

**Міністерство освіти та науки України
Черкаський національний університет
ім. Б. Хмельницького**

Кафедра фонетики та граматики англійської мови

**Дубчак І. П.
Афанасьєва О. С.**

GLIMPSES OF GRAMMAR: THEORETICAL ASPECTS

**Навчально-методичний посібник
з граматики англійської мови
для студентів I курсу**

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Рецензенти:

Старший викладач кафедри фонетики та граматики англійської мови Черкаського національного університету ім. Б. Хмельницького
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*Затверджено на засіданні
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ПЕРЕДМОВА

Посібник призначений для здобуття студентами експліцитних знань з англійської мови – знань про граматику іноземної мови, розуміння її граматичних правил, що сприятиме формуванню граматичної усвідомленості мови, на основі якої будуть формуватися навички й удосконалюватимуться уміння володіння мовою. Запропонований посібник адресовано також викладачам з метою підготовки до занять і роботи зі студентами.

У посібнику представлено граматичний теоретичний матеріал і вправи для його засвоєння з основних тем практичної граматики англійської мови, які вивчаються на I курсі відповідно до Програми Міністерства освіти України для студентів за галуззю знань 0203 Гуманітарні науки, за напрямом підготовки 6.020303 Філологія, за спеціальністю «Мова і література (англійська)»:

- Число іменника (The Number of Noun);
- Присвійний відмінок (The Possessive Case);
- Артикль (The Article);
- Прикметник (The Adjective);
- Прислівник (The Adverb);
- Теперішні, минулі, майбутні часи (Present, Past, and Future Tenses);
- Узгодження часів (Sequence of Tenses);
- Пасивний стан (The Passive Voice)
- Пряма та непряма мова (Direct and Indirect Speech).

Після кожного теоретичного питання розміщено вправи для самоконтролю й самокорекції, що дозволяє закріпити вивчений матеріал і працювати додатково над явищами, що викликають труднощі.

Посібник складається з 13 розділів, які покликані сформувати повне уявлення про курс, що вивчається, і підготуватися до складання іспиту:

- Вступ (предмет вивчення дисципліни, міждисциплінарні

зв'язки);

- Мета та завдання навчальної дисципліни;
- Інформаційний обсяг навчальної дисципліни;
- Перелік теоретичних питань, які виносяться на екзамен;
- Рекомендації по роботі з підручником;
- Навчальний матеріал для підготовки до екзамену;
- Питання для самоконтролю з курсу практичної граматики;
- Система оцінювання;
- Структура екзаменаційного білету;
- Словник-мінімум граматичних термінів;
- Список неправильних дієслів;
- Рекомендована література;
- Рекомендовані практичні завдання для підготовки до екзамену.

Матеріал посібника розташовано у послідовності, визначеній Програмою з дисципліни «Практична граматика англійської мови I курс, денна форма навчання» для студентів за галуззю знань 0203 Гуманітарні науки, за напрямом підготовки 6.020303 Філологія, за спеціальністю «Мова і література (англійська)», з тематикою якої можна ознайомитися у III розділі.

Автори-укладачі висловлюють подяку рецензентам С.А. Аліфановій та Ю.Г. Макаренко за допомогу у підготовці посібника.

ЗМІСТ

Вступ	7
Мета та завдання навчальної дисципліни	8
Інформаційний обсяг навчальної дисципліни	11
Перелік теоретичних питань, які виносяться на екзамен	15
Рекомендації щодо роботи з посібником	16
The Present Indefinite Tense – formation, use	18
Types of questions	21
Nouns used only in the singular. Nouns used only in the plural	24
The Past Indefinite Tense – formation, use	27
The Possessive Case	31
The Future Indefinite Tense – formation, use	35
The Indefinite Article	37
The Present Continuous Tense – formation, use	39
The Present Simple vs The Present Continuous	42
The Definite Article	46
Zero Article	49
The Past Continuous Tense – formation, use	52
The Future Continuous Tense – formation, use	55
The Present Perfect Tense – formation, use	58
The Present Perfect vs the Past Indefinite	61
The Past Perfect Tense – formation, use	63

The Past Indefinite vs the Past Perfect	66
The Future Perfect Tense – formation, use	68
Degrees of Comparison of Adjectives	70
The Present Perfect Continuous Tense – formation, use	73
The Present Perfect Continuous vs the Present Perfect	76
The Past Perfect Continuous Tense – formation, use	78
The Future Perfect-Continuous Tense – formation, use	80
Declarative sentences in the Indirect Speech	82
Interrogative Sentences in the Indirect Speech	84
The Passive Voice	86
Система оцінювання	90
Структура екзаменаційного білета	92
Словник-мінімум граматичних термінів	94
Список неправильних дієслів	96
Рекомендована література	101
Рекомендовані практичні завдання	103
Список використаних джерел	106

ВСТУП

Предметом вивчення навчальної дисципліни є типові граматичні структури, передбачені типовою програмою з англійської мови для університетів студентам 1 курсу, необхідні для формування комунікативної компетентності студентів у найбільш поширених ситуаціях мовлення та в усіх видах мовленнєвої діяльності (аудіюванні, говорінні, читанні, письмі).

Міждисциплінарні зв'язки.

Курс практичної граматики надає безмежні можливості для здійснення широких міжпредметних зв'язків. У процесі вивчення практичної граматики особлива увага приділяється таким дисциплінам як:

- практика англійської мови (теми: “Сім'я”, “ Житло”,” Робочий день”, “Погода”, “Їжа”);

- практична фонетика (теми: “Асиміляція”, “Редукція”, “Основи інтонації”, “Фразовий наголос”, “Інтонація запитання, розповідного, окличного та спонукального речень”);

- українська мова;

- методика (теми: “Засвоєння активного граматичного мінімуму в процесі вивчення вживання англійських часів”, “Засвоєння пасивного граматичного мінімуму в процесі вивчення вживання англійських часів”);

- латинська мова (теми: “Дієслово”, “Граматична категорія стану”, “Система часів інфекта та перфекта”, “Ступені порівняння прикметників”).

МЕТА ТА ЗАВДАННЯ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

1.1. Метою викладання навчальної дисципліни “Практична граматики англійської мови I курс” є засвоєння типових граматичних структур, які необхідні для формування навичок читання, розуміння, перекладу текстів художньої та науково-технічної літератури; діалогічного та монологічного мовлення; уміння правильно використовувати граматичні структури в усному та письмовому мовленні.

1.2. Основними завданнями вивчення дисципліни “Практична граматики англійської мови I курс” є:

I. Формувати та удосконалювати репродуктивні граматичні навички як передумову вміння грамотно висловлювати свої думки в усній та письмовій формі:

- 1) формувати навички та вміння вибирати граматичні структури відповідно до ситуації мовлення (ставити запитання і відповідати на них, висловлювати прохання, подяку і т. д.);
- 2) формувати навички оформлення граматичних структур відповідно до норм англійської мови (морфологічної та синтаксичної систем).

II. Формувати та удосконалювати рецептивні граматичні навички як одну з передумов уміння розуміти думки інших людей в усній та письмовій формі:

- 1) формувати навички сприймання звукового та графічного образу граматичних структур;
- 2) формувати навички розпізнавання граматичних форм та співвіднесення їх з певним значенням з урахуванням п'яти рівнів мовленнєвих одиниць (словоформи, вільного словосполучення, фрази / речення, граматичної єдності та цілого тексту).

III. Сформувати гнучкість (приспосовування до певної ситуації спілкування), автоматизованість (розпізнавання тієї чи іншої граматичної структури за її формальними ознаками, диференціації схожих граматичних структур та співвіднесення їхніх формальних

ознак з певним комунікативним значенням) та стійкість граматичних навичок.

1.3. Згідно з вимогами освітньо-професійної програми студенти повинні **знати:**

- граматичні категорії іменників (число, відмінок), їх утворення та особливості вживання;
- загальне значення артиклів та особливості їх вживання;
- загальні характеристики прикметника, утворення та особливості вживання ступенів порівняння;
- загальні характеристики та утворення прислівників, утворення ступенів порівняння;
- особливості вживання прислівників у порівнянні з прикметниками;
- займенники, їх класифікацію та особливості вживання;
- числівники (кількісні, порядкові), утворення та особливості їх вживання;
- форми та значення деяких модальних дієслів;
- порядок слів в англійському реченні;
- порядок слів у стверджувальному, заперечному та питальному реченні;
- типи питальних речень;
- граматичні категорії дієслова;
- утворення, форми та загальні характеристики часових форм дієслова активного стану;
- особливості вживання часових форм дієслова активного стану;
- загальні характеристики пасивного стану дієслова;
- утворення та особливості вживання часових форм дієслова пасивного стану;
- узгодження часів: загальне правило та винятки;
- особливості перетворення прямої мови в непряму;
- перетворення в непряму мову речень різних комунікативних типів.

вміти:

- вільно вживати різні групи іменників в однині та множині, диференціювати вживання злічуваних та незлічуваних іменників, а також іменників, що вживаються лише в однині або лише в множині;
- правильно вживати артиклі, прикметники, прислівники, займенники, числівники;
- правильно вживати деякі модальні дієслова;

- вільно вживати правильні часові форми дієслова активного та пасивного стану;
- правильно вживати правило узгодження часів;
- правильно перетворювати речення різних комунікативних типів з прямої мови в непряму;
- перекладати вивчені граматичні структури на рідну мову.

На вивчення навчальної дисципліни відводиться 150 годин / 5 кредитів ЄКТС.

ІНФОРМАЦІЙНИЙ ОБСЯГ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Змістовий модуль 1. Структура речення. Неозначені часи дієслова. Іменник.

ТЕМА 1.1. Структура речення. Теперішній неозначений час.

Порядок слів у стверджувальному, наказовому, запитальному реченні.
Типи запитань. Утворення теперішнього неозначеного часу.
Конструкція “there is / are”. Безособове речення.

ТЕМА 1.2. Теперішній неозначений час. Категорія числа іменників.

Вживання теперішнього неозначеного часу. Категорія числа, утворення та вживання іменників в однині та множині. Нетипові випадки утворення множини. Іменники, які вживаються тільки в однині. Категорія роду іменників.

ТЕМА 1.3. Минулий неозначений час. Категорія числа іменників.

Утворення минулого неозначеного часу. Іменники, які вживаються тільки в множині. Число збірних іменників.

ТЕМА 1.4. Минулий неозначений час. Категорія відмінку іменників.

Вживання минулого неозначеного часу. Присвійний відмінок іменника: утворення та випадки вживання. Абсолютна форма присвійного відмінку та її вживання.

ТЕМА 1.5. Майбутній неозначений час. Категорія відмінку іменників.

Утворення та вживання майбутнього неозначеного часу. Речення часу та умови. Подвійний присвійний відмінок: утворення та особливості вживання. Альтернативні способи передачі посесивних відношень: конструкція з *of* та іменник + іменник.

Змістовий модуль 2. Подовжені часи дієслова. Артикль.

ТЕМА 2.1. Теперішній подовжений час. Неозначений артикль.

Утворення та вживання теперішнього подовженого часу. Загальна характеристика неозначеного артикля. Вживання неозначеного артикля у сталих виразах.

ТЕМА 2.2. Теперішній подовжений та неозначений часи.

Різниця у вживанні теперішнього подовженого та неозначеного часів.
Особливості вживання дієслів стану у подовжених часах.

ТЕМА 2.3. Означений та нульовий артиклі.

Загальна характеристика означеного та нульового артиклів, їх вживання.
Вживання означеного та нульового артиклів у сталих виразах.

ТЕМА 2.4. Минулий подовжений та неозначений часи.

Утворення та вживання минулого подовженого часу. Різниця у вживанні минулого подовженого та неозначеного часів.

ТЕМА 2.5. Майбутній подовжений час. Вживання артиклів із різними групами іменників.

Утворення та вживання майбутнього подовженого часу. Порівняння вживання подовжених та неозначених часів, особливості перекладу. Вживання артиклів із різними групами іменників: із власними іменниками, з предикативними іменниками, з назвами днів тижня, місяців, пір року, з назвами хвороб, мов, їжі; з географічними назвами та іншими групами іменників.

ТЕМА 2.6. Прийменник

Загальні властивості. Випадки вживання.

Змістовий модуль 3. Завершені та завершені подовжені часи дієслова. Прикметник. Прислівник.

ТЕМА 3.1. Теперішній завершений час. Займенник.

Утворення та вживання теперішнього завершеного часу. Загальні властивості та класифікація займенників. Вказівні займенники. Питальні займенники.

ТЕМА 3.2. Теперішній завершений та минулий неозначений часи. Особові та присвійні займенники.

Різниця у вживанні минулого неозначеного та теперішнього завершеного часів. Особові та присвійні займенники, їх форми, особливості вживання.

ТЕМА 3.3. Минулий завершений час. Означальні займенники. Взаємні займенники.

Утворення та вживання минулого завершеного часу. Різниця у вживанні минулого завершеного та минулого неозначеного часів. Означальні та взаємні займенники, їх форми, особливості вживання.

ТЕМА 3.4. Майбутній завершений час. Прикметник.

Утворення та вживання майбутнього завершеного часу. Загальні властивості та утворення прикметника та прислівника. Ступені порівняння прикметників.

ТЕМА 3.5. Теперішній завершений подовжений час. Прикметник.

Утворення та вживання теперішнього завершеного подовженого часу. Порядок слів у реченні з кількома прикметниками.

ТЕМА 3.6. Теперішній завершений подовжений та теперішній завершений часи. Порівняльні конструкції.

Різниця у вживанні теперішнього завершеного подовженого та теперішнього завершеного часів. Конструкції для порівняння об'єктів.

ТЕМА 3.7. Теперішні часи. Зворотні, сполучні та кількісні займенники.

Особливості та різниця у вживанні теперішніх часів. Зворотні, сполучні, кількісні займенники, їх форми, особливості вживання.

ТЕМА 3.8. Минулий завершений подовжений час. Прикметники і прислівники.

Утворення та вживання минулого завершеного подовженого часу. Відмінності вживання прикметників і прислівників.

ТЕМА 3.9. Минулі часи. Неозначені та заперечні займенники.

Особливості та різниця у вживанні минулих часів. Неозначені та заперечні займенники, їх форми, особливості вживання.

ТЕМА 3.10. Майбутній завершений подовжений час. Майбутні часи.

Утворення та вживання майбутнього завершеного подовженого часу. Особливості та різниця у вживанні майбутніх часів.

**Змістовий модуль 4. Узгодження часів. Непряма мова.
Категорія стану дієслова.**

ТЕМА 4.1. Узгодження часів.

Особливості вживання правил узгодження часів та винятки.

ТЕМА 4.2. Розповідні речення у непрямій мові. Кількісні числівники.

Розповідні речення у непрямій мові. Утворення та вживання кількісних числівників.

ТЕМА 4.3. Питальні речення у непрямій мові. Порядкові числівники.

Питальні речення у непрямій мові. Утворення та вживання порядкових числівників.

ТЕМА 4.4. Інші типи речень у непрямій мові. Дробові числівники.

Наказові речення, прохання, поради і пропозиції у непрямій мові. Утворення дробових числівників.

ТЕМА 4.5. Активний та пасивний стан дієслова.

Утворення пасивного стану, особливості вживання та перекладу речень у пасивному стані.

ТЕМА 4.6. Складний додаток.

Утворення та особливості вживання складного додатку з інфінітивом. Утворення та особливості вживання складного додатку з дієприкметником.

ТЕМА 4.7. Модальні дієслова *can, may, must*.

