

МІНІСТЕРСТВО ВНУТРІШНІХ СПРАВ УКРАЇНИ

Харківський національний університет внутрішніх справ

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**BASIC GRAMMAR
REFERENCE & PRACTICE**

Навчальний посібник
з англійської мови
для здобувачів вищої освіти

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Посібник висвітлює низку базових граматичні явища сучасної англійської мови і пропонує систему вправ, націлену на закріплення теоретичного матеріалу.
Для курсантів І,ІІ курсів та всіх, хто вивчає англійську мову.

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ПЕРЕДМОВА

Посібник висвітлює низку базових граматичних явищ сучасної англійської мови і пропонує систему вправ, націлену на закріплення теоретичного матеріалу. Вправи містять нескладну лексику та матеріал для запам'ятовування основних граматичних форм і вироблення навичок їхнього застосування. Посібник допомагає тим, хто навчається ознайомитися із найуживанішими граматичними структурами англійської мови і відпрацювати їх у вправах.

Створений для розвитку навичок академічної мови та критичного мислення, що необхідні для успішного навчання в університеті на різних факультетах.

The Present Simple Tense

The present simple tense is used in English for the following purposes:

Repeated actions

The present simple tense is very often used with adverbs of repeated time. Look at these examples (the adverbs are shown in bold):

- I **always** come to school by car.
- She **frequently** arrives here before me.
- He **never** forgets to do his homework
- I **often** catch the late bus home.
- I play football **on Saturdays**.
- **Once a year** I fly back to visit my family in Korea.
- The classrooms are cleaned **every evening** after school.
- She **sometimes** loses her temper, but it doesn't happen very **often**.
- Do you **ever** eat in the cafeteria?
- Does your father speak English **every day**?

Simple statements of fact

When we want to state a fact or ask a question without any time reference, we use the present simple tense.

- I live in Frankfurt.
- She plays football but she doesn't play tennis.
- For breakfast he eats rice and drinks cold milk.
- She works very hard.
- My friend speaks four languages.
- It rains a lot in Germany.

- I don't like horror films!
- Do you smoke?
- Does your sister have any children?
- How much does it cost to buy an apartment in Frankfurt?

World truths

Statements about rules of nature and the way the world is are in the present simple tense.

- The sun sets in the West.
- Most babies learn to speak when they are about two years old.
- Water boils at 100° Celsius.
- Trees lose their leaves in the fall.
- Few people live to be 100 years old.
- Wood floats on water.
- Does it snow in the Sahara Desert?
- Do elephants live longer than humans?
- Money doesn't guarantee happiness.
- Flowers don't grow in the winter.

Verbs of the senses and mental processes

The present simple tense is used for many verbs of thinking, feeling and sensing. The most common words are:

like	love	prefer	know	understand
hate	need	want	believe	remember
see	hear	taste	smell	look

- She likes it in Germany.
- I love lying in bed late on Sunday mornings.
- I need to know right now.

- She says she doesn't know who did it, but I don't believe her.
- He doesn't want to speak to you again.
- This doesn't taste very good, does it?
- Do you remember the first time we met?
- Do you smell something funny?
- Does he understand which way to go?

In jokes, anecdotes and film or book summaries

The present simple tense is very often used in jokes and when telling a story to make the joke or story seem more immediate. This use of the present tense is sometimes called the graphic present.

The present simple is also used to retell what happens in a book or film.

- So in he walks with a parrot on his shoulder.
- In his new film Robert Redford plays the part of a brave cowboy.

To refer to the future

The present simple is often used to refer to future events that are scheduled (and outside of our control).

- Hurry up! The train departs in 10 minutes.
- I leave Frankfurt at 5 o'clock in the morning and arrive in New York

at midnight the next day.

- She has a piano lesson after school today.
- There's no need to hurry. The train doesn't leave for another 30 minutes.
- When does the meeting begin?



Forms: Present Simple

Affirmative

I	work	well.
You		
We		
You		
They		
He/She/It	works	

The present simple form of the verb is identical to the base form in all persons except the third person singular. The third person singular is formed by adding -s to the base form. Note the changes in spelling:

work » works

live » lives

stay » stays

try » **tries** (a final -y changes to -ie- after a consonant)

wash » **washes**; kiss » **kisses**; watch » **watches**; box »

boxes (we add -es after -sh, -s, -ch and -x)

go » **goes** (we add -es)

do » **does** (we add -es)



Questions without question words in Simple Present

Auxiliary	Subject	Verb	Rest	Yes/No	Subject	Auxiliary (+ n't)
Do	you	read	books?	Yes, No,	I I	do. don't.
Does	Peter	play	football?	Yes, No,	he he	does. doesn't.

Questions with question words in Simple Present

Question word	Auxiliary	Subject	Verb	Rest	Answer
What	do	you	play	on your computer?	I play games on my computer.
When	does	your mother	go	to work?	She goes to work at 6 o'clock.
Where	do	you	meet	your friends?	I meet them at the bus stop.

How to use special verbs in the Simple Present

be

Pronouns	Affirmative sentence	Negative sentence	Question
I	I am from Britain.	I am not from Britain.	Am I from Britain?
you, we, they	You are from Britain.	You are not from Britain.	Are you from Britain?
he, she, it	He is from Britain.	He is not from Britain.	Is he from Britain?

do

Pronouns	Affirmative sentence	Negative sentence	Question
I	I do exercises.	I do not do exercises.	Do I do exercises?

Pronouns	Affirmative sentence	Negative sentence	Question
you we, they	They do exercises.	They do not do exercises.	Do they do exercises?
he, she, it	He does exercises.	He does not do exercise s.	Does he do exercises?

have

Pronouns	Affirmative sentence	Negative sentence	Question
I	I have books .	I do not have books.	Do I have books?
you we, they	We have books.	We do not have books.	Do we hav e books?
he,4 she, it	He has books.	He does not have books.	Does he ha ve books?

Which of the following words are used as signal words in the **Present Simple**?

- always
- at the moment
- every day
- often
- sometimes
- yesterday

Which sentences/questions are in the Simple Present?

- Do you speak Spanish?
- He's 15.
- I'm in room 201.
- She didn't help her mother.
- She doesn't like milk.
- She drives a car.
- We are reading a book.

Which verb forms are correct?

- she are
- she has
- she haves
- she is
- she plaies
- she plays

Change the verb into the correct form

Example:

I / You / We / They (cook) cook.

He / She / It (cook) cooks.

I / You / We / They (have) have a car.
He / She / It (have) has a car.
I / You / We / They (study) study at school.
He / She / It (study) studies at school.

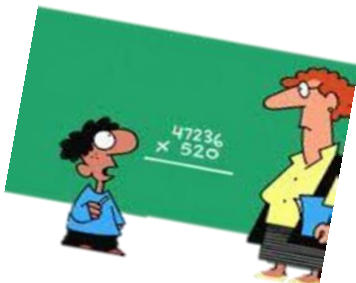
1. Dennis (cook) on Wednesday.
2. Mariela and I (cook) on Tuesday.
3. The suspect (have) facial hair.
4. Tammy and I (have) facial hair.
5. You (study) science on Thursday.
6. Thomas (study) math on Friday.
7. Rickie (look) kind overweight.
8. Justin and I (look) kind overweight.
9. Kim (read) fiction novels.
10. Richard and David (read) the newspaper.



Change the verb into the correct form

Example:

I / You / We / They (not cook) do not cook.
He / She / It (not cook) does not cook.
I / You / We / They (not have) do not have a car.
He / She / It (not have) does not have a car.
I / You / We / They (not study) do not study at school.
He / She / It (not study) does not study at school.



1. Dennis (not cook) on Wednesday.
2. Mariela and I (not cook) on Tuesday.
3. The suspect (not have) facial hair.
4. Tammy and I (not have) facial hair

5. You (not study) science on Thursday
6. Thomas (not study) math on Friday.
7. Rickie (not look) kind overweight.
8. Justin and I (not look) kind overweight.
9. Kim (not read) fiction novels.
10. Richard and David (not read) the newspaper



Change the verb into the correct form

Example:

I / You / We / They (cook) Do I / you / we / they cook.

