

A certain king liked to write verses, which he himself thought perfect. The people to whom he showed them praised them to the skies. One day the king showed his verses to a learned man, who found them poor and told the king about it. This made the king so angry that he sent his critic to prison. The man **had been staying** in prison for some time when the king decided to pardon him and invited him to dinner.

Again he showed him his verses and again asked what the man thought of them. The learned man turned to the soldiers who **had been standing** near him since the beginning of the dinner and said in a loud voice, "Take me back to prison, friends".

Ex. 7. Express the idea of an action begun in the past and continued into the moment of speaking, using the following proverbs in short situations.

1. To make both ends meet. 2. Too much of a good thing is good for nothing.

The Sequence of Tenses

Ex. 1. Comment on the sequence of tenses in the following sentences.

1. He **remarked** it **was** unkind to forget people in their old age. 2. Roger **admitted** that his best friend Henry **would go** cycling at the coming weekend. 3. Alice **complained** that they **had been quarrelling** since morning. 4. She **promised** she **would have made up** with Roger by lunch time. 5. They **didn't know** that I **had joined** the football team before they **did**. 6. I **understood** that he **had been waiting** for me since he got two tickets for the performance.

Ex. 2. Transform the sentences, using the suggested introducing verbs. Observe the sequence of tenses.

Model: – I hope you remember that we are to start for our hiking tour pretty soon. (to remind).
– He **reminded** me that we **were** to start for our hiking tour pretty soon.

1. Picnics are popular with women and children and some men. (to remark). 2. I didn't spend much time on the beach. (to deny). 3. For weeks we talked of nothing else but our trip to Cyprus. (to tell somebody). 4. I never made my journey to the south by car. (to deny). 5. I'll certainly spend at least a fortnight at the seaside. (to assure somebody). 6. I hope you'll be a help in looking after the children at the seaside. (to remind somebody).

Ex. 3. Translate into English, observing sequence of tenses.

1. Mans draugs man pateica, ka tuvākajā brīvdienā viņš apmeklēs izstādi, ja nekas viņam netraucēs. 2. Mans draugs mani pārliecināja, ka, tiklīdz beigsies lekcija, viņš steigsies uz staciju, lai paspētu uz vilcienu pulkstens sešos. 3. Bija skaidrs, ka tā bija viena no labākām brīvdienām, kuras viņš jebkad pavadīja laukos. 4. Viņš īoti steidzās un teica mums, ka jau bija iesaistījies visas lietas un gaidīs mūs uz perona pēc pusstundas. 5. Viņš teica, ka, kad viņš gatavojas nodarbībām, viņš vienmēr ieslēdz radio. 6. Tāpat teica, ka mes dosimies ceļā, tiklīdz būsīm pabeiguši brokastot. 7. Mums bija maz laika, tā kā mēs devāmies prom nākošajā dienā.

Ex. 4. Read the following stories and reproduce them. Observe the sequence of tenses.

True to Himself

An old businessman on his deathbed was making his will. He **told** his lawyer he **would leave** three thousand pounds to each of his employees

who **had been working** with him for twenty years or more. The lawyer was struck by such generosity. But the old man **said** he **didn't mean** to be generous at all, for none of his employees **had stayed** with him longer than a year. He meant to produce a favourable impression on the public, for he **was sure** it **would look** splendid in the newspapers.

Two Champions

Once a famous boxer went to a restaurant to have dinner. He took off his coat at the door, but he **was afraid** that somebody **would take it**. So he took a piece of paper and wrote on it that the coat belonged to Tom Brown, the famous boxer, and that he **would come back** in a few minutes. He fastened the paper to his coat and went to have his dinner. When he returned, however, his coat was not there, but he found a note in its place, which **said** that his coat **had been taken** by a famous runner, who **would never come back**.

Ex. 5. Reproduce the following dialogue in indirect speech with reference to the past. Observe the sequence of tenses. Vary the introducing verbs.

- I say, Pete. You look very tired.
- Yes, I'm a little tired. I took part in the skiing competition, and it was difficult to ski because it was snowing hard.
- But you used to be fond of skating as far as I remember.
- I like different kinds of sports.
- As for me I prefer summer sports, such as swimming and tennis. It's too cold in winter.
- You say so because you never skied in the country. If you join us next Sunday, you'll enjoy a real skiing trip.
- If you say it's good, I'll try this kind of sport, too.

Passive Voice

Simple Tenses

Ex. 1. Comment on the use of the passive voice.