Загальні властивості. Модальне дієслово *can*: його значення, форми та еквіваленти. Модальне дієслово *may*: його значення, форми та еквіваленти. Модальне дієслово *must*: його значення та еквіваленти. Майбутній час модальних дієслів.

ПЕРЕЛІК ТЕОРЕТИЧНИХ ПИТАНЬ, ЯКІ ВИНОСЯТЬСЯ НА ЕКЗАМЕН

- 1. The Present Indefinite Tense – formation, use.**
- 2. Types of questions.**
- 3. Nouns used only in the singular. Nouns used only in the plural.**
- 4. The Past Indefinite Tense – formation, use.**
- 5. The possessive case.**
- 6. The Future Indefinite Tense – formation, use.**
- 7. The Indefinite Article.**
- 8. The Present Continuous Tense – formation, use.**
- 9. The Present Simple vs The Present Continuous.**
- 10. The Definite Article.**
- 11. Zero Article.**
- 12. The Past Continuous Tense – formation, use.**
- 13. The Future Continuous Tense – formation, use.**
- 14. The Present Perfect Tense – formation, use.**
- 15. The Present Perfect vs the Past Indefinite.**
- 16. The Past Perfect Tense – formation, use.**
- 17. The Past Indefinite vs the Past Perfect.**
- 18. The Future Perfect Tense – formation, use.**
- 19. Degrees of Comparison of Adjectives.**
- 20. The Present Perfect Continuous Tense – formation, use.**
- 21. The Present Perfect Continuous vs the Present Perfect.**
- 22. The Past Perfect Continuous Tense – formation, use.**
- 23. The Future Perfect-Continuous Tense – formation, use.**
- 24. Declarative sentences in the Indirect Speech.**
- 25. Interrogative Sentences in the Indirect Speech.**
- 26. The Passive Voice.**

РЕКОМЕНДАЦІЇ ЩОДО РОБОТИ З ПОСІБНИКОМ

Ви можете користуватися цим посібником для самостійного вивчення матеріалу або для його повторення. Необхідно пам'ятати, що **систематичне** звернення до цього посібника є запорукою успішного оволодіння граматичним матеріалом.

- Якщо ви самостійно вивчаєте матеріал, необхідно приділяти темі щонайменше 45 хв.
- Якщо ви повторюєте матеріал, приділяйте цьому 10 хв щодня (це краще, ніж 30 хв щотижня).

Отже, плануйте більше часу для вивчення нової теми і менше часу для її повторення.

Матеріали можна також використовувати викладачам для підготовки до занять або викладачам і студентам під час занять.

Користуючись посібником, підтримуйте **мотивацію** до вивчення матеріалу:

- Обирайте тему для вивчення за потребою або за уподобанням, не дотримуючись порядку розташування тем у посібнику.
- Ознайомившись з новою темою, спочатку вивчіть терміни, а потім приступайте до роботи над теоретичним матеріалом.
- Читаючи теоретичний матеріал з прикладами, намагайтеся навести власні приклади за аналогією.
- Вивчаючи теорію, користуйтеся різними словниками: для перекладу незнайомих слів, пояснення понять тощо.
- Вивчайте теорію в дії: читайте вголос, виділяйте маркером або підкреслюйте основні положення, записуйте нові лексичні одиниці з теоретичного матеріалу та вправ у словничок для подальшого їх вивчення з метою збільшення словникового запасу, записуйте власні приклади.
- Вивчивши теорію, намагайтеся відтворити її вголос з власними прикладами.
- Опрацювавши теоретичний матеріал, виконуйте практичні вправи з теми для перевірки його засвоєння.
- Користуйтеся теоретичним матеріалом під час виконання практичних завдань з метою уникнення можливих помилок та кращого засвоєння теорії. Виконуючи практичне завдання, намагайтеся пригадати правило, яке пояснить вживання граматичної структури саме в цьому випадку; якщо правило не пам'ятаєте, поверніться до теорії.

- Ви можете спочатку виконати практичні вправи, а потім вивчити теорію і перевірити правильність виконання завдання. У цьому випадку при виконанні практичного завдання краще користуватися олівцем, щоб у разі виявлення помилки, витерти і виправити неправильний варіант.
- Аналізуйте свої помилки – це дасть змогу уникати їх у подальшій роботі.

THE PRESENT INDEFINITE TENSE – FORMATION, USE FORM

Present Indefinite (Simple)

∅ Infinitive (V)

3d person singular – Vs

The affirmative form of the Present Indefinite coincides with the form of the infinitive without the particle “to”. The only exception is the 3rd person singular in which the ending -(e)s is added to the infinitive.

I live in London. She likes tennis.

The negative form of the Present Indefinite is formed by means of the auxiliary verb “to do” in the Present Indefinite, the negative particle “not” and the infinitive of the main verb without the particle “to”.

We don't speak Chinese. He doesn't visit us very often.

The interrogative form of the Present Indefinite is formed by means of the auxiliary verb “to do” in the Present Indefinite and the infinitive of the main verb without the particle “to”.

Affirmative: You go to school every day.

Negative: You do not go to school every day.

 You don't go to school every day.

Interrogative:	Do you go to school every day?	(general)
	Who goes to school every day?	(special to the subject)
	How often do you go to school?	(special)
	Do you go to school or to college every day?	(alternative)
	You go to school every day, don't you?	(disjunctive)
	You don't go to school every day, do you?	
	Don't you go to school?	(negative)

USE

PERMANENT ACTION or STATE

The Present Indefinite is used:

1) for repeated actions, daily routines and habits (things that happen again and again);

*The old man **takes** a dog for a walk every morning.*

*I usually **drive** to work.*

Time Expressions: *always, often, usually, sometimes, every day / week / month.*

2) for permanent actions (things that always happen):

(a) general truths, laws of nature;

*Food **gives** you energy.*

*Paint **dries** quicker in summer.*

*The sun **sets** in the west.*

*The Earth **goes** round the Sun.*

(b) present state: feeling, opinion or relation;

*I **think** it's a good idea.*

*This book **belongs** to my sister.*

*York **lies** on the river Ouse.*

3) for describing actions as they happen:

(a) in a commentary (instant actions);

*Hacker **passes** the ball to Short. Short **moves** inside, but Burley **wins** it back for United.*

(b) in a narration (more direct) and reviews;

*I'm standing outside the bank, and a man **comes** up to me and **grabs** hold of my hand.*

4) for instructions and directions (instead of imperative);

***You sprinkle** some cheese on the pizza and then **you bake** it.
(=**Sprinkle** some cheese on the pizza and **bake** it.)*

5) for actions which are on definite schedule or timetable; only a few verbs are used in this way.

open	begin	finish	arrive	come
close	start	end	leave	return

*The museum **opens** at ten tomorrow morning. Classes **begin** next week. John's plane **arrives** at 6:05 p.m. next Monday.*

EXERCISES

Exercise 1. Underline the correct choice below.

1. The Present Indefinite is used to talk about things that are:

a) generally true

b) happening now

2. It is used to say how often something happens, with words like:
 - a) for, since
 - b) always, sometimes, never
3. It is made like this:
 - a) I / you / we / they take
she / he / it takes
 - b) I / you / we / they takes
she / he / it takes
4. Negatives and questions are made with:
 - a) do, does
 - b) did

Exercise 2. Write down interrogative and negative forms of the following sentences.

1. He plays soccer really well.
2. We like swimming.

Exercise 3. Complete the following sentences.

1. The negative form of the Present Indefinite is formed...
2. The affirmative form of the Present Indefinite coincides ...
3. The only exception is...
4. The Present Indefinite is used for repeated actions, ...
5. The Present Indefinite is used for a) general truths, ... b) present state: feeling, ...

Exercise 4. Analyze the meaning which is rendered by the verb in the Present Indefinite.

1. Popular CDs sell really fast.
2. They go to the cinema every weekend.
3. First you boil meat and then slice it.
4. Copper conducts electricity.
5. She owns a small company.
6. The Moon goes round the Earth.
7. The story begins and ends in Spain. The year is 1937.
8. I often skip breakfast on week-days.

Exercise 5. Answer the questions:

1. How is the interrogative form of the Present Indefinite formed?
2. How is the affirmative form of the Present Indefinite formed?
3. How is the negative form of the Present Indefinite formed?
4. When is the Present Indefinite used?
5. What are the typical time expressions in the Present Indefinite?

TYPES OF QUESTIONS

In the English language there are several types of questions:

General questions

They are also known as "Yes / No questions" because a short answer (yes or no) is expected.

This kind of question is formed by putting an auxiliary verb before the subject (=inversion). We use *do / does* to form questions in present simple and *did* to form questions in past simple.

General questions most often start with: **Do? Did? Have? Has? Is? Are? Was? Were? Can? Could?** etc.

Are you from Brazil? Answer: Yes, I am / No, I am not

Did you meet Andy? Answer: Yes, I did / No, I didn't

Was she at home yesterday? Answer: Yes, she was / No, she wasn't

Alternative questions

Alternative questions give a choice of two or more answers in the question and include *or*:

Are you tired or (are you) ill?

Do you like tea or coffee?

Special Questions

Special questions are those questions that ask for details.

Special questions begin with a question word, that is why they are also called **Wh-questions**.

For example: What? Which? When? Where? Why? Whose?

We put the auxiliary or modal verb before the subject.

Whose cat is this? Where did you stay?

When there is a preposition, it usually goes at the end of the question, though in formal English it can be put before the question word.

Who does this car belong to? To whom does this car belong? (formal)

Subject questions

If *who*, *which* or *what* are the subject of the question, the word order is the same as in statements.

Who will buy milk? Who's in charge here? What makes you think so?

Disjunctive questions

Disjunctive questions are also called **question tags**. They are mini-questions which we add at the end of a statement. We use them to ask for confirmation or agreement with our statement.

Question tags are formed with an auxiliary or modal verb and an appropriate pronoun.

She can dance, can't she? She was working at home, wasn't she? He left late, didn't he?

A positive statement is followed by a negative question tag whereas a negative statement is followed by a positive question tag.

She plays tennis well, doesn't she? He hasn't come yet, has he? She is never late, is she?

! *Everyone / someone / anyone / no one* form their question tags with an auxiliary or modal verb + they. *Somebody should help her, shouldn't they?*

EXERCISES

Exercise 1. Identify the type of the question:

1. Do you like rock music?
2. "What did you make for dinner yesterday?" Bob asked me.
3. Has he been working or relaxing?
4. He hasn't been working, has he?
5. Who will have written the composition by 5 o'clock?

Exercise 2. Write down all the types of questions:

1. Peter is the smartest of all my students.
2. He has been working at the same store for ten years.
3. This time last year she was preparing for her TOEFL exam.

Exercise 3. Correct the questions if there any mistakes:

1. Is she often bakes cakes?
2. She owns a small company, isn't it?
3. Who skip breakfast every morning?

4. Where are your gloves?
5. I shall be playing tennis or golf?

Exercise 4. Complete the following sentences:

1. ... are also known as "Yes / No questions because.... This kind of question is formed by ...
2. Alternative questions give ...
3. ... begin with a question word, that is why they are also called ...
4. When there is a preposition, it usually goes...
5. If *who*, *which* or *what* are the subject of the question, ...
6. ... are also called question tags. They are mini-questions which we ...
7. A positive statement is followed by ...

Exercise 5. Answer the questions:

1. How are general questions formed in the Present Simple and in the Past Simple?
2. Why are special questions often called "wh-questions"? Where does a preposition go in special questions?
3. What is the word order in subject questions?
4. How are the question tags formed?

**NOUNS USED ONLY IN THE SINGULAR.
NOUNS USED ONLY IN THE PLURAL**

Some nouns are used only in the singular:

a) Nouns ending in *-ics*:

economics, physics, mathematics (maths), politics, etc.

Mathematics is not the most popular school subject.

Statistics is a branch of economics.

However, they require a verb in the plural if their meaning is changed:

Your statistics are unreliable. (= статистичні дані)

b) Nouns denoting some kinds of sport: *gymnastics, athletics, bowls, etc.*

c) Nouns denoting some games: *billiards, dominoes, darts, draughts, etc.*

d) Nouns denoting some diseases: *measles, mumps, rabies, diabetes, etc.*

e) The noun *news*.

e.g. The news isn't very encouraging.

f) Some proper nouns: *Athens, Brussels, Naples, etc.*

g) Material nouns: *tea, wine, iron, sand, glass, etc.*

h) Abstract nouns: *anger, fun, excitement, etc.* but: *ideas*.

i) The subject in the plural takes a singular verb if it refers to:

Distance: *Forty miles is* a long way to walk in a day,

Period of time: *Three weeks is* a long time to wait for an answer.

Sum of money: *Two hundred pounds is* a lot to spend on a dress.

Some nouns are used only in the plural:

a) names of articles of dress consisting of two equal parts which are joined:
trousers, shorts, shoes, gloves, pyjamas, earrings, socks, etc.

*Where **are** your gloves? I was given a **pair of** gloves.*

b) names of tools consisting of two equal parts which are joined:
binoculars, glasses, scissors, spectacles, tongs, scales, pincers, tweezers, pliers, bellows, etc.

Note: a pair of, (two) pairs of are used with these nouns:

*I bought a **pair of** shorts yesterday and two **pairs of** trousers.*

c) miscellaneous nouns: *clothes, (good) looks, surroundings, outskirts, premises, earnings, wages, belongings, congratulations, goods, manners, stairs, Antipodes, greens, lodgings, odds (in betting), particulars, remains, suds, surroundings, tropics, riches, contents, dregs, oats, thanks, whereabouts, bowels, savings, goings on, proceedings, hangings, troops, etc.*

*Designer **clothes are** rather expensive.*

EXERCISES

Exercise 1. Underline the nouns which are used only in the singular and explain your choice:

excitement, particulars, thirty miles, athletics, surroundings, clothes, Brussels, glass, glasses, contents, measles, politics, stairs, anger, savings.

Exercise 2. Underline the nouns which are used only in the plural and explain your choice:

Athens, belongings, rabies, outskirts, pyjamas, news, economics, thanks, gloves, darts, shorts, scissors, bowls, whereabouts, wages, binoculars.

Exercise 3. Right or wrong? If the sentence is wrong, correct it:

1. Nouns denoting some diseases are used only in the singular.
2. The nouns *earnings, wages and measles* are used only in the plural.
3. The subject in the plural takes a singular verb only if it refers to distance.
4. The noun *statistics* can be used only in the singular.
5. Names of tools consisting of two equal parts which are joined are used only in the plural.

Exercise 4. Illustrate the rules from ex. 3(including the corrected ones) with your own examples.

Exercise 5. Are these nouns used only in the singular or only in the plural?

Fill in the table and then check yourself:

names of tools consisting of two equal parts which are joined; the subject in the plural referring to distance; nouns ending in *-ics*; material nouns; names of articles of dress consisting of two equal parts which are joined; the noun *clothes*; the noun *Athens*; the noun *news*; nouns denoting some diseases; nouns denoting some kinds of sport; the nouns *surroundings*, *outskirts*, *premises*; the nouns *love*, *hatred*, *confusion*; the subject in the plural referring to sums of money; the nouns *congratulations*, *manners*, *thanks*; the nouns *scissors*, *spectacles*, *tongs*, *scales*, *pincers*.

Nouns used only in the singular	Nouns used only in the plural

THE PAST INDEFINITE TENSE – FORMATION, USE

The Past Indefinite

FORM

V(r) + ed: played

V(ir) 2nd column: write – **wrote** – written

The Past Indefinite of **regular** verbs is formed by adding the ending - *ed* to the infinitive without the particle “*to*”:

I studied English in London. She enjoyed playing tennis.