He / She / It (cook) Does he / she / it cook.

I / You / We / They (have) Do I / you / we / they have a car.

He / She / It (have) Does he / she / it have a car.

I / You / We / They (study) Do I / you / we / they study at school.

He / She / It (study) Does he / she / it study at school.

1. Dennis (cook) on Wednesday.
2. Mariela and I (cook) on Tuesday.
3. The suspect (have) facial hair.
4. Tammy and I (have) facial hair.
5. You (study) science on Thursday.
6. Thomas (study) math on Friday.
7. Rickie (look) kind overweight.
8. Justin and I (look) kind overweight.
9. Kim (read) fiction novel.
10. Richard and David (read) the newspaper.

Change the verb into the correct form. Use the **Example**.

Example:

I have facial hair. (Collins not) But Collins doesn't have facial hair.

Sally is Spanish. (Mark and Lucy not). But Mark and Lucy aren't Spanish.

1. We have pale complexion. (They not)
2. Harry has a moustache. (Chris and Tony not)
3. They are 25. (We not)
4. This sweatshirt is red. (That sweatshirt not)
5. I have brown hair. (Marry not)

Write questions with the words below. Use **the Present Simple**.

1. when / you / get up / in the morning
2. you / study / English / every day
3. your teacher / give / homework / every lesson
4. what / you / do / after school
5. where / your best friend / live

Read the text about English lessons on mobile phones

ENGLISH LESSONS FOR EVERYONE

People study English all over the world. They need English for work and to find information. But in many countries, people don't know English very well. In Bangladesh, for example, many people can't learn the language because they haven't got money for lessons. Now, for people in Bangladesh, there is a solution to this problem. They can learn English on their mobile phones! Bangladesh is the first country in the world to use mobile phones for learning English. Over 50 million people in the country have got mobile phones. They usually use their phones to chat with friends or send text messages. Now, they can learn English with Janala, the English language programme. Janala means "window". This is a perfect name for these lessons because they open a window to

the world. In the first three months, Janala gave more than one million English lessons. The lessons are very popular in Bangladesh now. The mobile phone companies are giving special low prices, so the lessons don't cost much money. Also, with Janala, people can study anywhere – in the street, in shops, on the bus or at home.

Complete the questions with the verbs in brackets. Use the **Present Simple**.

1. Why ...people ... (need) English?
2. What ... people in Bangladesh usually ... (use) their mobile phones for?
3. What ... the word Janala ... (mean)?
4. ... the lessons ... (cost) much money.

Choose the correct adverbs of frequency. Don't change the meaning of the sentence.

1. We don't play football in bad weather. We **never / often** play football in bad weather.
2. Heather watches the news on TV twice a week. Heather **sometimes / always** watches the news on TV.
3. My uncle plays golf once a year. My uncle **rarely / usually** plays golf.
4. Janine and Doris go shopping three or four times a week. Janine and Doris **rarely / often** go shopping.
5. Kelly and her sister go to bed late every night. Kelly and her **sister sometimes / always** go to bed late.

Complete the sentences so that they are true for you. Use **always, never, sometimes, usually, often or rarely**.

1. I ... play computer games.

2. I ... go to bed after 11.00.
3. My father ... cooks dinner.
4. I ... have a shower at night.
5. I ... send text messages.
6. I ... have breakfast at school.
7. I ... do sport.
8. My parents ... go to the cinema. 10

Complete the text with the correct **Present Simple** form of the verbs in brackets.

GORILLAS

What ... you ... (know) about gorillas? ...you ... (like) them, or are you frightened of them? Don't be frightened. Gorillas rarely ... (hurt) people.

Gorillas are very clever animals. They ... (live) in the jungles of Africa. Large gorillas sometimes ... (weigh) about 180 kilos. A gorilla ... (eat) fruit and other parts of plants. It ...often ... (not eat) meat or insects, and it rarely ... (drink) water.

You ... usually ... (not see) a gorilla alone. Gorillas are social animals and they ... (like) living in groups.



Enjoy Your Grammar

The Perfect Son.

A: I have the perfect son.

B: Does he smoke?

A: No, he doesn't.

B: Does he drink whiskey?

A: No, he doesn't.

B: Does he ever come home late?

A: No, he doesn't.

B: I guess you really do have the perfect son. How old is he?

A: He will be six months old next Wednesday

.



The Present Continuous Tense

THE PRESENT CONTINUOUS IS USED:

- to describe an action that is going on at this moment.

You are using the Internet. You are studying English grammar.

- to describe an action that is going on during this period of time or a trend.

Are you still working for the same company? More and more people are becoming vegetarian.

- to describe an action or event in the future, which has already been planned or prepared:

We're going on holiday tomorrow. I'm meeting my boyfriend tonight. Are they visiting you next winter?

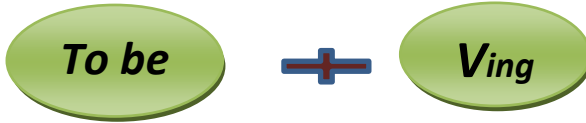
- to describe a temporary event or situation.

He usually plays the drums, but he's playing bass guitar tonight. The weather forecast was good, but it's raining at the moment.

- with "always, forever, constantly", to describe and emphasise a continuing series of repeated actions.

Harry and Sally are always arguing! You're constantly complaining about your mother-in-law!

Present Continuous Forms



Statement: You are watching TV.

Question: Are you watching TV?

Negative: You are not watching TV.

Fill in the present continuous. Use the verbs in bracket.

1. I'm busy now because I ... the house. (clean)
2. ... they lunch? (prepare)
3. The girls ... an email to their friend. (write)
4. Her friends ... in the park. (not play)
5. They ... his birthday. (celebrate)
6. Do you have time to talk? Sorry, but I (study)
7. Peter ... his best friend. (phone)
8. He ... a green baseball cap. (wear)
9. They ... for the key. (look)
10. Hurry! The bus (come)
11. He ... his teeth. (clean)
12. Why ... you? (laugh)
13. Please listen to me. I ,, to you. (talk)
14. Frank and Mary ... at the party. (dance)
15. She ... her presents. (open)

Read the telephone conversation between Ross and his friend.

“Hi Eddy. It’s Ross. I’m in London with Sal and Pamela. I’m sitting next to City Hall at the moment. Guess where Sal and Pamela are? They’re flying above London in a hot air balloon! I’m waiting for them here with our bags, but it’s my turn next. It’s amazing. People usually travel around for days to see London. But now you can see it all in one hour on the Adventure Balloons tour. I’m reading the brochure about the tour right now. There are tours on Mondays to Fridays, but the balloons don’t fly in the rain. You travel over Big Ben, the London Eye, Buckingham Palace, Hyde Park, Wembley Stadium, the Tate Museum and all the other interesting places. And you can see for kilometres in every direction. Oh, I can see the balloon now! It’s over Tower Bridge on the River Thames and it’s travelling in this direction. Oh, no! It’s starting to rain. Now I can’t go on the tour!”

Complete the sentences with the affirmative or negative form according to the text.

1. Ross ... (read) about the River Thames at the moment.
2. Sal and Pamela ... (fly) in the hot air balloon.
3. Ross ... (wait) with the bags.
4. The balloon ... (travel) over City Hall right now.
5. It ... (start) to rain.

Non Continuous Verbs

There are some verbs that we do not normally use with continuous (or progressive) tenses. And there are other verbs that have one meaning with simple tenses and a different meaning with continuous tenses.

Non-continuous verbs are verbs that we do not normally use with continuous tenses. These "stative" verbs are about state,

not action, and they cannot express the continuous or progressive aspect. Here are some of the most common non-continuous verbs:

- **feeling:** hate, like, love, prefer, want, wish
- **senses:** appear, feel, hear, see, seem, smell, sound, taste
- **communication:** agree, deny, disagree, mean, promise, satisfy, surprise
- **thinking:** believe, imagine, know, mean, realize, recognize, remember, understand
- **other states:** be, belong, concern, depend, involve, matter, need, owe, own, possess

Look at these example sentences, right and wrong:

I want a coffee.	not I am wanting a coffee.
I don't believe you are right.	not I am not believing you are right.
Does this pen belong to you?	not Is this pen belonging to you?
It seemed wrong.	not It was seeming wrong.
I don't hear anything.	not I am not hearing anything.