1. She was greatly impressed by the size and beauty of the city. 2. The students of our department are given every opportunity to master the language. 3. Don't worry, your grandmother will be well looked after. 4. The weather forecast will be broadcast in a few minutes. 5. Soon the ship was lost sight of. 6. Your suggestions are never objected to. 7. We were sure that their plan wouldn't be fulfilled.

Ex. 2. Explain why the doer of the action is mentioned in the following passive constructions.

1. I was lent the book by a friend. 2. I was deeply struck by her beauty. 3. Many valuable pictures were destroyed by the fire. 4. That work was handled by other people. 5. The dam may be broken by a sudden increase in water pressure. 6. The house will be locked up for the summer and it will be looked after by the gardener. 7. The little boat was overturned by a huge wave. 8. His remarkable collection was admired by everybody.

Ex. 3. Express the same idea in the past and in the future.

1. Lots of trees, bushes and flowers are planted in our city every spring. 2. Hundreds of students are taught various specialities at our University. 3. Animals in this zoo are taken good care of. 4. This scientist is highly thought of. 5. These goods are exported to different countries. 6. Multi-storeyed buildings are built in this district. 7. The students are paid their grants at the beginning of the month. 8. The visitors are recommended to attend another museum.

Ex. 4. Ask your fellow-student:

- what video film they were shown last week;
- how often grammar tests are written;
- when our University was founded;
- when its eightieth anniversary was celebrated;
- when its hundredth anniversary will be celebrated;
- who(m) this hostel is inhabited by

Ex. 5. Respond, using the passive simple tense forms.

Model: – We shall celebrate the fiftieth anniversary of the foundation of our school in 2020.
– Oh, that's wonderful. Then it was founded in 1970, wasn't it?
A lot of congratulations will be sent to our school on the occasion, I think.

1. Your friend is a capable student. 2. My sister will graduate from the University next year. 3. Our main subject is the English language. 4. This exhibition made a great impression on you, didn't it? 5. You will pass all your exams at the end of the semester, won't you? 6. You take care of your pets, don't you?

Ex. 6. Read the story and reproduce it in indirect speech with reference to the past.

A Bundle of Sticks

An old man had several sons who were always quarrelling. One day the sons **were called** before their father. A bundle of sticks **was given** to them and they **were ordered** to break it. Each of the sons tried with all his strength, but no one could break the bundle. Then the old man untied the bundle, and each son **was given** one stick. Of course, the sticks **were easily broken**. "My sons", said their father, "if you live in friendship and help each other, you will always be strong and you need not be afraid of any enemy".

Ex. 7. Use the following proverbs in short situations.

1. What is done cannot be undone.
2. Never put off till tomorrow what can be done today.

Continuous Tenses

Ex. 1. Comment on the use of the passive voice.

1. Ann felt that she was being praised. 2. What was being discussed when he came in? 3. We knew we were being looked at. 4. Your words are being taken no notice of. 5. He said he was always being made fun of. 6. What sort of work is being done, I wonder?

Ex. 2. Express the same idea in the past, making all the necessary changes.

1. Today many kinds of fruit are being sold at the market nearby. 2. Fashionable shoes like these are being worn now. 3. This interesting fashion is being followed now. 4. Ann is in the sanatorium now. I'm sure she is being taken good care of. 5. You are being looked at. 6. The work is being done in silence now.

Ex. 3. Ask your fellow-student:

- what is being held in the Assembly Hall now;
- who is being examined in the next classroom;
- what was being built when s/he arrived in the city;
- why s/he is being looked for;
- who s/he is being looked at by;
- what was being listened to when s/he came to the classroom.

Ex. 4. Read the joke and reproduce it in indirect speech with reference to the past.

During the performance at the theatre a man in the pit was much annoyed by a young couple next to him who were talking all the time. The man got angry with them. "Excuse me, but I can't hear a word that is being said". "I like that", exclaimed the talkative young man. "It's no business of yours, sir, what I am telling my wife".

Ex. 5. Express the idea of something being done, using the following proverbs in short situations.

1. Well begun is half done.
2. What can't be cured must be endured.
3. A good deed is never lost.

Perfect Tenses

Ex. 1. Comment on the use of the perfect forms.

1. It appeared that the city had never been ruined like that before. 2. His new novel has been so much talked of for the last month. 3. She had hardly been told the news when she ran out of the room. 4. By that time a new railway station will have been built in the city. 5. Lots of interesting books have been sold today. 6. No decision had been arrived at by the end of the meeting.

Ex. 2. Ask your fellow-student:

- how long this story has been discussed;
- if the article had already been translated by the end of the lesson;
- how many new words will have been learnt by the end of the term;
- by what time all the letters will have been answered.

Ex. 3. Read the dialogue and reproduce it in indirect speech with reference to the past.