The Past Indefinite of **irregular** verbs is formed in different ways, mostly by changing the root vowel:

He drank his tea by the fireplace.

The negative form of the Past Indefinite is formed by means of the auxiliary verb “*to do*” in the Past Indefinite, the negative particle “*not*” and the infinitive of the main verb without the particle “*to*”. In colloquial speech the shortened form “*didn’t*” is often used.

We did not speak Chinese. He didn’t visit us very often.

The interrogative form of the Past Indefinite is formed by means of the auxiliary verb “*to do*” in the Past Indefinite and the infinitive of the main verb without the particle “*to*”. The auxiliary verb is placed before the subject.

Did you go to the university yesterday?

Affirmative: He played the piano yesterday.

Negative: He did not play the piano yesterday.

Interrogative:	Did he play the piano yesterday?	(general)
	Who played the piano yesterday?	(special to the subject)
	When did he play the piano?	(special)
	Did he play the piano or the violin yesterday?	(alternative)
	He played the piano yesterday, didn’t he?	(disjunctive)
	He didn’t play the piano yesterday, did he?	
	Didn’t he play the piano yesterday?	(negative)

NOTA BENE: We do not use “*did*” with the verb “*to be*” in negative and interrogative sentences:

Was the weather good?

*They **were not** at home.*

USE

COMPLETED PAST ACTION

The Past Indefinite is used:

1) for single past actions and events;

*I **walked** to school yesterday.*

*She **lived** in Paris for 10 years, but now she lives in Rome.*

Time Expressions: *ago, then, yesterday, last week / month, in 1991, on Monday, when at school.*

2) for repeated past actions and events, past habits, past states;

*Jane **wore** glasses as a child.*

*My father **knew** the Prime Minister.*

3) for the succession of actions;

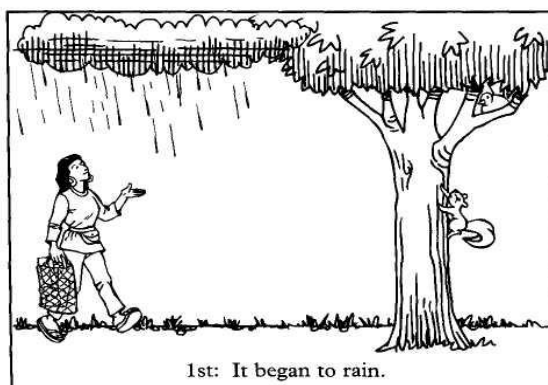
*He **left** the hotel, **took** a taxi and **drove** to the theater.*

*Last morning I **woke** up late, **made** a cup of coffee and **enjoyed** it still in bed.*

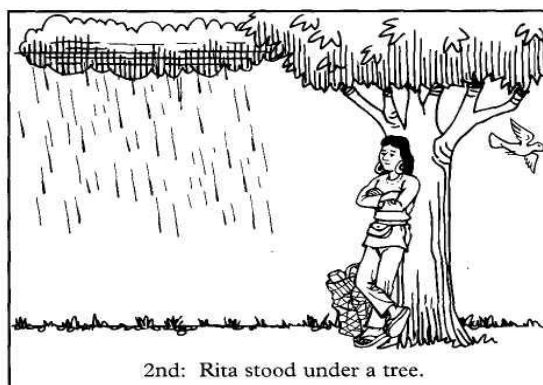
4) if a sentence contains **when** and has the simple past in both clauses, the action in the **when** clause happens first.

*Rita **stood** under the tree when it **began** to rain.*

*When I **dropped** my cup, the coffee **spilled** on my lap.*



1st: It began to rain.



2nd: Rita stood under a tree.

Rita **stood** under a tree when it **began** to rain.

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences:

1. They were at the seaside last July.
2. John saw Patricia yesterday.
3. Last week I studied for History exam.

Exercise 2. Complete the following sentences:

1. The Past Indefinite Tense is used for single ...
2. The negative form of the Past Indefinite Tense is formed ...
3. The Past Indefinite Tense of irregular verbs is formed ...
4. ... is formed by means of the auxiliary verb "to do" in the Past Indefinite and the infinitive of the main verb without the particle "to".
5. The Past Indefinite Tense is used for repeated past actions ...

Exercise 3. Are the Past Indefinite verbs in these sentences single actions (sa), repeated actions (ra), succession of actions (sas) or past states (ps)?

Model: I sent a letter yesterday. sa

1. We lived in a small house on the coast which didn't have any heating, but we had a wonderful exciting childhood.
2. As children, we went to the town centre on Saturday afternoons, and spent our pocket money on sweets.
3. My friend Sally came to my house and we talked about the new baby.
4. In those days I got up really early and nearly always got to work before 8.00.
5. I knew her when she was a shop assistant.
6. I took the new CD player out of the box, plugged it in and switched it on.

Exercise 4. Analyze the meaning which is rendered by the verb in the Past Indefinite:

1. I met my wife in 1999.
2. He gave her a call when he read her message.
3. We went to the seaside each summer when I was younger.
4. She entered the room, switched on the light, and sat down on the sofa.
5. Sam always wore black.
6. We saw the Smiths last week.
7. The police caught the thief, questioned him and put him to the cell.
8. When she saved enough money, she bought a new car.

Exercise 5. Answer the questions:

1. How is the Past Indefinite of regular verbs formed?

2. How is the negative form of the Past Indefinite formed?
3. How is the interrogative form of the Past Indefinite formed?
4. Do we use “did” with the verb “to be” in negative and interrogative sentences?
5. If a sentence contains when and has the simple past in both clauses, in which clause does the action happen first?
6. What are the cases of use of the Past Indefinite?

THE POSSESSIVE CASE

The possessive case can be used to talk about ownership or the relationship between people. It is formed in two ways:

1. With **–'s** (*apostrophe s: N's*) or **–'** (*simple apostrophe: N'*) for people and animals.
2. With **of** (*N + of + N*) for inanimate things

1.1. 's is used:

- a) with singular and plural nouns not ending in **–s**:
the cat's tail, the children's room;
- b) with compound nouns: *my sister-in-law's family;*
- c) with collective nouns: *the team's victory;*
- d) with names consisting of several words: *Henry the Eighth's wives;*
- e) after initials: *the PM's secretary;*
- f) after the last of two or more names to show common possession: *John and Helen's house* (the house belongs to both of them).

BUT: 's is used after each name to show individual possession: *Mary's and Diana's bags* (each girl has her own bag);

- g) ships and boats: *the ship's crew;*
- h) countries, planets, cities, universities and with the words **city, town, world, country, ocean, river**:
the Moon's surface, the river's bank;
- i) in phrases of time: *a week's holiday, ten minutes' / a ten-minute break;*
- j) in phrases of money + **worth**: *one dollar's worth of ice-cream;*
- k) in phrases of place, business without the second noun (*It is **Absolute Genitive***): *at the dentist's, McDonald's.*
- l) in set phrases: *in one's mind's eye, in a pin's head, to one's heart's content, at one's finger's end, for goodness' sake, at one's wit's end, out of harm's way, duty's call, a needle's point, at a stone's throw.*

1.2. A simple apostrophe (') is used with:

- a) plural nouns ending in **–s**: *the students' hostel, the Smiths' car;*
- b) classical names ending in **–s**: *Sophocles' plays;*
- c) other names ending in **–s** can take ' or 's, both pronounced / lz /: *Yeats's / Yeats' poems.*

2. of is used:

- a) with inanimate thing or abstract noun:
the door of the house; knowledge of English;
- b) when the possessor noun is followed by a phrase or clause:
the advice of a man with a bike;
- c) when the object belongs to several possessors connected with “and”:
*Have you ever been to **the house of John and Liza**?*
- d) in **Double Genitive** constructions (**a / the / this / that + noun + of + possessive**), meaning “one of several”:
a friend of Caroline's, a book of mine.

The double genitive is formed with the help of the preposition “of” and possessive absolute form of the noun or pronoun (N + of + N’s, N + of + mine / his / hers / ours / yours / theirs):

... she introduced him as Mr. Huntingdon, the son of a late friend of my uncle's.

The double genitive (N + of + N’s) means “one of several”, while the dependent genitive (N’s + N) means “one”.

NOTE:

The double genitive “*a friend of Caroline's*” does not mean the same as the dependent genitive “*Caroline's friend*”. The double genitive means 'one of Caroline's friends', who may or may not be known to the hearer. It implies that Caroline has more than one friend. In contrast, the dependent genitive means 'one specific friend', who is assumed to be known to the hearer. The dependent genitive does not imply that Caroline has more than one friend.

EXERCISES

Exercise 1. Read the sentences, underline the possessive forms in them and encircle the numbers of the sentences with the double genitive:

1. When I was a freshman at university, my room mate invited me to have dinner in a sporting club to which he belonged called Vincent's.
2. My bedroom, like that of my potential roommate's, is cell-like in both its size and simplicity, furnished with only a bed and a small chest of drawers that easily accommodates the little I brought with me.
3. She doubted if they would let her into such a grand hotel dressed in jeans and a T-shirt of Munch's “The Scream”.
4. Shortly after, they both came up, and she introduced him as Mr. Huntingdon, the son of a late friend of my uncle's.

5. Whenever I'm in New York, I always try to have dinner with an old friend of mine called Duncan.
6. He'd already proved he was a liar. And he had a girlfriend even though he wasn't divorced. No, not a monster. But definitely an enemy of my mother's and mine.

Exercise 2. Read and study the sentences. In each sentence, find and underline the possessive form. If it is formed incorrectly, write the correctly spelled possessive on the line:

1. Daniel had his own room, Martine shared Carrine's, and we gave ours to Jenny and John and moved to the sofa-bed in lounge. _____
2. A couple of months after Jenny's wedding Graham told me he'd like to take Carrine and Daniel to Switzerland for Christmas. _____
3. It wasn't until I was sitting watching the Queen speech, with my beans on toast on my lap, that it dawned on me I was alone for Christmas. _____
4. Within a few months I was staying at Eddie's flat so often that he suggested I move in with him. _____
5. Within days I'd also got myself a full-time job at Ratner, the jewellers. _____
6. We called him Daniel Michael after two of Graham closest friends. _____

Exercise 3. Read the sentences with nouns in the possessive case. Underline each noun in the possessive case. Write S if that noun is singular or P if it is plural:

1. All the dads braced themselves and nodded in their daughters' direction.
2. Alternate Christmases were spent with Norma's parents in Watford and the ones in between with Septimus's sister and brother-in-law in Epsom.
3. He became so captivated by the youngsters' skill that they stopped to ask him if he wanted to join in.
4. I put the bag in my pocket, went into the girls' toilets and took it out.
5. I stood outside Mr Timmons's room until he noticed I was there.
6. I made my way to the front entrance and Miss K went into the school car park and entered via the teachers' door.

Exercise 4. Underline the correct answer:

1. 's is used with:
 - a) plural nouns ending in –s;
 - b) plural nouns not ending in –s.

2. ' is used with:
 - a) names consisting of several words;
 - b) classical names ending in –s.

3. of is used with:
 - a) inanimate things;
 - b) animate things.

Exercise 5. Complete these sentences about the possessive case:

1. The possessive case is used to talk about
2. The possessive is formed in two ways with
3. 's is used with
4. A simple apostrophe is used with
5. of is used with

Exercise 6. Answer the questions:

1. What is the function of the possessive case?
2. What are the ways to express possessive relations in English?
3. What is the difference between the Absolute and Double Genitive?

THE FUTURE INDEFINITE TENSE – FORMATION, USE FORM

shall / will + infinitive

The Future Indefinite is formed by means of the auxiliary verbs *shall* and *will* and the infinitive of the main verb without the particle “to”.

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the particle “not” is placed after the auxiliary verb.

Affirmative: He will call you tomorrow.

Negative: He won't call you tomorrow.

Interrogative: Will he call you tomorrow? (general)
Who will call you tomorrow? (special to the subject)
When will he call you? (special)
Will he call or stop by tomorrow? (alternative)
He will call tomorrow, won't he? (disjunctive)
He won't call tomorrow, will he?
Won't he call tomorrow? (negative)

USE

The Future Indefinite is used:

- 1) for a prediction, when we haven't decided about the future yet. You guess about the future. We use the words **think, probably, sure, suppose, definitely, doubt;**

*I think it **will be** cooler tomorrow.*

*She'll definitely **feel** homesick in the States.*

*I doubt that you'll **see** him tonight.*

- 2) for a decision at the moment of speaking to do something: promises, offers, requests, willingness to help.

*If you play that CD one more time, I'll **throw** it out.*

***Will** you **turn** that stereo down?*

*I'll **translate** the letter for you.*

NOTA BENE

The **Present Indefinite** or any other present tense is used for future action in subordinate clauses of time and condition, often with conjunctions **if, when, as, while, before, after, till, until, by the time, as soon as**.

*If we **meet** at seven, we'll **have** plenty of time.*

*Let's wait until the rain **stops**.*

*I'll think of you here when I'm **lying** on the beach next week.*

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences:

1. I shall open the door.
2. They will be away on Monday.

Exercise 2. Complete the sentences:

1. The Future Indefinite is formed...
2. ... the auxiliary verb is placed before the subject.
3. In the negative form ...
4. The Future Indefinite is used for a prediction, when ...
5. The Future Indefinite is used for a decision at the moment of speaking ...
6. The ... or any other present tense is used for future action in subordinate clauses of ... often with conjunctions ...

Exercise 3. Answer the questions:

1. How are the affirmative sentences formed in the Future Indefinite?
2. How are the interrogative and negative sentences formed in the Future Indefinite?
3. What are the cases of use of the Future Indefinite?
4. What tense forms are used in the subordinate clauses of time and condition?
5. What conjunctions of time and condition do you know?

THE INDEFINITE ARTICLE

The indefinite article **a / an** is used:

- 1) with a singular countable noun when we talk about it in general:
I want to buy a dress. (any dress);
- 2) with a noun mentioned for the first time:
I bought a dress. The dress is blue.
- 3) to refer to any one of a kind or group:
Ann is a doctor.
- 4) in some grammatical structures:
 - **It is a...**friend of mine.
 - **This is a...** book.
 - **There is a ...**phone in my bag.
 - **She has (got) a ...**dog.
 - **What a...** beautiful girl!
- 5) with **Mr / Mrs / Miss + surname** when we refer to an unknown person:
A Mrs Smith called you this morning.
- 6) in the meaning “one”:
 - a) with the nouns denoting:
 - time *(in a day or two)*
 - weight *(two dollars a kilo)*
 - frequency *(once a week)*
 - b) with the numerals **hundred, thousand, million** and with the nouns **dozen, score**, if we mean ONE hundred / thousand etc.:
He wrote a dozen novels.
 - c) after the negative particle “not”:
Not a word was spoken.
- 7) in certain expressions of quantity: **a lot of, a great many, a great deal of, a couple, a dozen**:
I have a lot of friends.

EXERCISES

Exercise 1. Read the theory and insert pre- and postpositions:

1. The indefinite article is used a singular countable noun when we talk it in general.
2. The indefinite article is used a noun mentioned the first time.
3. The indefinite article is used **Mr / Mrs / Miss + surname** when we refer an unknown person.
4. The indefinite article is used to show a price relation weight.

5. The indefinite article is used exclamations singular, countable nouns.
6. The indefinite article is used certain expressions quantity.