Notice that we often use *can + see/hear*.

- **I can see someone in the distance. not I am seeing someone in the distance.**
- **I can't hear you very well. not I am not hearing you very well.**

With verbs that we cannot use in continuous tenses, there is no real action or activity. Compare *hear* and *listen*. The verb

"hear" means "receive sound in your ears". There is no action or activity by you. We cannot use *hear* with continuous tenses. But *listen* means "try to hear". You make an effort to hear. There is a kind of action or activity. We can use listen with continuous tenses.

Dual Meaning Verbs

Some verbs have two different meanings or senses. For one sense we cannot use a continuous tense. For the other sense we can use any tense.

For example, the verb *think* has two different meanings:

1. to believe, to have an opinion
I **think** red is a sexy colour.
2. to reflect, to use your brain to solve a problem
I **am thinking** about my homework.

In sense **1** there is no real action, no activity. This sense is called "stative". In sense **2** there is a kind of action, a kind of activity. This sense is called "dynamic".

When we use the stative sense, we cannot use a continuous tense. When we use the dynamic sense, we can use any tense, depending on the situation.

If you have a doubt about a particular verb, ask yourself the question: "**Is there any real action or activity?**"

be and Continuous Tenses

The verb be can be an auxiliary verb (Marie is learning English) or a main verb (Marie is French). On this page we look at be as a main verb.

Usually we do not use main verb be with continuous tenses. For example, we say:

- **London is the capital of the UK. not London is being the capital of the UK.**

- **Is she beautiful? not Is she being beautiful?**
- **Were you late? not Were you being late?**

Sometimes, however, we can use main verb be with a continuous tense. This is when the real sense of be is "act" or "behave". Also, the action is temporary. Compare the examples in the table below:

Simple	Continuous
Mary is a careful person. (Mary is always careful - it's her nature.)	John is being careful. (John is acting carefully now, but maybe he is not always careful - we don't know.)
Is he always so stupid? (Is that his personality?)	They were being really stupid. (They were behaving really stupidly at that moment.)
Andrew is not usually selfish. (It is not Andrew's character to be selfish.)	Why is he being so selfish? (Why is he acting so selfishly at the moment?)

Notice that we also make a difference between "to be sick" and "to be being sick":

- **She is sick (= she is not well)**
- **She is being sick (= she is vomiting)**



Check your understanding of the **continuous** and **non-continuous** use of these verbs.

1. He ... that you shouldn't worry too much about college now.
He thinks you should just focus on doing well in high school.

- feels
- is feeling

In this case, the person is expressing an opinion.

2. The Rock 'N Roll twins ... this weekend at the Highland Concert Arena.

- appear
- are appearing

This sentence refers to a planned event.

3. Could you be quiet? I ... about this math problem and I can't concentrate!

- think
- am thinking

This refers to the action of considering a problem.

4. The tiramisu ... amazing! Could you give me the recipe?

- tastes
- is tasting

This refers to the actual taste of a food item, not the action of tasting something.

5. Who ... you ... at and why?!

- do you look
- are you looking

Here the man is speaking about the action of watching someone.

6. I think Peter ... Marcia at the moment. I've heard they're in love.

- sees
- is seeing

In this case, Peter is dating Marcia currently, not seeing her with his eyes.

7. I'm afraid that ... too difficult for me to do.

- looks
- is looking

In this case, 'look' is used to mean the same as the non-continuous verb 'appear'.

8. Julie ... to be very nervous about her job interview tomorrow.

- appears
- is appearing

Here, Julie seems to be nervous, so the verb 'appear' is non-continuous.

Enjoy Your Grammar

Two boys were arguing when the teacher entered the room.

The teacher says, "Why are you arguing?"

One boy answers, "We found a ten dollar bill and decided to give it to whoever tells the biggest lie."

"You should be ashamed of yourselves," said the teacher, "When I was your age I didn't even know what a lie was."

The boys gave the ten dollars to the teacher.

Teacher: Tell me a sentence that starts with an "I".

Student: I is the....

Teacher: Stop! Never put 'is' after an "I".

Always put 'am' after an I".

Student: OK. I am the ninth letter of the alphabet.



The Present Simple vs Present Continuous

Present Simple	Present Continuous
Things which are always true: Water boils at 100 degrees.	Things which are happening at the moment of speaking: The water is boiling now, so you can put in the pasta.
Permanent situations (or nearly permanent; true for a few years at least): Julie lives in London.	Temporary situations: Julie is living in Paris for a few months (usually she lives in London).
	Situations which are slowly changing: I'm getting better and better at speaking English.
Habits or things we do regularly: I drink coffee every morning.	Temporary or new habits: I'm drinking too much coffee these days because I'm so busy at work.
	Annoying habits (usually with 'always'): My flatmate is always leaving the kitchen in a mess!

<p>Future events which are part of a timetable: My plane leaves at eight tonight.</p> <p>To talk about the future after certain words ('when' 'until' 'after' 'before' 'as soon as'): I'll call you when I get home.</p>	<p>Definite future plans: I'm meeting John after class today.</p>
<p>To talk about what happens in books, plays and films: At the end of the book, the detective catches the killer.</p>	<p>To talk about people in pictures and photos: In this photo, my mother is walking beside a lake.</p>

Choose the **present simple** or **present continuous** for each gap below.

•

1. A: We ... to the cinema tonight. B: ... to the cinema?
 - a. are going / do you often go
 - b. go /do you often go
 - c. are going / ae you often going
2. A: What time ... this afternoon? B: I don't know. We... tomorrow.
 - a. does the train leave / leave
 - b. does the train leave / are leaving
 - c. is the train leaving / leave
3. A: ...? B: Yes, but I ... to quit.
 - a. Are you smoking / try
 - b. Do you smoke / try
 - c. Do you smoke / 'm trying
4. A: I ... on holiday two or three times a year. B: That's great! And where... this year?

- a. go / do you go
 - b. 'm going / do you go
 - c. go / are you going
5. I think it's better to stay. It ... and we ... an umbrella.
- a. 's raining / don't have
 - b. rains / don't have
 - c. 's raining / aren't having

Complete the sentences with the verbs in brackets. Use the **Present Simple** or **Present Continuous**.

1. Coffee beans ... (grow) in Brazil.
2. Where ... Tina usually ... (sit)?
3. Jo's at school. She ... (not shop) now.
4. Bert ... (not understand) the homework because it's very difficult.
5. ... you ... (feed) the fish at the moment?

Complete the e-mail with the correct form of the verbs in brackets. Use the **Present Simple** or **Present Continuous**

Hi Jake,

1... you ... (study) right now? 2... (use) my laptop computer, but I 3... (not do) homework now. 4... (sit) in the tennis stadium with Judy. We 5... (not watch) the tennis match, because the players 6... (not play) at the moment. It 7... (rain) and the players 8... (wait) for the rain to stop. Judy 9... (not like) the rain. She's cold and she 10... (want) to go home.

Bye.



There is and There are

We use **there is** (**was** in the past) and **there are** (**were** in the past) when we first refer to the existence or presence of someone or something:

There's a letter on your desk. Julia brought it from the mail room.

Not: It's a letter on your desk.

There are three Japanese students in my class.

There is and there's are both singular forms. We use there's more commonly in informal speaking:

There is a new cafe in the centre of town which sells Indonesian food.

She's very determined and there's no chance she will change her mind.

There are is the plural form of there is and there's:

There are two new buildings next to the school. They are both science buildings.

In speaking and in some informal writing, we use there's even when it refers to more than one. This use could be considered incorrect in formal writing or in an examination:

There's three other people who are still to come.

There's lots of cars in the car park.

Questions

To form a question, we place **is / are** in front of **there**.

Again we use **any** with plural questions or those which use uncountable nouns.