Youth: I sent some suggestions telling you how to make your paper more interesting. Have any of my ideas been carried out?

Editor: Did you meet the office boy with the waste paper-basket as you came upstairs?

Youth: Yes, I did.

Editor: Well, he was carrying out your ideas.

Ex. 4. Express the idea of something that has/had been done, using the following proverbs in short situations:

1. To know which side one's bread is buttered on.
2. Rome was not built in a day.

Revision Exercises

Ex. 1. Turn the following active constructions into passive ones omitting all mention of the doer of the action.

1. No one has made any mistake. 2. What do you call it? 3. They asked us to stay a little longer. 4. People have made great progress in electronics. 5. They are discussing the possibility of new negotiations. 6. What books are people reading this year? 7. Someone found the children in the morning. 8. Nobody has ever treated me with such kindness. 9. I'm sure they will look better after him in an army hospital. 10. They gave his little daughter a present. 11. They will show the visitors all the new pictures. 12. They promised the workers higher wages.

Ex. 2. Supply the required passive forms of the verbs in brackets.

1. "Remember I (to pay) by the hour", grumbled the driver. 2. But there were signs that order (to restore) in the town. 3. I (to receive) by one of the chiefs and (to take) for lunch to the canteen. 4. I said we yet (not to teach) anything. 5. On Friday she (to give) two weeks notice at the Works. 6. Ahead of us the port lay in a flood of lights. Two cargo ships (to unload). 7. She (to operate) on at seven o'clock next morning. 8. The scene (to put) an end to abruptly by the arrival of their father. 9. Joe (to try) and (to sentence) to five years in New Caledonia. 10. From where I stood the house (to hide) by lime trees. 11. When I arrived the family were in the sitting-room. Tea (to clear) away and the curtains (to draw). 12. His house was large, and it completely (to furnish) and (to decorate).

Ex. 3. Use the required passive forms in the following short texts:

1. It was now a charming room. The walls (to paint) light blue. The curtains (to draw) and the fire (to light). All the furniture (to dust). The piano (to move) out but a wireless set (to add). On the chest of drawers there was a collection of small presents which (to bring) to the old woman at various times by her children.
2. It was Saturday night and Pete sat watching TV. People (to kill) by the hour on the screen. Policemen (to shoot) in the line of duty, gangsters

(to throw) off roofs, and an elderly lady slowly (to poison) for her pearls, and her murderer (to bring) to justice by a cigarette company after long discussions which (to hold) in the office of a private detective. Villains holding guns (to leap) at by brave, unarmed actors, and ingenues (to save) from deaths by the quick-thinking young men.

Ex. 4. Make up situations of your own using the following common sentence openings in which the verbs are used in the passive voice.

- 1). It is generally agreed that ...
- 2). It is well-known that ...
- 3). It is hoped that ...
- 4). It has been decided that ...
- 5). It has often been questioned whether ...
- 6). It was widely assumed that ...
- 7). It was taken for granted that ...
- 8). It has now been proved that ...
- 9). I thought that it had been clearly understood that ...
- 10). As has been said ...
- 11). As is well-known ...

Ex. 5. Translate the following sentences into English using passive constructions.

1. Tajā laikā krāsos grīdu. 2. Grīda ir krāsota 2 stundas. 3. Augļus novāc rudenī. 4. Ēdo mācību grāmatu lieto skolās. 5. Kāds ir uzminis uz piezīmju grāmatiņas. 6. Annas gultā nav gulčs. 7. Mums lika strādāt labāk. 8. Veikalos tiek pārdotas dažādas preces. 9. Šis jautājums tika rūpīgi pētīts. 10. Mūsu darbs drīz būs pabeigts. 11. Universitātē tiek darīts viss, lai iesaistītu studentus zinātniskajā darbā. 12. Mans brālis tika aizsūtīts uz sanatoriju.

**L. Rumjanceva, B. Kalniņa. Angļu valodas gramatika. II.
"Vingrinājumi". 1. daļa. – Daugavpils: Saule, 2003. – 60 lpp.**

Teksta salicēja: **Tatjana Rumjanceva**
Maketētāja: **Marina Stočka**

Datorsalikums. Parakstīts iespiešanai 2.07.2003. g.
Izdevējdarbības reģ. apliecība Nr. 2-0197.
Formāts 60x90/16; 3,75 iespiedl., 2,7 izdevn. l.
Pasūtījuma Nr. 56. Metiens 300 eks.
Iespēsts DU izdevniecībā «Saule» —
Saules iela 1/3, Daugavpils, Latvija, LV-5400. 2003. g.