Exercise 2. Read the theory and give at least two examples to each rule:

The indefinite article *a / an* is used:

- a) as an equivalent of “one”:
- b) with a noun mentioned for the first time:
- c) with *Mr / Mrs / Miss + surname* when we refer to an unknown person:
- d) to show:
 - a price in relation to weight:
 - distance in relation to speed:
 - frequency:
- e) in exclamations before singular, countable nouns:
- f) in certain expressions of quantity:

Exercise 3. Complete these sentences about the indefinite article:

1. The indefinite article is used as an equivalent of
2. The indefinite article is used with a noun mentioned
3. The indefinite article is used with *Mr / Mrs / Miss + surname* when we refer to
4. The indefinite article is used in exclamations
5. The indefinite article is used in certain expressions of

Exercise 4. Read the sentences and comment on the usage of the indefinite article:

1. My cousin who lives in the country covers a distance of two kilometers to get to school.
2. After work my mother has a rest which lasts half an hour.
3. After a hesitation which lasted a moment she addressed the man, as if he were a complete stranger.
4. The mother of Kate and Mary is a children's doctor.
5. One of my near relations is good at art and already has a couple of her pictures for the exhibition of the next year.
6. A couple of months after Martine's birthday Kim came round with wonderful news – she was pregnant again.

THE PRESENT CONTINUOUS TENSE – FORMATION, USE

FORM

am
is+ V + ing
are

I	am working	we	are working
you	are working	you	are working
he, she ,it	is working	they	are working

The Present Continuous is formed by means of the auxiliary verb “*to be*” in the Present Indefinite and the Present Participle of the main verb.

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle “*not*” is placed after the auxiliary verb.

Affirmative: He is sleeping now.

Negative: He is not sleeping now.

He isn't sleeping now.

Interrogative: Is he sleeping now? (general)
Who is sleeping now? (special to the subject)
Why is he sleeping? (special)
Is he sleeping or playing now? (alternative)
He is sleeping now, isn't he? (disjunctive)
He isn't sleeping now, is he?
Isn't he sleeping now? (negative)

NOTA BENE: Exception

I am right, aren't I? (spoken)

I am right, am I not? (formal)

USE
TEMPORARY ACTION

The Present Continuous is used:

- 1) for actions in progress at the moment of speaking, something we are in the middle of right now;

*It is **raining** now, look!*

*What **are** you **reading**?*

*I'm **standing** outside the King Theater now.*

Time Expressions: now, at the moment, still.

- 2) for temporary situations and actions which are happening these days, but not necessarily at the moment of speaking;

*He is **looking for** a new job these days.*

*I'm **studying** guitar this semester.*

Time Expressions: at present, these days, nowadays.

- 3) with adverbs **always, constantly, forever** for actions which happen too often, usually to express annoyance, irritation or anger;

*I'm **forever losing** things. I can never find anything.*

*Mr. Adams is **always quoting** bits of Shakespeare.*

*You're **constantly interrupting** me when I'm talking.*

- 4) for changing or developing situations, especially with verbs like **get** and **become** and comparative adjectives like **more, worse, better**;

*More and more species **are becoming** extinct.*

*The prices **are getting** higher.*

- 5) for future plans or fixed arrangements (time and place is known), especially with the verbs of motion;

*I **am seeing** the doctor on Friday.*

*Our class **is going** to the theatre to see it next week.*

*She **is leaving** on Monday morning.*

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences:

1. He is studying French this semester. 2. They are leaving for London tomorrow.

Exercise 2. Complete the sentences:

1. The Present Continuous is formed by means of...
2. ... the auxiliary verb is placed before the subject.
3. In the negative form ... is placed after the auxiliary verb.
4. The Present Continuous is used for actions in progress ...
5. The Present Continuous is used for ... which are happening these days, but ...
6. The Present Continuous is used for ... situations, especially with verbs ...

Exercise 3. Answer the questions:

1. How are the affirmative sentences formed in the Present Continuous?
2. How are the interrogative and negative sentences formed in the Present Continuous?
3. What are the cases of use of the Present Continuous?
4. What are the typical time expressions?

THE PRESENT SIMPLE vs THE PRESENT CONTINUOUS.

Present Indefinite	Present Continuous
<i>repeated action, state</i>	<i>temporary action, process</i>
<p>1. repeated actions, daily routines, regular habits;</p> <p><i>The old man takes a dog for a walk every morning. I usually drive to work.</i></p>	<p>1.1. actions in progress at the moment of speaking, new habits <i>It is raining now, look! What are you reading? Today I'm drinking coffee instead of tea.</i></p> <p>1.2. actions which happen too often, usually to express annoyance, irritation (with adverbs <i>always, constantly, forever</i>); <i>You're constantly interrupting me when I'm talking.</i></p>
<p>2. general truths, laws of nature;</p> <p><i>Food gives you energy. The sun sets in the west.</i></p>	<p>2. changing and developing situations, especially with the verbs get, become and comparative adjectives like more, worse, better;</p> <p><i>More and more species are becoming extinct. The prices are getting higher</i></p>
<p>3. long-lasting, permanent situations or situations which are usually true;</p> <p><i>Penny works in her father's company. My brother goes to college in York.</i></p>	<p>3. situations which are temporary (last for a short time around the present); <i>I'm living in Hamburg at the moment. He is looking for a new job these days.</i></p>
<p>4. commentaries, reviews;</p> <p><i>Hacker passes the ball to Short. Short moves inside, but Burley wins it back for United.</i></p>	<p>4. longer actions happening at the time of speaking; <i>The teachers are holding a meeting to discuss the student's progress.</i></p>
<p>5. instructions and directions;</p> <p><i>You sprinkle some cheese on the pizza and then you bake it.</i></p>	—

<p>6. timetable (open, begin, finish, arrive, come, close, start, end, leave, return);</p> <p><i>The museum opens at ten tomorrow morning. Classes begin next week.</i></p>	<p>5. future plans or fixed arrangements (time and place is known);</p> <p><i>I am seeing the doctor on Friday. Our class is going to the theatre.</i></p>
<p>time expressions: often, always, usually, never, occasionally, from time to time, every day.</p>	<p>time expressions: now, at the moment, these days, this year, still, always, constantly, forever.</p>

State verbs

A **state** means a condition that a person or thing is in. The following are state verbs:

(1) MENTAL STATE

know	believe	imagine	want
realize	feel	doubt	need
understand	suppose	remember	desire
recognize	think	forget	mean

(2) EMOTIONAL STATE

love	hate	astonish	mind
like	dislike	care	amaze
appreciate	fear	surprise	
please	prefer	envy	

(3) POSSESSION

possess	have	own	belong
---------	------	-----	--------

(4) SENSE PERCEPTION

taste	hear	see	smell	feel
-------	------	-----	-------	------

(5) VERBS OF SEEMING/APPEARING

seem look appear

(6) OTHER STATES

be	cost	include	exist
consist of	owe	contain	matter
weigh	sound	look like	resemble

State verbs are usually not used in the Present Continuous.

BUT some state verbs have multiple meanings: one meaning can be an action, while another meaning can be a state.

I think you are right. (вважаю) I'm thinking about my weekend. (розмірковую)	The food tastes good. (на смак) He is tasting the soup. (куштує)
I see what you mean. (розумію) I am seeing him tomorrow. (зустрічаюся)	They look fine. (мають вигляд) Mike is looking out of the window. (дивиться)
He is a lazy person. (ледачий) He is being lazy today. (поводиться)	We feel pain. (відчуваємо) She is feeling her leg. (мацає)
Bob has a car. (має) He is having dinner now. (обідає)	The chicken weighs 2 kg. (важить) He is weighing the chicken. (зважує)
The dress fits you well. (підходить) We are fitting new locks. (встановлюємо)	He appears to be nervous. (здається) He is appearing in a play. (гратиме)
I love holidays. I'm loving every minute of it.	I enjoy going to the clubs. (взагалі) I'm enjoying this party. (зокрема)

Verbs like **hurt, ache, feel** can be used either in indefinite or continuous tenses with no difference in meaning.

*I feel/am feeling tired.
His foot hurts/is hurting.
His stomach aches/is aching.
You look/are looking tired.*

Exercise 1. Give your own examples to the following rules:

- | | |
|---------------------------------|--|
| 1. a) a regular habit; | b) a new habit |
| 2. a) timetable; | b) a fixed arrangement |
| 3. a) a long-lasting situation; | b) a temporary situation |
| 4. a) general truth; | b) a changing or developing situation |
| 5. a) a repeated action; | b) an action in progress at the moment
of speaking. |

Exercise 2. Correct the errors if any.

1. Tom is in his room. He plays the piano.
2. Jill is speaking five languages.
3. I am looking for my glasses. Where they are?
4. My brother is smoking 20 cigarettes a day.
5. I am not understanding what he is speaking about.
6. John is tired, so he has a short nap.
7. I am not agree with your opinion.
8. He like ballroom dancing.
9. What are you thinking of that novel?
10. What are you thinking now?
11. Mary is always leaving for school at 7:45.
12. I am looking out of the window, but I am not seeing him.

Exercise 3. Complete the sentences:

1. The ... is used for repeated actions, daily routines.
2. The ... is used for changing and developing situations, especially with the verbs get, become and comparative adjectives like more, worse, better.
3. The ... is used for long-lasting, permanent situations.
4. The ... is used for situations which are temporary (last for a short time around the present).
5. The ... is used for . actions which happen too often, usually to express annoyance, irritation, ...

THE DEFINITE ARTICLE

The definite article **the** is used with:

1) unique nouns:

the sun, the Eiffel Tower;

2) specific nouns, already mentioned or known:

*I bought a dress. **The** dress is blue;*

3) nouns made definite by a phrase or clause:

the girl in blue, the boy I met yesterday;

4) adjectives / adverbs in the superlative form:

the best day;

BUT: when “most” is followed by a noun, the article is not used:

Most children like sweets.

5) adjectives to refer to a group of people:

the old, the young, the rich, the blind;

6) the words **wrong, right, very, next, following, last, only, whole:**

the only way, the first week;

7) the words **morning, afternoon, evening, night:**

in the evening.

BUT: *at night, at noon;*

8) to represent a class of animals or things:

The wale is in danger;

9) the names of families and nationalities ending in **-sh, -ch, -ese:**

the Smiths, the Chinese, the British;

10) titles:

the President, the King.

BUT: the is omitted before titles with proper names: *Queen Victoria;*

11) the names of cinemas, theaters, hotels, museums, galleries, ships, newspapers, magazines, organizations, orchestras, choir, pop groups:

the Rex, the Globe, the Titanic, the Times, the EU, the Beatles;

12) the names of rivers, seas, oceans, canals, groups of islands, mountain ranges, deserts, countries when they include words **state, Kingdom, republic** etc.:

*the Dnipro, the Black Sea, the Alps, the Sahara Desert,
the United Kingdom;*

13) the names of musical instruments and dances:

the piano, the tango;

14) names consisting of **noun + of + noun:**

the Gulf of Mexico;

15) names consisting of **adjective + noun:**

the New Forest;

16) historical periods and events:

the Middle Ages, the Crimean war

BUT: *World War II.*

EXERCISES

Exercise 1. Read the theory and insert pre- and postpositions:

1. The definite article is used nouns made definite a phrase or clause.
2. The definite article is used adjectives / adverbs the superlative form.
3. The definite article is used adjectives refer a group people.
4. The definite article is used to represent a class ... animals or things.
5. The definite article is used names consisting *noun + of + noun.*

Exercise 2. Read the theory and give at least two examples to each rule:

The definite article is used with:

- a) unique nouns: ;
- b) nouns made definite by a phrase or clause: ;
- c) adjectives / adverbs in the superlative form:;
- d) adjectives to refer to a group of people:;
- e) the words *wrong, right, very, next, following, last, only, whole*:;
- f) the names of families;
- g) nationalities ending in *-sh, -ch, -ese*:;
- h) the names of rivers, seas, oceans, canals, groups of islands, mountain ranges, deserts, countries when they include words ***state, Kingdom, republic*** etc.:;
- i) the names of musical instruments and dances:;
- j) historical periods and events:

Exercise 3. Read the text and fill in "the" where necessary.

1)... Last summer we went to stay in 2) village where my grandmother was born. I had never been there before, so when we arrived at 3)..... station I was surprised to see how small it was. As in 4) ... many villages in 5) north of 6) ,,,,,,.... England, all 7) houses are built of 8)..... same stone. Running through the village is 9)..... River Tyne. The village has a church which was built in 10)..... Middle Ages. Although 11) population is only about 500 people, this village has 12) ... best cricket team in 13) county, and many people play 14)..... rugby as well. Apart from 15).... sport,

though, so little happens there that many of 16)... people still remember 17)
... time 18)..... Queen visited their village in 19)..... 1955.

Exercise 4. Comment on the use of the definite article in Exercise 3.

Exercise 5. Answer the questions:

1. When is the definite article used with adjectives?
2. When is the definite article used with the names of people?
3. Is the definite article used with the words *morning, afternoon, evening, night*?

ZERO ARTICLE

No article is used:

- 1) with uncountable and plural countable nouns when talking about something in general:

Fish live in water;

- 2) with proper nouns:

Mark lives in Brighton;

- 3) with the names of sports, games, activities, days, months, celebrations, colours, drinks, meals and languages (when they are not followed by the word 'language'):

I often play chess. We speak German.

But: *The German language is difficult to learn;*

- 4) with the names of

countries *Italy*, (**but:** *the Netherlands, the Lebanon, the Sudan, the Vatican City*),

cities (*Paris*),

streets (*Oxford Street*, **but:** *the High Street, the Strand, the Mall, the London road, the A19, the M6 motorway*),

squares (*Trafalgar Square*),

bridges (*Tower Bridge*, **but:** *the Bridge of Sighs, the Humber Bridge*),

parks (*Hyde Park*),

railway stations (*Victoria Station*),

mountains (*Ben Nevis*),

individual islands (*Tahiti*),

lakes (*Lake Geneva*),

continents (*Africa*);

- 5) with possessive adjectives or the possessive case:

That is my car;

- 6) with two-word names when the first word is the name of a person or place:

Gatwick Airport, Windsor Castle

BUT: *the White House* (because 'White' is not the name of a person or place);

- 7) with names of pubs, restaurants, shops, banks and hotels named after the people who started them and end in **-s** or **'s**:

(Lloyds Bank, Harrods, Dave's Pub but: the Red Lion (pub) (because 'Red' is not the name of a person or place);

- 8) with the words **bed, church, college, court, hospital, prison, school, university** when we refer to the purpose for which they exist:

Sarah went to school. (She is a student.)

BUT: *Her father went to the school to see her teacher yesterday. (He went to the school as a visitor.);*

9) with the word **work** (= place of work): *He is at work;*

10) with the words **home, Father / Mother** when we talk about our own home / parents:

Father is at home;

11) with **by + means of transport:**

by bus / car / train/ plane, etc.: She travelled by bus.

BUT: *She left on the 8 o'clock bus this morning;*

12) with the names of illnesses:

He's got malaria.

BUT: *flu / the flu, measles / the measles, mumps / the mumps;*

13) nouns **advice, admiration, luck, assistance, behaviour, chaos, fun, information, news, permission, money, progress, trouble, weather, work, health, nature** are never used with the **indefinite** article.

EXERCISES

Exercise 1. Correct the sentences if they are wrong:

1. The Zero article is used with singular countable nouns when talking about something in general.
2. The Zero article is used with the names of languages when they are followed by the word 'language'.
3. The Zero article is used with proper nouns.
4. Such nouns as *advice, luck, fun, information, news, money, progress, trouble, weather, work, health, nature* are always used with the indefinite article.