We also use **there is / are** in short answers.

- **Is there a dog in the supermarket? - No, there isn't.**
- **Are there any dogs in the park? - Yes, there are.**
- **Is there a security guard in the shop? - Yes, there is.**
- **Are there any polar bears in Antarctica? - No, there aren't.**
- **Is there any ice-cream in the freezer? - Yes, there is.**
-

Negative Form

The negative is formed by putting **not** after is or are:

- **There is not a horse in the field.**
- **There are not eight children in the school.**

We almost always use contractions when speaking.

The negative contractions are:

- **There's not = There isn't**
- **There are not = There aren't**

There is/are with *Some*

With plural countable nouns we can either give the quantity (“five people”) or use “some” if we don’t know the exact quantity.

There are five people in the office. (We can see five people exactly)

There are some people in the office. (We don’t know exactly how many people)

With uncountable nouns we also use “some”.

There’s some milk in the fridge, (I don’t know the exact quantity.)

There's some money in my wallet. (I don't know exactly how much money.)

Remember:

With singular countable nouns we use a/an, the, or another determiner or pronoun – not “some”.

There's a woman in the shop.

There's the woman who works in the hospital.

There's my sister in the photo.

There aren't with *any*

When we want to indicate that a zero quantity of something exists we use **there aren't any**.

There aren't **any** people at the party.

There aren't **any** trees in my street.

We also use this structure with uncountable nouns:

There isn't **any** water in the swimming pool.

There isn't **any** sugar in my coffee.

Start sentence with *There is and There are or Is there and Are there*

1. a laptop on the desk.
2. some students in the courtyard.
3. any possibility to meet her tonight?
4. so many issues with the new software.
5. any interesting books in the library?
6. anybody who can help me?
7. any poems in this new textbook?
8. any reasons I should believe her again.

Write sentences with the words below. Use the correct form of *There is or There are and a, an, some or any.*

1. not / good programmes / on TV / this week /.
2. not / sports lesson / today /.
3. dogs / in the park /?
4. not / sugar / in the coffee /.
5. onion / in the bag /?

Choose the correct answer.

1. There ... people in the restaurant.
 1. are any
 2. are some
 3. is some
2. There ... information about careers in the library.
 1. are some
 2. is some
 3. isn't some
3. There ... money on the table.
 1. is a
 2. is any
 3. is some
4. ... cheese in this sandwich?
 1. Are there any
 2. Is there a
 3. Is there any
5. ... letter for you.
 1. There's a
 2. There's
 3. There's some



Choose the correct answers.

1. Was there / There was / There were a microwave in the kitchen.
2. There was / Was there / There wasn't some milk on the table.
3. There weren't / There wasn't / There was any sugar in the cupboard.
4. Was there / Were there / There was any eggs in the fridge?
5. There was / There wasn't / There were three books on the shelf.
6. Was there / There was / Were there any furniture in the living room?

Complete her questions with ***Was there*** or ***Were there***.

1. ... any aeroplanes?
2. ... any homework?
3. ... any computers?
4. ... a dishwasher in your kitchen?
5. ... a washing machine in your house?

Complete the dialogue with the correct form of ***there was*** or ***there were***.

Bill: I was at the new restaurant on Hill Street last night.

Dan: ... any music at the restaurant?

Bill: Yes, ... And the food was amazing.

Dan: ... many people there?

Bill: Yes,

Dan: ... French food at the restaurant?

Bill: No, It's an Italian restaurant, so ... Italian food.

... 25 different types of pasta.

Much, Many, A Lot of



We use much and many in questions and negative sentences. They both show an amount of something.

Use '**Much**' with uncountable nouns

We use **much** with singular nouns.

Question: "**How much** petrol is in the car?"

Negative clause: "We don't have **much** time left."

Use '**Many**' with countable nouns

We use **many** with plural nouns

Question: "How many people were at the meeting?"

Negative clause: "**Not many** of the students understood the lesson."

'A lot of' and 'Lots of'

We use them with countable and uncountable nouns. **A lot of** is a little more formal sounding than **lots of**.

Countable:

"**A lot of** people work here."

"**Lots of** people work here."

Uncountable:

"**There was a lot of** snow last night."

"**There was lots of** snow last night."

Complete the questions with *How much* or *How many*.

1. ... brothers have you got?
2. ... time have we got for lunch?
3. ... sport teams are there?
4. ... homework have they got today?

Complete the text with the correct form of *there is* or *there are*, *a*, *an*, *the*, *some*, *any*, *How much* or *How many*.

A Big Mac is 1... amazing hamburger sandwich from McDonald's. 2... two hamburgers and onions in a Big Mac. There's 3... cheese, too, but 4... any tomatoes. Big Macs haven't got 5... ketchup, but they've got McDonald's famous "special sauce".

6... McDonald's restaurants in many countries around the world, but there are 7... differences in their Big Macs. In India, 8... Big Macs are with chicken. In China, Ireland, Thailand and Japan, 9... a "Double Big Mac" – with four hamburgers and extra cheese! 10... meat is there in a Big Mac? The two

hamburgers are about 91 grams. 11... calories are there in a Big Mac?

(A) Little and (a) Few

 <p>few мало, недостаточно, мне этого не хватит</p>	 <p>a few несколько, маловато, но мне хватит.</p>
 <p>Little мало, недостаточно, мне этого не хватит</p>	 <p>a little маловато, но мне хватит.</p>

(A) **little** and (a) **few** are quantifiers meaning ‘some’. Little and few have negative meanings. We use them to mean ‘not as much as may be expected or wished for’.

Compare

All she wanted was a few moments on her own.	some, a small number
She had few moments on her own.	not many/almost none
She saves a little money every month.	some, a small amount
They had little money to spend.	not much/almost nothing
A: Have you got any money? B: Yes, a little .	some, a small amount
A: Have you got any money? B: No, very little .	not much/almost nothing

(A) little, (a) few with a noun

We use a little with singular uncountable nouns. We use a few with plural countable nouns:

Mary said nothing, but she drank some tea and ate **a little** bread.

We stayed **a few** days in Florence and visited the museums.

Little, few with a noun

We use little with uncountable nouns. We use few with plural countable nouns. They are used in formal contexts:

I'm not very happy about it but I suppose I have **little** choice.

Few cities anywhere in Europe can match the cultural richness of Berlin.

[talking about a period of history]

At that time **few** people travelled who didn't have to.

(A) little, (a) few without a noun

We can use (a) little and (a) few as pronouns. We can use them to substitute for a noun when it is obvious from the context:

After that, she began to tell them **a little** about her life in Scotland, particularly her life with the Rosenblooms.

Don't take all the strawberries. Just have **a few**. (Just have a few strawberries.)

Little and few are not very common without a noun. We use them in formal contexts:

Little is known about his upbringing and education.

Few would be in favour of police officers carrying weapons.

(A) little of (a) few of

We use of with (a) little and (a) few when they come before articles (a/an, the), demonstratives (this, that), possessives (my, your) or pronouns (him, them):

Put the flour into a bowl, blend with **a little of** the milk, beat in the egg yolks, then the sugar and the rest of the milk.

A few of his films were seen abroad.

A little: adverb

We use a little as an adverb of degree. It is more formal than a bit:

He smiled just **a little**.

Her hands were shaking **a little**.

A little with adjectives, determiners, adverbs

We use a little before adjectives and adverbs to modify them. It is more formal than a bit:

She seemed to be getting **a little** better.

What you need is **a little** more romance.

We often use a little with bit:

I find that **a little** bit hard to believe.

Little: adjective

We use little as an adjective to mean ‘small’:

‘You’re going to have a **little** baby brother, Martha,’ her mother told her one day.

I know a **little** restaurant not far from here.

Little or small?

Little and small have similar meanings. We use small to refer only to size. We use little to refer to size, but also to express a positive emotion (especially with words like beautiful, lovely, wonderful):

He’s a **small** baby. (He’s smaller than average.)

He’s a lovely **little** baby. (He’s lovely and small.)