Exercise 2. Here are some reasons the zero article is often used. Find examples below (nouns in bold) to illustrate them:

- a) with the names of cities;
- b) with proper names;
- c) with abstract nouns;
- d) with the names of languages;
- e) with the nouns modified by a possessive pronoun.

1. **Miss Lin** speaks **Chinese**.
2. **My daughter** is learning to play the violin at her school.
3. **Albany** is the capital of the New York State.

4. What fine **weather** we are having today!

Exercise 3. Complete these sentences about the zero article:

1. The zero article is used with and countable nouns when talking about something in
2. The zero article is used with names of named after the people who started them and end in -s or -'s.
3. The zero article is used with words when we refer to the purpose for which they exist.
4. Such nouns as are always used with zero article.

Exercise 4. Answer the questions:

1. When are the words *bed, church, college, court, hospital, prison, school, university* used with the zero article?
2. When is the zero article used with two-word names?
3. When is the zero article used with names of languages?

THE PAST CONTINUOUS TENSE – FORMATION, USE

FORM

was / were + V-ing

The Past Continuous is formed by means of the auxiliary verb “*to be*” in the Past Indefinite and the Present Participle of the main verb.

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle “*not*” is placed after the auxiliary verb.

Affirmative: She was making dinner.

Negative: She was not (wasn't) making dinner.

Interrogative: Was she making dinner? (general)
Who was making dinner? (special to the subject)
What meal was she making? (special)
Was she making lunch or dinner? (alternative)
She was making dinner, wasn't she? (disjunctive)
She wasn't making dinner, was she?
Wasn't she making dinner? (negative)

USE

ACTUAL PAST MOMENT

USUALLY FOR BACKGROUND INFORMATION

The Past Continuous is used:

- 1) for actions in progress in the past, temporary situations in the past, characterizing a person in the past (= past of the Present Continuous);

At quarter to eleven I was walking home.

This time last year she was preparing for her TOEFL exam. She was always losing her umbrella.

Time Expressions: *all night / morning yesterday, the whole*

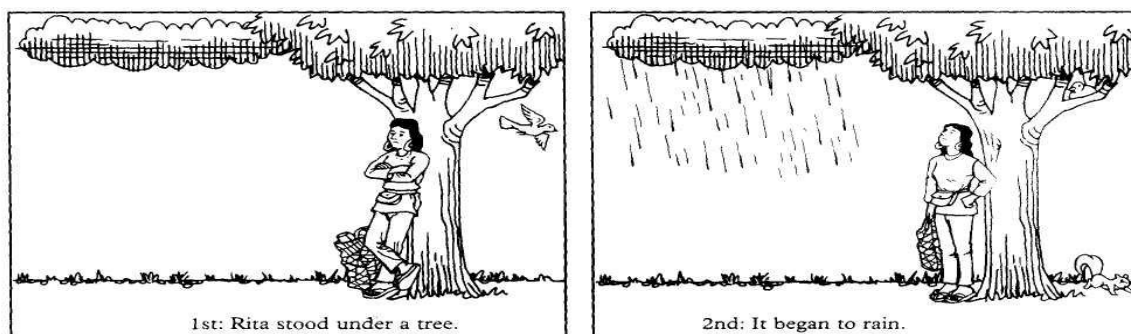
morning / evening, at 9 o'clock yesterday, from 5 till 6.

- 2) for an action that was in progress when another action happened and interrupted it (**when** clause);

I was walking over the bridge when I saw the UFO.

Tim was washing his hair when the doorbell rang.

Rita was standing under a tree when it began to rain.



Rita **was standing** under a tree when it **began** to rain.

- 3) for actions in progress at the same time in the past (**while**).

While I was studying in one room of our apartment, my brother was having a party in the other room.

Tim was washing his hair while I was cleaning up the kitchen.

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences.

1. I was playing soccer from 2 to 5 p.m. yesterday. 2. They were watching TV when I arrived.

Exercise 2. Analyze the meaning which is rendered by the verb in the Past Continuous.

1. When I first met him he was studying painting.
2. While James was weeding, Alexander was cutting the grass in the garden.
3. He was playing the guitar outside her house when someone opened the window and threw out a bucket of water.
4. I didn't like having Sam for my roommate last year. He was always leaving his dirty clothes on the floor.
5. This time last year I was having fun at the seaside.
6. The burglar was opening the safe when he heard footsteps. He immediately put out his flashlight and crawled under the bed.
7. We were doing the puzzle the whole evening yesterday.

Exercise 3. Complete the sentences:

1. The Past Continuous is formed ...
2. In the interrogative form ...

3. ...“not” is placed after the auxiliary verb.
4. The Past Continuous is used for actions in progress in the past, ...
5. The Past Continuous is used for an action that was in progress when another action ...

Exercise 4. Answer the questions:

1. How are the affirmative sentences formed in the Past Continuous?
2. How are the interrogative and negative sentences formed in the Past Continuous?
3. What are the cases of use of the Past Continuous?
4. What are the typical time expressions?

THE FUTURE CONTINUOUS TENSE – FORMATION, USE FORM

shall

be + Ving

will

The Future Continuous is formed by means of the auxiliary verb “to be” in the Future Indefinite and the Present Participle of the main verb.

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle “not” is placed after the auxiliary verb.

Affirmative: I shall be playing tennis at 5 o'clock tomorrow.

Negative: I shall not (shan't) be playing tennis at 5 o'clock tomorrow.

Interrogative: Shall I be playing tennis? (general)
Who will be playing tennis? (special to the subject)
When shall I be playing tennis? (special)
Shall I be playing tennis or golf? (alternative)
I shall be playing tennis, shan't I? (disjunctive)
I shan't be playing tennis, shall I?
Shan't I be playing tennis? (negative)

USE

The Future Continuous is used:

1) for describing or predicting an activity in progress at a particular time in the future, especially when we imagine ourselves doing something;

*I will begin to study at seven. You will come at eight. I **will be studying** when you come.*

*This time tomorrow I **will be lying** on the beach!*

*This time next week I **ll be flying** to Mexico.*

Time Expressions: *this time tomorrow, at this same time next week, in two weeks' time.*

2) for describing a future action or event that is already organized, decided or known, especially as a result of a routine;

*I **ll be phoning** my mother tonight. I always phone her on Fridays.*

*The Queen **will be arriving** in ten minutes' time.*

*The site is to be sold, and so the cinema **will be closing** in November.*

It sounds more formal than the Present Continuous for future plans.

Compare:

Decision taken now: *I think I'll have lunch in the canteen today.*

Arrangement: *I'm **having** lunch with Alex.*

Routine: *I'll be **having** lunch in the canteen as usual.*

3) for asking politely about someone's plans for the near future, if someone's plans fit in with our wishes.

– ***Will you be going** past the post office this morning? – Yes, why? –
Could you post this for me please?*

– *When **will you be marking** our test papers? – Next week, probably.*

4) for describing something we know is happening now somewhere else.

*I mustn't phone my father now. He **will be watching** the football.*

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences.

1. He will be calling his Mom at 5 p.m. tomorrow. 2. We shall be playing football this time tomorrow.

Exercise 2. Analyze the meaning which is rendered by the verb in the Future Continuous.

1. I'll be seeing Tom tomorrow. Is there anything you want me to tell him?
2. On Monday at this time you'll be taking your exam, poor you.
3. Is it 4:00 already? That means Grace will be leaving for work.
4. Will you be using this copier long?
5. In fifty years' time we will be living entirely on pills.

Exercise 3. Complete the sentences:

1. The Future Continuous is formed ...
2. In the interrogative form ...
3. In the negative form ...
4. The Future Continuous is used for describing or predicting an activity in progress ...
5. The Future Continuous is used for ... especially as a result of a routine.

6. The Future Continuous is used for ... if someone's plans fit in with our wishes.

Exercise 4. Answer the questions:

1. How are the affirmative sentences formed in the Future Continuous?
2. How are the interrogative and negative sentences formed in the Future Continuous?
3. What are the cases of use of the Future Continuous?
4. What are the typical time expressions?

THE PRESENT PERFECT TENSE – FORMATION, USE FORM

has/have + P II (V+ed)

I	have worked / written	we	have worked / written
you	have worked / written	you	have worked / written
he			
she	has worked / written	they	have worked / written
it			

The Present Perfect is formed by means of the auxiliary verb *to have* in the Present Indefinite and the Past Participle (Participle II) of the main verb.

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle *not* is used after the auxiliary verb.

Affirmative: He has written the letter.

Negative: He has not written the letter.

He hasn't written the letter.

Interrogative: Has he written the letter? (general)
 Who has written the letter? (special to the subject)
 What has he written? (special)
 Has he written the letter or the article? (alternative)
 He has written the letter, hasn't he? (disjunctive)
 He hasn't written the letter, has he?
 Hasn't he written the letter? (negative)

USE

The Present Perfect ALWAYS HAS PRESENT RELEVANCE

The Present Perfect is used to express:

1) a completed action

(a) which happened in the past, but the result is important now;

I've hurt my arm. (and it's painful now)

A rhino has escaped from the zoo. (it's not in the zoo now)

NO Time Expressions!!!

- (b) which is part of our experience;
Have you ever visited Mexico?
I have never seen snow.
I have already seen that movie.

Time Expressions: *already, finally, yet, never.*

- (c) which are repeated before now, the number of repetition is usually stated.
I have flown on an airplane many times.
We have had four tests so far this semester.
Debbie has been to Scotland twice.
It is the second time I have flown a plane.

Time Expressions: *once, twice, many times, so far.*

- (d) with adverbs which indicate that the period is not over yet;
Mary has taken 20 pictures today. (Time period today is not over, she may take more pictures)

Time Expressions: *today, this week / month / year.*

2) an action that has been in progress for some time (most often with state verbs)

- (a) the period of time is indicated with the help of **for, since**;
I have known him for years.
He has lived in Kyiv since 2005.

(b) the period of time is indicated by adverbs of indefinite time and frequency (*lately, recently, of late, ever, never, ever since*).

They have been to Italy lately.
Mary has never had such a beautiful dress.

The Present Perfect is NOT used:

- In questions with “**when**” and “**where**”

When did you see the film?

Where did they buy that sofa?

- In some other cases

Що Ви сказали? - *What did you say?*

Я не почув Ваше запитання. - *I did not hear your question.*

Я забув. - *I forget.* (It describes a situation in the present where one is unable to remember something)

Тепер я зрозумів. - *Now I understand. I see.*

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences.

1. We have never been to Spain.
2. She has bought a new car.

Exercise 2. Analyze the meaning which is rendered by the verb in the Present Perfect.

1. I have never been to Tibet twice.
2. She has been in Tibet for two years.
3. We have taken the dog to the vet's today.
4. I have finished my homework at last.
5. Pete has just finished painting the kitchen.
6. We have eaten oysters lots of times.
7. Rick has been to Malaysia several times.
8. Maria has just had a baby girl.

Exercise 3. Complete the sentences:

1. The Present Perfect is formed ...
2. In the interrogative form ...
3. In the negative form ...
4. The Present Perfect is used to express a ... which happened in the ..., but the result is ...
5. The Present Perfect completed actions which are repeated before now, the number of ...
6. The Present Perfect is used to express an action that has been in ... for some time (most often with ...).
7. The Present Perfect is NOT USED ...

Exercise 4. Answer the questions:

1. How are the affirmative sentences formed in the Present Perfect?
2. How are the interrogative and negative sentences formed in the Present Perfect?
3. What are the cases of use of the Present Perfect?
4. What are the typical time expressions?

Exercise 2. Correct the errors if any.

1. Did you ever see her?
2. I drank two cups of coffee today.
3. Clare was a teacher for five years (she is still a teacher).
4. I didn't see John since we met last summer.
5. – Maria had a baby. – Really? When? – It has happened last week.
6. It's been windy tonight.
7. Did you ever play Uno?
8. I have gone to Spain last July.
9. Tom has known her when she was a child.

Exercise 3. Complete the sentences:

1. The ... is used to talk about the past only.
2. The ... is used with time expressions to talk about periods of time that are not finished.
3. The ... describes the details of the news.
4. The ... is used to first mention the topic.
5. The ... does not generally refer to a specific past time, part of the experience.
6. The ... links the past with the present.
7. The ... is concerned with a specific past time, either mentioned or understood.

THE PAST PERFECT TENSE – FORMATION, USE FORM

had + P II (V+ed)

I	had worked / written	we	had worked / written
you	had worked / written	you	had worked / written
he, she, it	had worked / written	they	had worked / written

The Past Perfect is formed by means of the auxiliary verb *to have* in the Past Indefinite and the Past Participle (Participle II) of the main verb.

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle *not* is used after the auxiliary verb.

Affirmative: He had written the letter when she came.

Negative: He had not written the letter when she came.

He hadn't written the letter when she came.

Interrogative: Had he written the letter? (general)
 Who had written the letter? (special to the subject)
 When had he written the letter? (special)
 Had he written the letter or the article? (alternative)
 He had written the letter, hadn't he? (disjunctive)
 He hadn't written the letter, had he?
 Hadn't he written the letter? (negative)

USE

PRE-PAST PERIOD

- 1) for action that was completed before a definite moment in the past;
*Sam **had** already **left** when Ann got to the cafeteria.*
*The thief went in. Somebody **had forgotten** to lock the door. (action)*
*By 2000 he **had never been** to the USA. (past moment)*

2) in sentences with the conjunctions;

<p>Hardly... Scarcely...</p> <p>Nearly... Barely...</p>	}	<p>+ Past Perfect ... when Past Indefinite</p>
---	---	---

No sooner... + Past Perfect... **than** Past Indefinite

*He **had** hardly **done** it when they **came**.* (Ледве він встиг це зробити, як вони прийшли.)

*They **had** no sooner **arrived** than it **started** to rain.* (Ледве вони приїхали, як почався дощ.)

(inversion)

*Hardly **had** he **done** it when they **came**.*

*No sooner **had** they **arrived** than it **started** to rain.*

3) in reported speech.

*She explained she **had** seen him.*

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences.

1. Tom had left before Ann came.
2. She said she had never been there before.

Exercise 2. Analyze the meaning rendered by the Past Perfect.

1. It was six o'clock. All the shops had closed.
2. He hadn't slept very well the night before he came to see us. That's why he looked so tired.
3. She said she had never been there before.
4. My wallet wasn't in my bag. Somebody had stolen it before I decided to buy that coat.
5. Scarcely had she found the top secret papers when the host came in.
6. By 1960 most of Britain's colonies had become independent.
7. When we arrived at the party Tom wasn't there. Tom had left the party before we arrived.

Exercise 3. Complete the sentences:

1. The Past Perfect is formed by...
2. In the interrogative form...
3. In the negative form...
4. The Past Perfect is used for an action that was completed ...
5. The Past Perfect is used in sentences with the conjunctions: ...

Exercise 4. Answer the questions:

1. How are the affirmative sentences formed in the Past Perfect?

2. How are the interrogative and negative sentences formed in the Past Perfect?
3. What are the cases of use of the Past Perfect?
4. What are the typical conjunctions?

THE PAST INDEFINITE VS THE PAST PERFECT

The Past Indefinite and not the Past Perfect is used:

1) to denote the succession of actions;

*He **got up**, **went** to the bathroom, **had** breakfast and **left** for work.*

BUT: When the succession of actions is interrupted by the prior action, the Past Perfect is used.

*He **got up**, **went** to the bathroom, **had** breakfast, which Ann **had cooked** for him, and **left** for work.*

2) when the order of events is clear because of the words **after**, **before**, **when**;

*When I **wrote** the letter, I **posted** it.*

*Sam **had left** before Ann got there = Sam **left** before Ann got there.*

*After the guests **had left**, I went to bed = After the guests **left**, I went to bed.*

3) when two actions are very close.

*She **came in** the room and **switched on** the light.*

EXERCISES

Exercise 1. Give your own examples to the following rules:

1. an action that was completed before a definite moment in the past;
2. when two actions are very close;
3. a succession of actions;
4. a succession of actions interrupted by the prior action;
5. reported speech.

Exercise 2. Complete the sentences with your own words.

1. I had never _____ before I _____ .
2. By the time _____ , he had already _____ .
4. My _____ after I had already _____ .
5. The movie had _____ by the time we _____ .
6. In (year), I _____ . Prior to that time, I had _____ .
7. When I _____ , someone else had already _____ .
8. Last (month), I _____ . Before that, I had never _____ .

Exercise 3. Complete the sentences:

1. The ... is used to denote the succession of actions.

2. The ... is used in reported speech.
3. The ... is used when the succession of actions is interrupted by the prior action.
4. The ... is used when two actions are very close.
5. The ... is used for action that was completed before a definite moment in the past.
6. The ... is used when the order of events is clear because of the words *after*, *before*, *when*.

THE FUTURE PERFECT – FORMATION, USE

FORM

shall/will + have + Participle II

I	shall have worked / written	we	shall have worked / written
you	will have worked / written	you	will have worked / written
he, she, it	will have worked / written	they	will have worked / written

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

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle *not* is used after the auxiliary verb.

Affirmative: She will have written the composition by 5.

Negative: She will not have worked. She won't have worked.

Interrogative: Will she have written the (general)
composition by 5 o'clock?

Who will have written the (special to the
composition by 5 o'clock? subject)

By what time will she have written (special)
the composition?

Will she have written the (alternative)
composition by 5 o'clock or 6
o'clock?

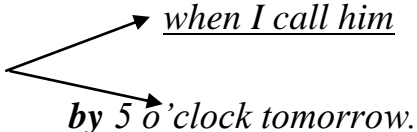
She will have written the (disjunctive)
composition by 5 o'clock, won't
she?

She won't have written the
composition by 5 o'clock, will she?

Won't she have written the (negative)
composition by 5 o'clock?

USE

The Future Perfect is used for an action which will be finished before a stated future time.

He will have finished his work 

Time Expressions: *before, by, by then, by the time, until / till.*

NOTA BENE

We use “*by*” in affirmative sentences. “*Until / till*” are only used in **negative** sentences!

She will have finished the report by tomorrow.

She won't have completed the report until / till 5 o'clock.

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences.

1. I shall have finished the article by 7 p.m.
2. She will have graduated from university by 2015.

Exercise 2. Translate the sentences with the Future Perfect.

1. By this time next year I will have saved \$250.
2. I will have finished reading this book by tomorrow evening.
3. I'll still be here next summer but Tom will have left.
4. By the end of the term we'll have covered all the topics for our exam.
5. When mother comes back the children will have finished all the housework.
6. The police will have heard of the theft by this time.

Exercise 3. Complete the sentences:

1. The Future Perfect is formed by...
2. In the interrogative form...
3. In the negative form...
4. The Future Perfect is used for an action which will be finished before ...
5. We use ... in affirmative sentences. “*Until / till*” are only used in ... sentences.

Exercise 4. Answer the questions:

1. How are the affirmative sentences formed in the Future Perfect?
2. How are the interrogative and negative sentences formed in the Future Perfect?
3. What are the cases of use of the Future Perfect?
4. What are the typical time expressions?

DEGREES OF COMPARISON OF ADJECTIVES

There are three degrees of comparison: **positive** (*dark*), **comparative** (*darker*) and **superlative** (*the darkest*). For comparison, adjectives have got two forms: the comparative and the superlative.

The comparative form + than is used to compare two people, things, etc.:

Tina is shorter than Pam.

the + superlative form + of / in (**in** is used to talk about places) is used to compare one person, thing, etc with more than one person, thing, etc. in the same group:

Peter is the smartest of all my students.

Adjectives form their degrees of comparison *synthetically* (**-er, -est**) and *analytically* (**more, most**): *a better job, the most beautiful girl.*

The *synthetical* forms have:

1) all one-syllable adjectives: *short – shorter – shortest.*

BUT: real, right, wrong take *more / most*: *real – more real – most real.*

Some one-syllable adjectives of abstract meaning such as **clear, safe, true, free, wise**, etc. take either *-er/-est* or *more/most*: *clear – clearer – the clearest* OR *clear – more clear – the most clear*;

2) two-syllable adjectives which end in **-y, -er, -le, -ow**: *clever – cleverer – the cleverest*;

3) two-syllable adjectives with the stress on the last syllable: *po`lite – politer – the politest.*

The *analytical* forms have:

1) adjectives with more than one syllable: *beautiful – more beautiful – the most beautiful*;

2) adjectives formed from participles and *-ing* forms: *tired – more tired – the most tired, interesting – more interesting – the most interesting.*

Some adjectives have *irregular forms* of comparison:

good	better	best	little	less	least
bad	worse	worst	far	farther	farthest (<i>for distance</i>)
many	more	most		further	furthest (<i>for time and distance</i>)
much	more	most			
			old	older	oldest
				elder	eldest (<i>for brothers and sisters</i>)

EXERCISES

Exercise 1. Underline the correct alternative. If both are possible, notice the difference between them:

1. It was almost as if the wolf was *more scared* / *scareder* of us than we were of it.
2. The river was *more deep* / *deeper* than I expected so I decided to turn back.
3. I think I'd describe her as *more pretty* / *prettier* than beautiful.
4. He had always seemed unfriendly, but now they were alone he seemed even *more cold* / *colder*.
5. I bought this tennis racket because it's *more strong* / *stronger*.
6. As a politician I often receive threats, but some are *more real* / *realer* than others.
7. There were two routes up the hill, but as we had lots of time we took the *more long* / *longer*, *more winding* / *windinger* one.

Exercise 2. Complete the sentences with "in" or "of":

1. The building is said to be the highest Europe.
2. The Democrats are the smallest the four main political parties.
3. The hotel enjoys the most spectacular setting any on the south coast.
4. For many people, it is the most important day the whole year.

Exercise 3. Complete these sentences about the degrees of comparison:

1. There are three degrees of comparison:
2. For comparison, adjectives have got
3. *The comparative form + than* is used
4. *The + superlative form* is used
5. Adjectives form their degrees of comparison by
6. The synthetical forms are used with
7. The analytical forms are used with

Exercise 4. Right or wrong? If the sentence is wrong, correct it:

1. There are two forms two compare people and things.
2. Adjectives with more than one syllable form the degrees of comparison by means of the synthetical form.
3. Two-syllable adjectives with the stress on the last syllable form the degrees of comparison by means of the analytical form.
4. *The + superlative form + of* is used to talk about places.

Exercise 5. Answer the questions:

1. What degrees of comparison for adjectives do you know?
2. Which forms are used to compare things and objects?
3. Which form is used to compare two things or people?
4. Which form is used to compare more than two things or people?
5. What are the two ways to form the degrees of comparison?
6. By means of what are the synthetical and analytical ways formed?
7. What adjectives form the degrees of comparison by the synthetical way?
8. What adjectives form the degrees of comparison by the analytical way?
9. What are the irregular forms of comparison?

**THE PRESENT PERFECT CONTINUOUS TENSE – FORMATION,
USE
FORM**

“be” in Present Perfect (have been, has been) + V-ing

I	have been working	we	have been working
you	have been working	you	have been working
he, she, it	has been working	they	have been working

The Present Perfect Continuous is formed by means of the auxiliary verb *to be* in the Present Perfect and the Present Participle (Participle I) of the main verb.

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle *not* is used after the auxiliary verb.

Affirmative: I have been working.

Negative: I have **not** been working./ I haven't been working.

Interrogative: Have you been working? (general)
 Who has been working? (special to the subject)
 How long has he been working? (special)
 Has he been working or relaxing? (alternative)
 He has been working, hasn't he? (disjunctive)
 He hasn't been working, has he?
 Hasn't he been working? (negative)

USE

DURATION OF AN ACTION

1) for saying how long an activity or situation has been in progress (the activity began in the past and is still going on or just stopped);

*I **have been sitting** here since seven o'clock.*

*You **have been studying** for five straight hours. Why don't you take a break?*

Time Expressions: *for, since, all morning, all day, all week.*

Question Words: *how long, since when.*

2) for expressing an action which started in the past and lasted for some time.

The result is visible in the present.

*My feet hurt. I **have been walking** all morning.*

3) to express anger, irritation or annoyance.

*Somebody **has been giving** away our plans.*

4) for focusing on an activity itself (the result of the activity is not important, but it may be visible)

- *What **have** you **been doing**? - I **have been cooking**.*

- *You look tired. - Yes, I've **been sleeping** badly.*

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences.

1. He has been sleeping for 12 hours. 2. They have been painting the floor since 2 p.m.

Exercise 2. Analyze the meaning rendered by the Present Perfect Continuous.

1. I have been working on this problem for two months.
2. She has been sleeping all this time! Unbelievable!
3. You have been talking this nonsense all day long.
4. You are red all over. How long have you been lying in the sun today?
5. I have been trying to get you all day, George!
6. What have you been doing? – I've been reading.

Exercise 3. Complete the sentences:

1. The Present Perfect Continuous is formed by ...
2. In the interrogative form ...
3. In the negative form ...
4. The Present Perfect Continuous is used for expressing an action which started ... and lasted The result is ...
5. The Present Perfect Continuous is used to express anger, ...
6. The Present Perfect Continuous is used for saying how long ... (the activity began in the past and is still going on or just stopped).

Exercise 4. Answer the questions:

1. How are the affirmative sentences formed in the Present Perfect Continuous?
2. How are the interrogative and negative sentences formed in the Present Perfect Continuous?
3. What are the cases of use of the Present Perfect Continuous?
4. What are the typical time expressions?

THE PRESENT PERFECT CONTINUOUS VS THE PRESENT PERFECT

The Present Perfect, NOT the Present Continuous Tense is used with STATE verbs:

*She **has been** away for 4 days.*

*I've always **hated** hospitals.*

With **durative** verbs (most notably *live, work, teach, learn, lie, rain, sit, sleep, stand, study, wait* as they naturally suggest continuity), there is little or no difference in meaning between the two tenses when *since* or *for* is used.

I have lived here since 1995. = I have been living here since 1995.

He has worked at the same store for ten years. = He has been working at the same store for ten years.

The Present Perfect	The Present Perfect Continuous
1) denotes <u>a completed action</u> <i>The bottle is empty. Somebody has drunk the lemonade.</i>	1) has an implication of <u>incompleteness</u> <i>Somebody has been drinking from this bottle. It is half empty.</i>
2) emphasizes result <i>Ann has written 4 letters today. How many pages have you already read?</i>	2) emphasizes process <i>Ann has been writing letters all day. How long have you been reading that book?</i>
3) shows that an action <u>was repeated</u> : <i>I've had interviews all year, but I still don't have a job.</i> OR says <u>how many times</u> it happened: <i>I've had six interviews, but I still don't have a job.</i>	3) shows that an action was repeated: <i>I've been having interviews all year, but I still don't have a job.</i> BUT we <u>cannot say</u> how many times it happened.

EXERCISES

Exercise 1. Right or wrong? If the sentence is wrong, correct it:

1. Oh, dear! I've been breaking the window. _____
2. They've scored three goals already and it's only half time. _____
3. We've been having holidays in Spain for years. _____

4. How many exercises have you been doing? _____
5. I haven't understood these questions. _____

Exercise 2. Compare the different meanings of verb tenses:

1. a. Ann *has been* in Jerusalem for two years. She likes it there.
b. Sue *has been* to Jerusalem. She's also been to Paris. She's been to New York and Tokyo. She's been to lots of cities. She travels a lot.
2. a. Jack *has visited* his aunt and uncle many times.
b. Matt *has been visiting* his aunt and uncle for the last three days.
3. a. Jack *has been talking* to his boss on the phone for half an hour.
b. Jack *has talked* to his boss on the phone lots of times.
4. a. Mr. Woods *has walked* his dog in Forest Park many times.
b. Mr. Woods *has been walking* his dog in Forest Park since two o'clock.

Exercise 3. Give your own examples to the following rules:

1. a) a completed action;
b) an implication of incompleteness.
2. a) an action was repeated and we can say how many times it happened;
b) an action was repeated and we cannot say how many times it happened.
3. a) a result;
b) a process.

Exercise 4. Complete the sentences:

1. The ... emphasizes process.
2. The ... denotes a completed action.
3. The ... has an implication of incompleteness.
4. The ... emphasizes result.
5. The ... shows that an action was repeated or says how many times it happened.
6. The ... shows that an action was repeated but we cannot say how many times it happened.

THE PAST PERFECT CONTINUOUS TENSE – FORMATION, USE FORM

had been (“have” in the Past Perfect) + Participle I (-ing form)

I	had been working	we	had been working
you	had been working	you	had been working
he, she, it	had been working	they	had been working

The Past Perfect Continuous is formed by means of the auxiliary verb *to be* in the Past Perfect and the Present Participle (Participle I) of the main verb.

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle *not* is used after the auxiliary verb.

Affirmative: I had been working.

Negative: I had not been working.

I hadn't been working.

Interrogative: Had you been working? (general)
 Who had been working? (special to the subject)
 How long had he been working? (special)
 Had he been working or relaxing? (alternative)
 He had been working, hadn't he? (disjunctive)
 He hadn't been working, had he?
 Hadn't he been working? (negative)

USE

The Past Perfect Continuous is used:

1) for an action over a period of time up to a definite past time (inclusive);

*The police **had been looking** for the criminals for two years before they caught them.*

*Eric finally came at six o'clock. I **had been waiting** for him since 4.30.*

*The driver who died in the accident **had been drinking**.*

2) for an action which lasted for some time in the past and which result was visible in the past (exclusive).

*My hands were wet. I **had been washing** the floor.*

*He was tired. He **had been mowing** the lawn.*

*A woman collapsed at the supermarket checkout. She **had been smuggling** out a frozen chicken under her hat.*

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences:

1. I had been watching the TV show for 2 hours when the lights went out.
2. Yesterday there were puddles everywhere as it had been raining.

Exercise 2. Analyze the meaning rendered by the verb in the Past Perfect Continuous:

1. Clouds had been gathering all day and then rain came down in sheets.
2. I slowly released a breath and only then realized that I had been holding it for some time.
3. The phone had been ringing for several minutes before I heard it.
4. Outside everything was in deep snow. It had been snowing hard all night.
5. Liz didn't know about the surprise party which her parents had been organizing for weeks.
6. The boy was leaning against the tree, out of breath. He had been running very fast.
7. We had been saving money to buy a car, but we decided to go to Australia.

Exercise 3. Complete the sentences:

1. The Past Perfect Continuous is formed ...
2. In the interrogative form ...
3. In the negative form ...
4. The Past Perfect Continuous is used for an action ... up to a definite ... (inclusive)
5. The Past Perfect Continuous is used for an action ... and which result was visible in the past (exclusive).