There’s a wonderful **little** café at the end of the street. (preferred to: There’s a wonderful small café at the end of the street.)

Decide whether you have to use *a little or a few*.

1. We had ... snow last winter.
2. ... people were interested in the exhibition.
3. I speak ... French.
4. There are ... students in the classroom.
5. She has ... relatives.
6. There is ... water in the pond.
7. The professor spends ... time playing tennis on Sundays.
8. We have ... knowledge of this phenomenon.
9. There are... mushrooms in my mushroom soup.
10. ... animals can survive in the desert.

Fill in *few* or *little* into the gaps.

1. He likes a ... sugar for his tea.
2. My parents will be home in a ... minutes.
3. She told me a ... about her life in Los Angeles.
4. I can't come because there's still a ... work to do.
5. They only sang a ... songs on the festival.
6. She invited a lot of girls and a ... boys to her party.
7. There'll probably be a ... rain on Sunday.
8. They are good students, but they have a ... problems with maths.
9. A ... of his movies became very successful.
10. We get a ... extra pocket money from our grandma.
11. I'm going to meet a ... friends this afternoon.
12. There were only a ... rainy days in January.

Choose *a little* / *little* / *a few* / *few*.

1. I have ... water left. There's enough to share.
2. I have ... good friends. I'm not lonely.
3. He has ... education. He can't read or write, and he can hardly count.
4. There are ... people she really trusts. It's a bit sad.
5. We've got ... time at the weekend. Would you like to meet?
6. Julie gave us ... apples from her garden. Shall we share them?
7. She has ... self-confidence. She has a lot of trouble talking to new people.
8. There are ... women politicians in the UK. Many people think there should be more

Less and fewer with a noun

We use the quantifiers **less** and **fewer** to talk about quantities, amounts and degree. **Less** and **fewer** are comparative words. **Less** is the comparative form of **little**. **Fewer** is the comparative form of **few**.

We usually use **less** with uncountable nouns. We use **fewer** with plural nouns:

I do **less** work at weekends than I used to.

Better cycle routes would mean fewer cars and **fewer** accidents.

Less and fewer with of

When we use **fewer** or **less** before articles (a/an, the), demonstratives (this, that), possessives (my, your) or pronouns (him, them), we need to use **of**. We use **less of** with singular nouns and **fewer of** with plural nouns:

It was funny to begin with, but as time went on, it became **less of** a joke.

In ten years' time, more and more people will be demanding information twenty-four hours a day, from all parts of the world. **Fewer** of them will be getting that information from newspapers which arrive hours after the news has occurred.

Less and fewer without a noun

We can leave out the noun when it is obvious:

Every year in Britain about 5,000 people die on the roads. **Fewer** are killed at work. (fewer people)

Choose the correct word in each sentence below.

1. (Fewer/ Less) people signed up for the march than we expected.
2. This year I will buy (fewer/ less) plants for my garden.
3. The shirt feels much (fewer/ less) bulky now that the tailor taken it in.
4. During this past storm, (fewer/ less) snow fell.

5. During this past storm, (fewer/ less) accidents occurred.
6. When the clerk counted the money, she found (fewer/ less) coins than before.
7. This part of the symphony requires much (fewer/ less) instrumentation than the earlier part.
8. After the loggers went through the land, there were considerably (fewer/ less) trees in the south field.
9. Please give me (fewer/ less) sugar than you gave him.
10. Please give me (fewer/ less) sugar cubes than you gave him.

Choose the correct answer: *fewer or less?*

1. Water has ... calories than milk has.
2. The doctor advised the kid to eat ... sweets and drink soda to lose weight.
3. There are ... cars on the roads in this small town.
4. He did ... exercises than he should have then.
5. She has much ... patience than her husband.
6. I have ... money to spend on buying clothes than my sister has.
7. He wants to make ... business trips as he has become seriously ill.
8. She has ... time to finish the job.
9. The students have ... days to finish the project.



Some/Any

We use **some** and **any** with uncountable nouns and plural nouns. The general rule is that you use “some” in positive sentences and “any” in negative sentences and questions.

“I have **some** ideas.”

“I don’t have **any** ideas.”

“Do you have **any** ideas?”

However, we can also use “some” in questions.

“**Would you like some tea?**” (I expect the answer to be “Yes”.)

When we use some in a question, we limit what we are offering the other person.

For example, “**Can I get you something to drink? – Coffee, or tea?**” means I am offering you a limited choice of things to drink.

When we use “any” in a question, we are not limiting the choice.

For example, “**Would you like anything to drink?**” includes a whole range of things to drink.

“**Do you have any questions?**” (You can ask me anything you like!)

We can also use any in positive sentences which have a negative meaning. We often use “any” with “hardly”, “without” or “never”.

“**There’s hardly any petrol left in the car – we need to go to a garage.**”

“**He went out without any money on him.**”

“**She never has any problem understanding.**”

We can also use “some” and “any” at the end of a sentence, as pronouns.

“Do you need any money for the shopping?”

“It’s OK, but I’ve already got some.” (some = some money)

“Who ate all the chocolates?”

“Not me. I haven’t had any.” (any = any chocolates)

Choose *some* or *any*

1. Have we got ... bread?
2. ... student will tell you that they don't have enough money.
3. We've got ... furniture, but we still need a table.
4. She bought ... new clothes.
5. You can buy beer in ... pub.
6. Can I have ... more juice?
7. Did you buy ... juice?
8. I can speak ... French.
9. Would you like ...tea?
10. In London in the winter there's hardly ... sunlight.
11. Did you buy ... chicken?
12. I don't have ... sunblock with me.
13. She never drinks ... water.
14. Do you have ... sugar?
15. It's hard in a new city without ... friends.
16. I didn't find ... problems.
17. Could you give me ... paper?
18. There's ... money in my handbag.

Choose *a*, *some*, *any*

1. I need ... information about the city.
2. I always have ... egg for breakfast.
3. Can you help me? I need ... advice.

4. We don't have ... money.
5. Can I have ... milk, please?
6. Have you got ... pen?
7. We didn't see ... people in the streets.
8. Does Peter have ... magazines in his office?
9. Do you want ... chips?
10. My wife doesn't want ... dog.



Nobody /No One/ None

How to Use *Nobody*

"Nobody" is an indefinite pronoun, meaning it does not refer to any particular person. It means the same thing as "no person" or "not anyone." As an indefinite pronoun that refers to an absence, "nobody" also has no defined amount. Grammatically, though, it is treated as a singular noun: Nobody was there to open the door.

How to Use *No One*

"No one" is also an indefinite pronoun, and it means the same thing as "nobody." It is usually considered more formal than "nobody," which is why it is more likely to appear in writing.

"None" is a common misspelling of "no one," which is two words. "No-one"—with a hyphen—is a less common spelling, typically found in British English.

How to Use *None*

The pronoun "none" means not one, not any, or no persons or things. As an adverb, "none" means not at all or to no extent.

There's a common misconception that "none" can only be singular, but this has never been true. When "none" is the subject of a clause and refers to members of a group, it can be used with either a singular verb ("None is") or a plural verb ("None are"). "None" must be followed by a singular verb only when it means "not part of a whole," as in "None of it is mine."

Examples

"Nobody and "no one" are basically interchangeable; the main difference between the two is the degree of formality:

No one is ever too old to learn something new.

Nobody wants to sign up for clean-up duties.

"None" means the same thing as "not one" or "not any," which is why it's often found in reference to groups:

None of the other apples are as good as the Honeycrisp.

None of the guests has any idea what to bring to the party.

In the first example, "none" takes the plural verb "are" because it is used in the sense of "not any" (Not any of the other apples are as good as the Honey crisp). In the second example, "none" takes the singular verb "has" because it is used in the sense of

"not one" (Not one of the guests has any idea what to bring to the party). If you're using the word "none" and you aren't sure if it should take a singular or a plural verb, try replacing "none" with "not any" or "not one" to determine in which sense it's being used.