Exercise 4. Answer the questions:

1. How are the affirmative sentences formed in the Past Perfect Continuous?
2. How are the interrogative and negative sentences formed in the Past Perfect Continuous?
3. What are the cases of use of the Past Perfect Continuous?

THE FUTURE PERFECT-CONTINUOUS – FORMATION, USE FORM

shall / will + have been +Ving

I	shall have been working	we	shall have been working
you	will have been working	you	will have been working
he, she, it	will have been working	they	will have been working

The Future Perfect Continuous is formed by means of the auxiliary verb *to be* in the Future Perfect and the Present Participle (Participle I) of the main verb.

In the interrogative form the auxiliary verb is placed before the subject.

In the negative form the negative particle *not* is used after the auxiliary verb.

Affirmative: I shall have been working for two hours by that time.

Negative: I shall not have been working for two hours by that time.

I shan't have been working for two hours by that time.

Interrogative: Shall I have been working for two (general)
hours by that time?

Who will have been working for (special to the subject)
two hours by that time?

How long shall I have been working (special)
by that time?

Shall I have been working for two (alternative)
or tree hours by that time?

I shall have been working for two (disjunctive)
hours by that time, shan't I?

I shall not have been working for
two hours by that time, shall I?

Shan't I have been working there (negative)
for two hours by that time?

USE

The Future Perfect Continuous emphasizes the duration of an action up to a certain time in the future.

I will go to bed at 10 p.m. Ed will get home at midnight. At midnight I will be sleeping. I will have been sleeping for 2 hours by the time Ed gets home. (event)

Next August she will have been teaching English for 30 years. (future moment) (*Наступного серпня буде вже 30 років, як вона викладає англійську*)

Time Expressions: *by...*, *for...*

EXERCISES

Exercise 1. Write down interrogative and negative forms of the following sentences:

1. By next year he will have been writing the novel for three years. 2. They will have been studying for 3 hours when you come.

Exercise 2. Read and translate the sentences with the Future Perfect Continuous:

1. By the end of this month we will have been learning this language for ten years.
2. When my daughter goes to school we will have been living here for over five years.
3. When the new century begins, they will have been reconstructing this church for nearly 25 years.
4. If nobody stops him, he will have been grumbling for hours.
5. We can get there at seven at the earliest. They will be painting the fence. If we arrive at 8.30, they will have been painting it for 3 hours at least; and if we come at 9.30, they will have probably finished the work.

Exercise 3. Complete the sentences:

1. The Future Perfect Continuous is formed ...
2. In the interrogative form ...
3. In the negative form ...
4. The Future Perfect Continuous emphasizes ...

Exercise 4. Answer the questions:

1. How are the affirmative sentences formed in the Future Perfect Continuous?
2. How are the interrogative and negative sentences formed in the Future Perfect Continuous?
3. What is the case of use of the Future Perfect Continuous?

DECLARATIVE SENTENCES IN THE INDIRECT SPEECH

- 1) When the introductory verb is in a **present, present perfect or future tense** we can report the direct speech without any change of tense:

PAUL (phoning from the station): I'm trying to get a taxi. –

*Paul says he **is trying** to get a taxi.*

- 2) When the introductory verb is in **the past tense**, verbs in the direct speech are changed into a corresponding past tense:

<i>Direct speech</i>	<i>Indirect speech</i>
Present simple <i>"I never eat meat," he explained.</i>	▶ Past simple <i>He explained that he never ate meat.</i>
Present continuous <i>"I'm waiting for Ann," he said.</i>	▶ Past continuous <i>He said (that) he was waiting for Ann.</i>
Present perfect <i>"I have found a flat," he said.</i>	▶ Past perfect <i>He said (that) he had found a flat.</i>
Present perfect continuous <i>He said, "I've been waiting for ages".</i>	▶ Past perfect continuous <i>He said he had been waiting for ages.</i>
Past simple <i>"I took the book home," she said.</i>	▶ Past perfect <i>She said she had taken the book home.</i>
Past continuous <i>"I was working at four o' clock," Tim said.</i>	▶ Past Cont. or Past Perfect Cont. <i>Tim said (that) he was working / had been working at four o' clock.</i>
Future (will) <i>"I'll call you tomorrow," Rea said.</i>	▶ Conditional (would) <i>Rea said (that) she would call me the following day.</i>

The *Past Perfect* and *Past Perfect Continuous* remain the same.

- 3) Some **words and time expressions** change according to the meaning of the sentence:

<i>now</i>	▶ <i>then, at that time, immediately</i>
<i>today, tonight</i>	▶ <i>that day, that night</i>
<i>yesterday</i>	▶ <i>the day before, the previous day</i>
<i>tomorrow</i>	▶ <i>the next day, the following day</i>
<i>this week</i>	▶ <i>that week</i>
<i>last week</i>	▶ <i>the week before, the previous week</i>
<i>next week</i>	▶ <i>the week after, the following week</i>
<i>two days ago</i>	▶ <i>two days before</i>
<i>here</i>	▶ <i>there</i>
<i>come</i>	▶ <i>go</i>

this / these ▶ *that / those*.

4) Certain **modal verbs** change as follows:

will ▶ *would*

can ▶ *could*

can ▶ *could / would be able to* (future reference)

may ▶ *might*

shall ▶ *should* (asking for advice)

must ▶ *must / had to* (obligation)

needn't ▶ *needn't / didn't need to / didn't have to*

4) *Would, could, might, should, ought, had better, used to* and *mustn't* do not change.

EXERCISES

Exercise 1. Underline the correct answer:

1. If the introductory verb is in the past tense, *this* is changed into:

a) those; b) these; c) that; d) there.

2. If the introductory verb is in the present tense, *Past Simple* is changed into:

a) Present Simple; b) Past Simple; c) Past Perfect; d) Present Perfect.

3. If the introductory verb is in the present tense, *can* is changed into:

a) can; b) could; c) have to; d) is able to.

4. If the introductory verb is in the past tense, *tomorrow* is changed into:

a) the next day; b) at that time; c) the day before; d) that day.

Exercise 2. Complete these sentences about the indirect speech:

1. When the introductory verb is in a present, present perfect or future tense we can report the direct speech

2. When the introductory verb is in the past tense

3. Some words and time expressions

Exercise 3. Answer the questions:

1. In what cases do we report the direct speech without any change of tense?

2. How are verbs in the direct speech changed if the introductory verb is in the past tense?

3. What modal verbs do not change if the introductory verb is in the past tense?

INTERROGATIVE SENTENCES IN THE INDIRECT SPEECH

When we turn direct questions into indirect speech, the following changes are necessary:

1. Tenses, pronouns and possessive adjectives, and adverbs of time and place change as in statements.
2. The interrogative form of the verb changes to the affirmative form.
3. The question mark and words such as *please, well ... , oh*, etc. are omitted.
4. Reported questions are introduced with the verbs **ask, inquire, wonder** or **want to know**:

“What did you make for dinner yesterday?” Bob asked me. –

Bob asked me what I had made for dinner the day before.

5. When the direct speech begins with a **question word** (*who, where, how old, how long, when, why, what*, etc.), the reported question is introduced with the same question word:

“Why do you want to leave your job?” Pam asked me. –

Pam asked me why I wanted to leave my job.

6. When the direct question begins with an **auxiliary** (*is, do, have*) or a **modal verb** (*can, may*, etc.), then the reported question begins with **if** or **whether**:

“Do you like rock music?” he asked us. –

He asked us if / whether we liked rock music;

“Can you ride a motorcycle?” Ben asked David. -

Ben asked David if / whether he could ride a motorcycle.

EXERCISES

Exercise 1. Read the theory and insert pre- and postpositions:

When we turn direct questions _____ indirect speech, the following changes are necessary: the interrogative form _____ the verb changes _____ the affirmative form; reported questions are introduced _____ the verbs *ask, inquire, wonder* or *want to know*; when the direct speech begins _____ a question word, the reported question is introduced _____ the same question word; when the direct question begins _____ an auxiliary or a modal verb, then the reported question begins _____ *if* or *whether*.

Exercise 2. Complete these sentences about the indirect speech:

1. When we turn direct questions into
2. change as in statements.
3. The interrogative form of the verb changes
4. The question mark and words such as are omitted.

5. Reported questions are introduced with the verbs
6. When the direct speech begins with, the reported question is introduced with the same question word.
7. When the direct question begins with an auxiliary or a modal verb, ...

Exercise 3. Right or wrong? If the sentence is wrong, correct it.

1. When the direct question begins with an auxiliary or a modal verb, then the reported question also begins with it.
2. When the direct speech begins with a question word, the reported question is introduced with the same question word.
3. Tenses, pronouns and possessive adjectives, and adverbs of time and place do not change.
4. The interrogative form of the verb changes to the negative form.

THE PASSIVE VOICE

The **Passive Voice** is formed by the verb *to be* and the Past Participle (*be + V+ed*) of the main verb:

*The cake **was made** by Tom.*

	Active	Passive
Present Simple	He delivers the parcels.	The parcels are delivered .
Present Cont.	He is delivering the parcels.	The parcels are being delivered .
Past Simple	He delivered the parcels.	The parcels were delivered .
Past Cont.	He was delivering the parcels.	The parcels were being delivered .
Future Simple	He will deliver the parcels.	The parcels will be delivered .
Present Perfect	He has delivered the parcels.	The parcels have been delivered .
Past Perfect	He had delivered the parcels.	The parcels had been delivered .
Future Perfect	He will have delivered the parcels.	The parcels will have been delivered .
Present Infinitive	He must deliver the parcels.	The parcels must be delivered .
Perfect Infinitive	He must have delivered the parcels.	The parcels must have been delivered .
Perfect -ing form	Having delivered the parcels,...	The parcels having been delivered, ...
Modals + be + p.p.	He should deliver the parcels. The parcels should be delivered .	

The verb *to get* is used instead of the verb *to be* in everyday speech when we talk about things that happen by accident or unexpectedly:

*Four people **got hurt** in the car crash. (= Four people **were hurt**...)*

have + object + Past Participle means “I employed smb to do smth for me”:

He had his hair cut.

BUT: *He had cut his hair* means that he cut it himself.

The Present Perfect Continuous, the Future Continuous, the Past Perfect Continuous and the Future Perfect Continuous are **not** normally **used** in the passive.

The **subject** of the active sentence becomes the 'agent' in the passive sentence. The agent is introduced by **by** and placed at the end of the sentence:

active: Tom made the cake. –

*passive: The cake was made **by** Tom.*

BUT: To say what the agent used to carry out the action, **with + instrument / material** is used:

*The cake was made **by** Tom. It was made **with** flour, eggs and cheese.*

The **object** of the active sentence becomes the subject in the passive sentence:

active: Tom made the cake. –

*passive: The cake was made **by** Tom.*

The active **verb** remains in the same tense, but changes into a passive form.

Only **transitive verbs** (followed by an object) or intransitive verbs with prepositions (*to look after*) can be changed into the passive:

*The child **is looked after** by a babysitter while his parents are at work.*

Verbs **not used** in the passive: *to have, to belong, to be, to become, to appear, to lack, to last, to come, to hold, to fit, to resemble, to fly, to suit, to possess, to consist, to arrive, to seem.*

EXERCISES

Exercise 1. Which sentences below do not contain a passive form? Are there any sentences where you are not sure? If yes, consult the theory.

1. In some countries, pupils are allowed to smoke during breaks.
2. In my day, girls were not expected to go to university and have a career.
3. I wish I'd been taught more about how to use computers.
4. An ever-increasing range of educational materials is being produced for the very young.
5. Expectant mothers are pressured into buying CDs like *Mozart for mothers-to-be*.
6. We encourage youngsters to be able to take different roles within a group.

7. Many schoolchildren's anxieties should be classified as psychiatric disorders.
8. One day, the talents possessed by so-called idiots-savants may be accessible to us all.
9. To be educationally beneficial, TV programmes have to be aimed at their age group.
10. In the future, people will be expected to work in teams even more.
11. Before you take a photo, you should always check the position of the sun.
12. If parents are worried that their children are not learning to read fast enough, they should get them assessed by an expert.

Exercise 2. In the sentences in Exercise 1, find examples of:

- a) past, present and future passive forms;
- b) a continuous passive form;
- c) a modal passive;
- d) a passive infinitive;
- e) a 'reduced' passive where only the past participle is used;
- f) a passive where the auxiliary is not *be*.

Exercise 3. Here are some reasons the passive is often used. Find examples in Exercise 1 to illustrate them. (For each example more than one of these may be true.)

- a. The subject of the verb is unimportant, obvious or unknown.
- b. The subject of the verb is 'people generally'.
- c. The passive is part of the formal / journalistic style.
- d. The passive verb is part of a 'set phrase'.

Exercise 4. Look at the underlined words in these sentences. Which are transitive? Which are intransitive?

1. She broke her leg.
2. Take off your jacket.
3. I got up at 7.30.
4. She doesn't like Chinese food.
5. We arrive late.
6. He told me to sit down.

Exercise 5. Complete these sentences about the passive voice:

1. The passive voice is formed by.....
2. *have + object + Past Participle* means
3. The subject of the active sentence becomes

4. The object of the active sentence becomes
5. *by* is used to *with* is used to
6. Tenses not used in the passive are

Exercise 6. Answer the questions:

1. What is the way to form the passive voice?
2. What tenses are normally used in the passive?
3. What is the difference between the prepositions “by” and “with” used in the passive?
4. What verbs are not used in the passive?

СИСТЕМА ОЦІНЮВАННЯ

Семестр 1

Змістовий модуль 1					Змістовий модуль 2						МКР	Сума
T1	T2	T3	T4	T5	T1	T2	T3	T4	T5	T6	20	100
40					40							

Семестр 2

Змістовий модуль 3	Змістовий модуль 4	МКР	Сума
(10 тем)	(7 тем)	10	50
20	20		

У I семестрі підсумковий семестровий рейтинг кожного студента обчислюється згідно університетської шкали оцінювання (100 бальної) та виводиться під час останнього практичного заняття за розкладом у I семестрі шляхом додавання балів, набраних за всі змістові модулі семестру (максимально 80 балів), та балів, отриманих за модульну контрольну роботу (максимально 20 балів).

Залік вважається складеним, якщо студент має 60 або більше балів за результатом модульно-рейтингового контролю. У іншому разі передбачено залік у формі усного опитування теоретичного матеріалу та практичного завдання на переклад речень, що містять вивчені протягом семестру структури.

У II семестрі підсумковий семестровий рейтинг кожного студента виводиться шляхом додавання балів, набраних студентом протягом семестру за усі змістові модулі та підсумковий письмовий тест (максимально 50 балів) та балів, отриманих на екзамені (максимально 50 балів).

До підсумкового контролю допускають студентів, які набрали в сумі за усіма змістовими модулями більше 30% від загальної кількості балів (тобто більше 50% від кількості балів поточного контролю) за рейтингом. Екзамен вважається складеним, якщо студент має 60 або більше балів із можливих 100.

Розподіл балів під час екзамену здійснюється таким чином:

- усне висловлювання, що розкриває теоретичні аспекти граматичного явища (основні особливості, правила утворення, вживання тощо) – 15 балів (30%)

- виконання письмового практичного завдання типу відкритої форми, що вимагає застосування набутої впродовж року граматичної компетентності (розкрити дужки, вставити необхідну граматичну форму) – 20 балів (40%)
- переклад граматичних термінів з української на англійську мову – 15 балів (30%).