Wilson Follett, the author of the style guide "Modern American Usage," wrote that choosing the right verb for "none" is always a matter of context:

"The fact is that in some contexts none means not a single one, making singularity emphatic, whereas in other contexts it means no two, no few, no several, no fraction of many. In None of us is entitled to cast the first stone the singular meaning is hardly mistakable; in None of the commentators agree on the meaning of this passage the plural meaning is equally clear. None, then, is freely either singular or plural according to the sense suggested by its context. Often the number we give it makes no difference."

How to Remember the Differences

"Nobody" and "no one" always refer to people. If you're struggling to decide which one you should write, you can relax. Either one will do, so stick with whichever sounds best.

"None" can refer to people or inanimate objects. This word always points to another noun or nouns in a sentence, which is why you often see the construction "none of the [noun]," as in:

None of the guests enjoyed the meal.

"None" is the appropriate word in this case because it points to the noun "guests." Without the noun "guests," the sentence would require an indefinite pronoun such as "nobody" or "no

one" instead: No one enjoyed the meal.

Complete the following sentences. Pay attention we use **no** before a noun or a noun phrase.

1. ... airplane is 100 percent safe. (No / None)
2. ... knows what awaits us tomorrow or the day after. (None / No one)
3. We have got ... plans for the vacation. (no / none)
4. ... knew where he had gone, or how he had escaped. (Nobody / None)
5. There is wardrobe in the bedroom. (no / none)
6. ... wanted to talk to you when you were in the supermarket. (No / Nobody)
7. I won't be able to do it by myself. I will need ... help. (no one / none)
8. ... of my children wanted to do sports activities. (No one / None)
9. We use ... to replace countable or uncountable nouns. (no one / none)

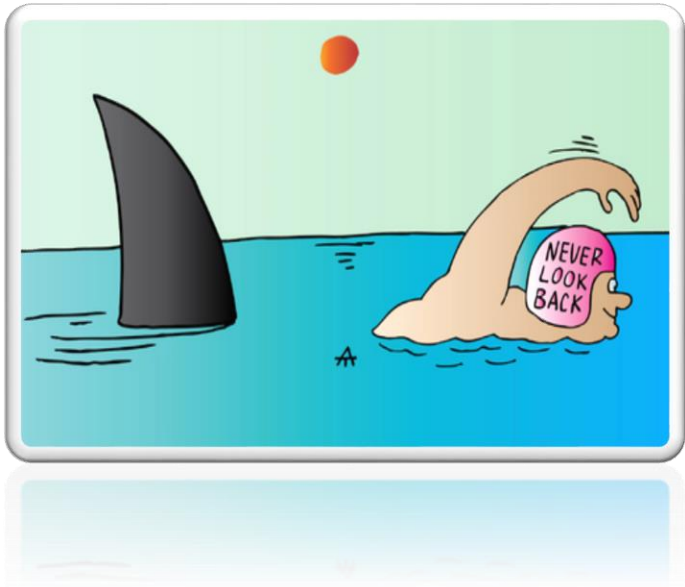
Choose **no one, nobody, nothing, none.**

1. ... knows what awaits us tomorrow or the day after.
2. ... will ever admit that his own dog is a nuisance.
3. She is ... like her sister in looks or manners.
4. The conversation is going ... you don't want it to go.
5. ... knew where he had gone, or how he had escaped.
6. Is there ... that is decent to eat in this place?
7. I am disappointed, ... my friends can come to the party.
8. He came out of ... and grabbed me again.
9. He had been there and ... could take that away from him.
10. ... of us speaks French.

11. A: How much milk did you buy? B: ... Sorry, I forgot.
12. We're worried. We've had ... news from them since they left.

Enjoy Your Grammar

Never criticize someone until you have walked a mile in their shoes. That way, when you criticize them, you'll be a mile away, and you'll have their shoes.



The Past Simple Tense

Forms: Past Simple of regular verbs

Regular English verbs form the simple past in -ed; however there are a few hundred irregular verbs with different forms.

Positive Sentence:

S + verb-ed + ...

Example:

She worked yesterday.

Negative Sentence:

S + did not/didn't + verb (in base form) + ...

Example:

She didn't work yesterday.

Question form:

Did + S + verb (in base form)?

Examples:

Did she work yesterday?

Did they work two days ago?

Did the cadets go on patrol yesterday?

Did the police catch the criminal?

Make the sentences below negative and interrogative.

Example: A handsome boy smiled at me.

A handsome boy *didn't smile* at me.

Did a handsome boy *smile* at me?

1. The girl greeted everybody.
2. Nathan had delivered three lectures before he lost voice.
3. Josh tried to fix his car.
4. At that moment his heart was beating fast.
5. A police officer patrolled the area yesterday.
6. An investigator questioned all the witnesses of the crime.
7. The students asked a lot of questions.
8. I believed him at once.
9. The game started in time.
10. The performance finished late at night.
11. The investigator collected all important information about a crime.

Forms: Past Simple of irregular verbs

Positive Sentence:

S + irregular verb + ...

Examples: They **went** to Spain for their holidays.

Negative Sentence:

S + did not/didn't + verb (in base form) + ...

Examples: They **didn't go** to Spain for their holidays. They **didn't have** shooting classes yesterday.

Question Form:

Did + S + (verb in base form)?

Examples: **Did** they **go** to Spain for their holidays? **Did** the cadets **have** shooting classes yesterday?

Irregular Verbs

BASE FORM	PAST FORM	PAST PARTICIPLE	BASE FORM	PAST FORM	PAST PARTICIP.	BASE FORM	PAST FORM	PAST PARTICIPLE
arise	arose	arisen	get	got	got	shut	shut	shut
awake	awoke	awoken	give	gave	given	sing	sang	sung
bear	bore	borne	go	went	gone	sink	sank	sunk
beat	beat	beaten	grind	ground	ground	sit	sat	sat
become	became	become	grow	grew	grown	slay	slew	slain
begin	began	begun	hear	heard	heard	sleep	slept	slept
bend	bent	bent	hide	hid	hidden	slide	slid	slid
bet	bet	bet	hit	hit	hit	sling	slung	slung
bind	bound	bound	hold	held	held	sow	sowed	sown
bite	bit	bitten	hurt	hurt	hurt	speak	spoke	spoken
bleed	bled	bled	keep	kept	kept	spend	spent	spent
blow	blew	blown	know	knew	known	spin	spun	spun
break	broke	broken	lay	laid	laid	spread	spread	spread
breed	bred	bred	lead	led	led	spring	sprang	sprung
bring	brought	brought	leave	left	left	stand	stood	stood
build	built	built	lend	lent	lent	steal	stole	stolen
burst	burst	burst	let	let	let	stick	stuck	stuck
buy	bought	bought	lose	lost	lost	sting	stung	stung
cast	cast	cast	make	made	made	stink	stank	stunk
catch	caught	caught	mean	meant	meant	stride	strode	stridden
choose	chose	chosen	meet	met	met	strike	struck	struck
cling	clung	clung	pay	paid	paid	string	strung	strung
come	came	come	put	put	put	strive	strove	striven
cost	cost	cost	quit	quit	quit	swear	swore	sworn
creep	crept	crept	read	read	read	sweep	swept	swept
cut	cut	cut	ride	rode	ridden	swim	swam	swum
deal	dealt	dealt	ring	rang	rung	swing	swung	swung
dig	dug	dug	rise	rose	risen	take	took	taken
draw	drew	drawn	run	ran	run	teach	taught	taught
drink	drank	drunk	saw	sawed	sawn	tear	tore	torn
drive	drove	driven	say	said	said	tell	told	told
eat	ate	eaten	see	saw	seen	think	thought	thought
fall	fell	fallen	seek	sought	sought	throw	threw	thrown
feed	fed	fed	sell	sold	sold	thrust	thrust	thrust
feel	felt	felt	send	sent	sent	tread	trod	trodden
fight	fought	fought	set	set	set	understand	understood	understood
find	found	found	sew	sewed	sewn	wear	wore	worn
flee	fled	fled	shake	shook	shaken	weep	wept	wept
fling	flung	flung	shed	shed	shed	win	won	won
fly	flew	flown	shine	shone	shone	wind	wound	wound
forbid	forbade	forbidden	shoe	shod	shod	wring	wrung	wrung

The Simple Past is used:

- **To express completed action in the past**

Example:

I saw a ghost last Friday.

- **To describe a series of completed actions in the past**

Example:

I finished work, walked to the beach, and found a nice place to swim.

- **To express habits in the past**

Example:

When I was young, I watched lots of television every day after school.

- **For stative verbs**, which are verbs that do not express an action, but a state of mind or/being E.g. *have (own), be, think (believe), know, dislike, need, owe, understand, wish*
Examples:

1. He had a small cottage in the woods.
2. I understood your point of view.
3. She disliked his idea of going out.
4. He believed everything was all right.
5. We needed his help.
6. I knew his story.
7. We didn't believe her.
8. I didn't understand her.
9. We didn't know her.
10. He owned a small flat in the centre.
11. I often think about our holidays.
12. He has a lot of ideas about our weekend.
13. I believed he was innocent.
14. He didn't have enough money.

Time Expressions

PAST SIMPLE

- ▶ Yesterday
- ▶ Last week
- ▶ Last month
- ▶ One week ago
- ▶ Two months ago
- ▶ Three years ago
- ▶ Yesterday
- ▶ Yesterday morning
- ▶ In 1990
- ▶ The day before yesterday
- ▶ In March
- ▶ On Sunday
- ▶ When I was born

Read and translate the text about Nelson Mandela

Nelson Mandela was born in South Africa a century ago.

He started university in 1938 and studied law there. After he finished university in 1943 he lived and worked in Johannesburg. He was very interested in politics and wanted to change the political system. He became President of the African National Congress in 1952.

In 1964 he went to prison. He stayed there for 26 years. But the world never forgot Nelson Mandela and in 1994, only 4 after he left prison, he became President of South Africa.

Look again in the text about Mandela's life. Find the Past Simple of these verbs

Regular verbs-start, study, finish, live, work, want

Irregular verbs-become, have, get, go

1. Read the story and fill in the gaps with the verbs in brackets (reached, was, caught up, fascinated, became, costed, began, presented, located, was, became).

2. Pay attention to **time expressions**.

THE BIRTHPLACE OF BROADWAY

New York City is the birthplace of Broadway, which ...long ago, somewhere in the early 1900s. Characterized by simplicity and charm, Broadway soon ... the cultural center of New York. The theatre district ... large groups of middle-class people in search of music, excitement, and romance. The best seats in the house ... only \$2.00. The relationship between audience and actors ... lively and high-spirited. Audiences became ... in the plays.



Broadway theatre,¹ also known simply as **Broadway**, refers to the theatrical performances ... in the 41 professional theatres, each with 500 or more seats, ... in the Theater District and Lincoln Center along Broadway, in Midtown Manhattan, New York City. Broadway, together

with London's West End, represent the highest commercial level of live theater in the English-speaking world.

The Theater District is a popular tourist attraction in New York City. According to The Broadway League, for the 2018–2019 season (which ended May 26, 2019) total attendance... 14,768,254 and Broadway shows had US\$1,829,312,140 in grosses, with attendance up 9.5%, grosses up 10.3%, and playing weeks up 9.3%.

The majority of Broadway shows are musicals. Historian Martin Shefter argues that "'Broadway musicals', culminating in the productions of Richard Rodgers and Oscar Hammerstein, ... enormously influential forms of American popular culture" and contributed to making New York City the cultural capital of the Western Hemisphere.

ARCHITECTURE

B. S. Moss commissioned architect Eugene DeRosa to design the Colony as part of his chain of movie theatres, many of which also housed vaudeville. The large size of the theatre (1,765 seats) made it ideal for musical comedies, and its large stage, originally built to accommodate an orchestra to accompany silent films, proved large enough for aircraft. The original façade (like the interior) was built in the Italian Renaissance style, and then resurfaced in polished granite when a skyscraper was constructed above the theatre in 1991.

Put the verbs in Past Simple. Use irregular verbs.

Example: My dog (sleep) on my bed last night.

My dog *slept* on my bed last night.

1. Our English course (begin) three months ago.
2. The students (take) an exam yesterday.
3. Mark (pay) for the meal in the restaurant. 🇩🇪

4. You (break) my mobile phone.
5. We (go) to Slovakia last year.
6. Marilyn (wear) her new dress at the party.
7. I (read) an interesting book last week.

Read the story about the trip to England and put the verbs in Past Simple

Last year my friends and I (go) to England on holiday.
It (be) fantastic.
We (visit) lots of interesting places.
In the mornings we (walk) in the streets of London.



In the evenings we (go) to pubs.
The weather (be) strangely fine.

Put the verbs in Past Simple.

1. I (see) ... my sister two days ago.
2. What (you/have) ... for dinner yesterday?
3. He (not/come) ... to the meeting on Wednesday because he was on holiday.
4. Where (you/go) ... for your holidays last year?

5. How long (it/take) ... you to drive from Kharkov to Kyiv yesterday?

6. Did (you/enjoy) ... your birthday party last week?

7. I (have) ... a fantastic party last week.

8. He (be) ... 20 years old when he started work.

9. How old (he/be) ... when he started school?

10. How old (you/be) ... when you started school?

Read the text and write down all the verbs
in Past Simple



Basketball was invented in December 1891 by James Naismith, a Canadian clergyman and educator, who then worked as an instructor at the Young Men's Training School in Springfield, Massachusetts. The game appeared in response to the request of Naismith's supervisors to develop a vigorous and interesting form of entertainment suitable for indoor winter play. Naismith and his helpers spent 14 days, piecing together the rules for the game. The game used elements of football, soccer, and hockey, and the first ball used was a soccerball. Originally teams had nine players, by 1897—98 teams of five had become standard. Many US colleges adopted the game between 1893 and 1895. Basketball rapidly spread nationwide and to Canada and other parts of the world; it also became a

popular informal outdoor game. U.S. servicemen in World War II popularized the sport in many other countries. The popularity of the game reached new heights in the late 1970s, due largely to the creation of the NBA, its spectacular matches and recognizable stars/

Complete the sentences with the affirmative form of the Past Simple.

1. The Romans ... (build) some amazing buildings.
2. The Wright brothers ... (fly) an aeroplane in 1903.
3. Marco ... (ride) on horses and camels.
4. Wolfgang Amadeus Mozart ... (become) famous when he was very young.

Make these sentences negative

Example: People gathered in the yard yesterday.

People ***didn't* gather** in the yard yesterday.

1. I was born in 1858.
2. Mr. Burwell decided to sell all of his slaves.
3. The clothes were terrible.
4. I saw Joe again.
5. I was a slave.
6. He made cars.

Read the text and find four grammar mistakes. Correct them. Read the text and find all the verbs in Past Simple

Incident Report

At 2325 hrs on Sunday, April 14, 2000, the UNMIK Police control received a telephone call, reporting the sound of gunshots from the area of the Bus Garage (G R125 185). An UNMIK police patrol and a KFOR patrol responds to the

scene. On arrival, the police patrol found a large number of people gathered outside an apartment building, the patrol was directed to flat Number 4. Inside the apartment a male person was found lying on the hallway floor, dead from gunshot wounds to the body and head. Investigator revealed that the body was that of a 46-year-old Goran male who lived in the apartment with his wife. The wife stated that at 2325 hrs there was a knock at the door of the apartment and when her husband answered the door he was shot twice, the gunman then kicked him and ran off down the stairs. She described the gunman as being very tall, approximately 2 m, wearing a red cap, blue jeans and white trainers. The police secured the scene and informed the Murder Squad. KFOR remained in the area to control the large crowd outside.

Put questions to the text. The first word is given

1. Who ...?
2. When ...?
3. Where ...?
4. How many ...?
5. How old ...?
6. What... ?

Find the correct sentences and put T.

1. On arrival at the crime scene the police patrol found a large number of people.
2. The patrol was directed to apartment Number 6.
3. Inside the apartment a female person was found lying on the hallway floor, dead from gunshot wounds to the body and head.
4. Investigator revealed that the body was that of a 44-year-old Goran male who lived in the apartment with his wife.