Результати досягнень студента з практичної граматики англійської мови оцінюються за 100-бальною шкалою університету з обов'язковим переведенням набраної суми балів в оцінки національної (4-бальної) шкали та шкали ECTS :

Шкала оцінювання: національна та ECTS

Сума балів за всі види навчальної діяльності	Оцінка ECTS	Оцінка за національною шкалою	
		для екзамену, курсового проекту (роботи), практики	для заліку
90 – 100	A	відмінно	зараховано
82-89	B	добре	
74-81	C		
64-73	D	задовільно	
60-63	E		
35-59	FX	незадовільно з можливістю повторного складання	не зараховано з можливістю повторного складання
0-34	F	незадовільно з обов'язковим повторним вивченням дисципліни	не зараховано з обов'язковим повторним вивченням дисципліни

СТРУКТУРА ЕКЗАМЕНАЦІЙНОГО БІЛЕТА

Екзаменаційний білет складається з таких завдань:

1. Розкрити теоретичні аспекти граматичного явища (основні особливості, правила утворення, вживання тощо).
2. Виконати практичне завдання типу відкритої форми.
3. Перекласти граматичні терміни з української мови на англійську.

Приклади екзаменаційних білетів

Приклад 1

1. Fill in the blanks using the suitable tense forms:

1. I _____ (never come) across such a big snake in my life. What about you?
2. By Saturday next week, I _____ (work) on this painting for exactly one month.
3. I have to admit that our relationship _____ (get) more and more boring these days.
4. My grandparents _____ (come) to see us next weekend. They _____ (not visit) us since 2013.

2. Explain the use of the Present Perfect.

3. Translate the terms into English:

- *минулий тривалий час*
- *означення*
- *аналітичні форми*
- *допоміжне дієслово*
- *активний стан.*

Приклад 2

1. Fill in the blanks using *a*, *an*, or *the* if necessary:

1. Where's _____ USB drive I gave you last week?
2. Do you still live in _____ Bristol?
3. Is your mother working in _____ old office building?
4. The tomatoes are 99 pence _____ kilo.
5. What do you usually have for _____ breakfast?

2. Explain the use of the zero article.

3. Translate the terms into English:

- *однина*
- *злічувані іменники*
- *збірні іменники*
- *сполучник*
- *прислівник.*

СЛОВНИК-МІНІМУМ ГРАМАТИЧНИХ ТЕРМІНІВ

1. the notional parts of speech	1. самостійні частини мови
2. the noun	2. іменник
3. the adjective	3. прикметник
4. the pronoun	4. займенник
5. the numeral	5. числівник
6. the verb	6. дієслово
7. the adverb	7. прислівник
8. the modal verbs	8. модальні дієслова
9. the structural parts of speech	9. службові частини мови
10. the preposition	10. прийменник
11. the conjunction	11. сполучник
12. the particle	12. частка
13. the article	13. артикль
14. common nouns	14. загальні назви
15. proper names	15. власні назви
16. collective nouns	16. збірні іменники
17. compound noun	17. складні іменники
18. countable nouns	18. злічувані іменники
19. uncountable nouns	19. незлічувані іменники
20. the number	20. число
21. the singular	21. одинина
22. the plural	22. множина
23. the masculine gender	23. чоловічий рід
24. the feminine gender	24. жіночий рід
25. the neuter gender	25. середній рід
26. the common case	26. загальний відмінок
27. the genitive (possessive) case	27. присвійний відмінок
28. the double genitive	28. подвійний присвійний відмінок
29. the absolute genitive	29. абсолютний присвійний відмінок
30. the qualitative adjective	30. якісний прикметник
31. the relative adjective	31. відносний прикметник
32. the degrees of comparison	32. ступені порівняння
33. the positive degree	33. основна форма
34. the comparative degree	34. вищий ступінь порівняння
35. the superlative degree	35. найвищий ступінь порівняння
36. the synthetical forms	36. синтетичні форми
37. the analytical forms	37. аналітичні форми
38. the definite article	38. означений артикль

39. the indefinite article	39. неозначений артикль
40. the grammatical concord / agreement	40. граматичне узгодження
41. the notional concord / agreement	41. узгодження за значенням
42. the present indefinite tense	42. теперішній неозначений час
43. the past indefinite tense	43. минулий неозначений час
44. the future indefinite tense	44. майбутній неозначений час
45. the present continuous tense	45. теперішній тривалий час
46. the past continuous tense	46. минулий тривалий час
47. the future continuous tense	47. майбутній тривалий час
48. the present perfect tense	48. теперішній перфектний час
49. the past perfect tense	49. минулий перфектний час
50. the future perfect tense	50. майбутній перфектний час
51. the present perfect continuous tense	51. теперішній перфектно-тривалий час
52. the past perfect continuous tense	52. минулий перфектно-тривалий час
53. the future perfect continuous tense	53. майбутній перфектно-тривалий час
54. the affirmative form	54. стверджувальна форма
55. the interrogative form	55. запитальна форма
56. the negative form	56. заперечна форма
57. the auxiliary verb	57. допоміжне дієслово
58. the sentence	58. речення
59. the subject	59. підмет
60. the predicate	60. присудок
61. the object	61. додаток
62. the attribute	62. означення
63. the adverbial modifier	63. обставина
64. the direct word order	64. прямий порядок слів
65. the inversion	65. інверсія (непрямий порядок слів)
66. the state verbs	66. дієслова стану
67. the indirect speech	67. непряма мова
68. the active voice	68. активний стан
69. the passive voice	69. пасивний стан
70. the sequence of tenses	70. узгодження часів

СПИСОК НЕПРАВИЛЬНИХ ДІЄСЛІВ

1. lay	laid	laid	класти, накривати на стіл;
2. pay	paid	paid	платити;
3. say	said	said	говорити, сказати;
4. sell	sold	sold	продавати;
5. tell	told	told	розповідати, говорити;
6. retell	retold	retold	переказувати;
7. hear	heard	heard	чути;
8. make	made	made	робити, виготовляти;
9. have	had	had	мати, володіти;
10. flee	fled	fled	тікати, уникати;
11. shine	shone	shone	світити, сяяти, блищати;
12. build	built	built	будувати;
13. rebuild	rebuilt	rebuilt	відбудовувати;
14. bend	bent	bent	згинати(ся);
15. lend	lent	lent	позичати, давати у борг;
16. send	sent	sent	посилати, відсилати;
17. spend	spent	spent	витрачати, проводити;
18. burn	burnt	burnt	палити, горіти;
19. learn	learnt	learnt	вчитися, вчити (щось)
20. spoil	spoilt	spoilt	псувати(ся)
21. spill	spilt	spilt	проливати;
22. spell	spelt	spelt	писати слово по буквам
23. dwell	dwelt	dwelt	мешкати, перебувати
24. smell	smelt	smelt	нюхати, пахнути;
25. feel	felt	felt	почувати;
26. keep	kept	kept	тримати, зберігати;

27. creep	crept	crept	повзти;
28. weep	wept	wept	плакати;
29. sweep	swept	swept	мчати, замітати;
30. leap	leapt	leapt	стрибати, скакати;
31. kneel	knelt	knelt	ставати навколішки;
32. deal	dealt	dealt	мати справу, торгувати;
33. dream	dreamt	dreamt	мріяти, бачити уві сні;
34. mean	meant	meant	означати, мати намір;
35. lean	leant	leant	притулятися, спиратися;
36. leave	left	left	покидати, від'їжджати;
37. lose	lost	lost	губити, програвати;
38. shoot	shot	shot	стріляти, проростати;
39. catch	caught	caught	ловити, спіймати;
40. teach	taught	taught	вчити, викладати;
41. bring	brought	brought	приносити;
42. buy	bought	bought	купувати;
43. fight	fought	fought	боротися, воювати;
44. seek	sought	sought	шукати, розшукувати;
45. think	thought	thought	думати, вважати;
46. bind	bound	bound	зв'язувати;
47. grind	ground	ground	молоти;
48. find	found	found	знаходити;
49. wind	wound	wound	крутитися, намотувати;
50. light	lit	lit	запалювати;
51. slide	slid	slid	ковзати, прослизнути;
52. hang	hung	hung	вішати, висіти;
53. strike	struck	struck	бити, страйкувати;
54. dig	dug	dug	копати,

55. swing	swung	swung	відкопувати; гойдати(ся);
56. stick	stuck	stuck	приклеювати;
57. sting	stung	stung	жалити;
58. wring	wrung	wrung	викручувати;
59. win	won	won	вигравати;
60. hold	held	held	тримати, держати;
61. bleed	bled	bled	кровоточити;
62. breed	bred	bred	вирощувати, виводити;
63. lead	led	led	вести, водити;
64. feed	fed	fed	годувати;
65. speed	sped	sped	прискорювати;
66. meet	met	met	зустрічати, знайомитися;
67. read	read	read	читати;
68. stand	stood	stood	стояти;
69. understand	understood	understood	розуміти;
70. get	got	got	одержувати, діставатися;
71. sit	sat	sat	сидіти;
72. spit	spat	spat	плювати(ся);
73. begin	began	begun	починати;
74. drink	drank	drunk	пити;
75. shrink	shrank	shrunk	зсідатися;
76. ring	rang	rung	дзвонити;
77. sing	sang	sung	співати;
78. sink	sank	sunk	спускати, занурюватися;
79. spring	sprang	sprung	стрибати, підскакувати;
80. swim	swam	swum	плавати;
81. become	became	become	ставати, робитися;
82. come	came	come	приходити, приїжджати;
83. run	ran	run	бігати, керувати;
84. awake	awoke	awoke	прокидатися, будити;

85. blow	blew	blown	дути, дмухати;
86. grow	grew	grown	рости, збільшуватися;
87. throw	threw	thrown	кидати, закидати;
88. know	knew	known	знати;
89. show	showed	shown	показувати;
90. draw	drew	drawn	тягти, креслити;
91. fly	flew	flown	літати;
92. see	saw	seen	бачити;
93. give	gave	given	давати;
94. forgive	forgave	forgiven	прощати;
95. forbid	forbade	forbidden	забороняти;
96. take	took	taken	брати, взяти;
97. shake	shook	shaken	трясти;
98. drive	drove	driven	вести машину, гнати;
99. strive	strove	striven	старатися, намагатися;
100. rise	rose	risen	сходити, вставати;
101. arise	arose	arisen	виникати, поставати;
102. ride	rode	ridden	їхати верхи;
103. write	wrote	written	писати;
104. bear	bore	born(e)	носити, родити;
105. tear	tore	torn	рвати;
106. wear	wore	worn	носити одяг;
107. break	broke	broken	ламати;
108. wake	woke	woken	прокидатися, будити;
109. speak	spoke	spoken	говорити;
110. freeze	froze	frozen	заморожувати;
111. steal	stole	stolen	красти;
112. choose	chose	chosen	вибирати;
113. forget	forgot	forgotten	забувати;
114. lie	lay	lain	лежати;
115. bite	bit	bitten	кусати;
116. hide	hid	hidden	ховати(ся);
117. beat	beat	beaten	бити, лупцювати;

118.	eat	ate	eaten	їсти;
119.	fall	fell	fallen	падати;
120.	do	did	done	робити;
121.	undo	undid	undone	розв'язувати, розстібати;
122.	go	went	gone	йти, їхати, їздити;
123.	undergo	underwent	undergone	знавати;
124.	swell	swelled	swollen	надуватися, пухнути;
125.	prove	proved	proven	доводити, виявлятися;
126.	shave	shaved	shaven	голити(ся);
127.	sew	sewed	sewn	шити;
128.	saw	sawed	sawn	пиляти;
129.	bet	bet	bet	битися об заклад;
130.	let	let	let	дозволяти;
131.	set	set	set	ставити, розміщувати;
132.	upset	upset	upset	засмучувати;
133.	spread	spread	spread	поширювати(ся);
134.	cut	cut	cut	різати;
135.	shut	shut	shut	закривати, зачиняти(ся);
136.	hit	hit	hit	ударяти, влучати в ціль;
137.	knit	knit	knit	плести, в'язати;
138.	split	split	split	розколювати(ся);
139.	burst	burst	burst	вибухати, розриватися;
140.	hurt	hurt	hurt	здавати болю;
141.	cost	cost	cost	коштувати;
142.	put	put	put	(по)класти, (по)ставити;
143.	broadcast	broadcast	broadcast	передавати по радіо;

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РЕКОМЕНДОВАНІ ПРАКТИЧНІ ЗАВДАННЯ

Для закріплення вивченого теоретичного матеріалу рекомендуємо виконати практичні завдання (перша цифра – номер джерела зі списку базової літератури).

Тема 1.1.

- 1) 4. Впр. 1-5, стр. 172-174.
- 2) 6. Впр. 21, стр. 38-49.

Тема 1.2.

- 1) 1. Впр. 2-11, стр. 22-24.
- 2) 2. Впр. 258-261, стр. 320-321.
- 3) 4. Впр. 1-4, стр. 4-5.

Тема 1.3.

- 1) 2. Впр. 30-35, стр. 231-233.
- 2) 3. Впр. 76-86, стр. 50-54.

Тема 1.4.

- 1) 1. Впр. 12-13, стр. 25.
- 2) 4. Впр. 7, стр. 7.

Тема 1.5.

- 1) 2. Впр. 262-255, стр. 320.
- 2) 4. Впр. 5-6, стр. 5-6.

Тема 2.1.

- 1) 1. Впр. 1, стр. 3; впр. 5, стр. 6.
- 2) 3. Впр. 33, стр. 21; впр.154, стр. 103.

Тема 2.2.

- 1) 4. Впр. 1-3, стр. 40-41.

Теми 2.3, 2.4.

- 1) 4. Впр. 16, стр. 19.
- 2) 6. Впр. 1-3, стр. 11-17.

Теми 2.5.

- 1) 4. Впр. 2-15, стр. 7-19.

Теми 2.6, 2.7.

- 1) 3. Впр. 129-147, стр. 81-97.
- 2) 4. Впр. 2, стр. 167.

Теми 3.1.

- 1) 2. Впр. 282-283, стр. 325-326.
- 2) 4. Впр. 1, стр. 36-37; впр. 7, стр. 39-40.

Теми 3.2.

- 1) 2. Впр. 278-280, стр. 324-325.
- 2) 4. Впр. 2, стр. 37.

Теми 3.4.

- 1) 2. Впр. 291, стр. 328.
- 2) 3. Впр. 118-128, стр. 74-79.

Теми 3.5.

- 1) 4. Впр. 1-3, стр. 163-164.

Теми 3.6.

- 2) 2. Впр. 281, стр. 325.
- 3) 4. Впр. 3, стр. 38.

Теми 3.7.

- 1) 4. Впр. 7, стр. 39-40.
- 2) 7. Впр. 105, стр. 18-20.

Теми 3.8.

- 1) 2. Впр. 289-290, стр. 327.
- 2) 3. Впр. 109-116, стр. 69-72.

Теми 3.9, 3.10.

- 1) 1. Впр. 1-21, стр. 32-42.
- 2) 3. Впр. 89-108, стр. 56-68.
- 3) 4. Впр. 4-6, стр. 38-39.

Теми 4.1.

- 1) 1. Впр. 1-10, стр. 149-154.

Теми 4.2.

1) 2. Впр. 273, 275-276, стр. 324.

Теми 4.3.

1) 2. Впр. 274, стр. 324.

Теми 4.4.

1) 2. Впр. 277, стр. 324.

Теми 4.6.

1) 1. Впр. 1-20, стр. 209-221.

2) 3. Впр. 403-433, стр. 294-312.

Теми 4.7.

1) 3. Впр. 283-293, стр. 207-214.

2) 4. Впр. 1-7, стр. 76-79.

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