5. The wife stated that at 2325 hrs there was a knock at the door of the apartment and when her husband answered the door he was shot twice, the gunman then kicked him and ran off down the stairs

6. She described the gunman as being very short, approximately 1 m, wearing a red cap, blue jeans and white trainers.

7. The police secured the scene and informed the Murder Squad. 8. KFOR remained in the area to control the large crowd outside.

8. It happened on April 11.



Enjoy Your Grammar

The **past**, the **present**, and the **future** walked into a bar...It was tense.

The Past Continuous Tense

Forms

+	S+was/were+V-ing She was cooking all morning
-	S+was/were+not+V-ing She was not sleeping when he came home.
?	Was/were+S+V-ing? Was she sleeping when he came home?

Use

Affirmative statements

1. To show what was in progress at a specific moment in the past.

Jack was singing at 3:00 in the morning.



2. To show that two events were happening at the same time.
Judy was reading while I **was watching** TV.

I/ HE/SHE/IT ___ was

YOU/WE/THEY ___ were

I was doing yoga when you called me.

We **were finishing** our essay at 7 o'clock.

Questions

What **were** they **doing**?

Were they **dancing** at the party?

Who **was dancing** at the party?

How many girls **were dancing** at the party?

What were they wearing?

Were the girls happy?



Was Jack **taking** a tour when you were in Paris?

Who was sitting in front of the computer when I came in?

Why was she speaking while I was giving a report?

Negative sentences

Jack **wasn't doing** yoga when I called him.

They **weren't watching** TV at 6 o'clock yesterday.

Запам'ятай!

1. Use **when** + **the Past Indefinite** with the shorter action.

2. Use **while** + **the Past Continuous** with the longer action.

1. Einstein was living in Switzerland **when** he **discovered** his theory of relativity.
2. Einstein discovered his theory of relativity **while** he **was living** in Switzerland.



Запам'ятай!

Einstein was living in Switzerland **when** he **discovered** his theory of relativity.

Put the verbs in brackets in Past Continuous.

Example: When I phoned my friends, they (play) monopoly.

When I phoned my friends, they **were playing** monopoly.

1. Yesterday at six I (prepare) dinner.
2. The kids (play) in the garden when it suddenly began to rain.
3. I (practise) the guitar when he came home.
4. We (not / cycle) all day.
5. While Aaron (work) in his room, his friends (swim) in the pool.

Yesterday at nine o'clock, these people were right in the middle of doing something.

Write the verbs in the Past Continuous.

1. Richard (work)... at the computer at 9 o'clock yesterday.
2. Lucy and Tom (have) ... dinner.
3. I (read) ... an article in the newspaper What (you/have) ... for dinner yesterday?
4. He (not/come) ... to the meeting on Wednesday because he was on holiday.
5. Where (you/go) ... for your holidays last year?
6. How long (it/take) ... you to drive from Kharkov to Kyiv yesterday?
7. Peter was(to sleep) when his telephone rang.
8. What were you doing at 9 o'clock yesterday?

Write questions in the Past Continuous.

1. (what/do/you) ... yesterday at six?
2. Jane/practise) ... the piano when you came home?
3. (who/talk/to you) ... when I saw you last night?
4. (what/discuss/they) ... when she went over to them?
5. (type/she) ... a message when you interrupted her?

Past Continuous and Past Simple

1.When we use these two tenses together, it shows us that the past simple action happened in the middle of the past continuous action, while it was in progress.

While I was studying, I suddenly fell sleepy.



2. We often use these tenses to show an action interrupting another action.

I broke my leg when I was skiing.

As I was going to work, I saw an old friend.

We were watching television when the power went off.

Can you see a **difference in the meaning** of these two sentences?

1. *When the guests arrived, Jane **was cooking** dinner.*



2. *When the guests arrived, Jane **cooked** dinner.*

In the first one, Jane started cooking dinner **before** the guests arrived. We know that because it uses the past continuous.

In the second sentence, the guests arrived first and **then** Jane started cooking

Put the verbs in Past Simple or Past Continuous

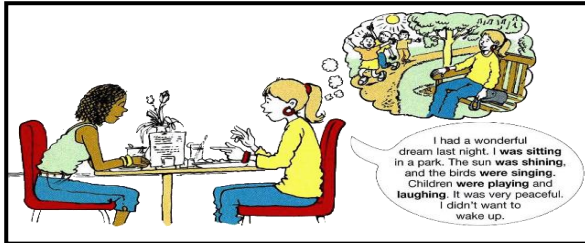
1. She (to cook) yesterday.
2. She (to cook) at three o'clock yesterday.
3. She (to cook) from two till four yesterday.
4. I (not to read) at five o'clock.
5. I (not to read) when you came in.
6. What he (to do) when I came?
7. What he (to do) the whole day yesterday?
8. Pete (to water) flowers in the garden yesterday.
9. Pete (to water) flowers in the garden at five o'clock yesterday.
10. What Pete (to do) when I came to see him?

Put the verbs in Past Simple or
PastContinuous.

Example: . When my father (to come) home, I (to have) dinner.

When my father **came** home, **I was having** dinner.

1. When Alice (to return), I (to listen) to the radio.
2. When mother (to enter) his room, he (to draw) a picture.
3. When my sister (to come in), I (to do) my lessons.
4. When her aunt (to air) the room, she (to catch) cold.
5. When I (to meet) her, she (to go) to the office.
6. He (to wash) his face when somebody (to knock) at the door.
7. The young people (to dance) when I (to come) to the party.
8. When he (to wash) the dishes, he (to break) a plate.



Put the verbs in Past Simple or Past Continuous and make questions.

1. Why (to be) busy yesterday? – I (not to be).
2. What they (to do) you when (to see) them?
3. Why a doctor you (not to see) yesterday?
5. What they (to have) dinner yesterday time?.
6. What at you (to do) yesterday were 5 o'clock?

Put the verbs in Past Simple or Past Continuous

1. Why you (to be) angry with me yesterday? – I (not to be).
2. Where you (to be) last night? – We (to be) at the theatre.
3. When I (to come) to the bus stop, I (to see) a boy who (to play) with a dog.
4. It (to be) eleven o'clock, when I (to decide) to go to bed.
5. When she (to see) him a year ago she (not to recognize) him.
6. I (to be) very busy yesterday. I (to prepare) for my exam the whole day.
7. My brother (to wash) the dishes while I (to sweep) the floor.
8. It (to rain) heavily when he (to go) out.

Enjoy Your Grammar!

Tracker

A family was visiting an Indian reservation when they happen upon an old tribesman laying face down in the middle of the road with his ear pressed firmly against the blacktop. The father of the family asked the old tribesman what he was doing. The tribesman began to speak... "woman, late thirties, three kids, one barking dog in late Example: , Four door station wagon, traveling at 65 m.p.h." "That's amazing" exclaimed the father. "You can tell all of that by just listening to the ground"? "No", said the old tribesman. "They just ran over me five minutes ago!"

Genie In The Lamp

A man was walking along a California beach and stumbled upon an old lamp. He picked it up and rubbed it and out popped a genie. The genie said "OK. OK. You released me from the lamp, blah, blah, blah. This is the 4th time this month and I'm getting a little sick of these wishes so you can forget about three. You only get one wish! The man sat and thought about it for a while and said, "I've always wanted to go to Hawaii, but I'm scared to fly and I get very seasick. Could you build me a bridge to Hawaii so I can drive over there to visit?" The genie laughed and said, "That's impossible! Think of the logistics of that! How would the supports ever reach the bottom of the Pacific? Think of how much concrete . . . how much steel!! No, think of another wish!" The man said OK and tried to think of a really good wish. Finally, he said, "I've been married and divorced four times. My wives always said that I don't care and that I'm insensitive. So, I wish that I could understand women . . . know how they feel inside and what they're thinking when they give me the silent treatment ..know why they're crying, know what they really want when they say,

'nothing' . . . know how to make them truly happy . . ." The genie said, "You want that bridge with two lanes or four?"

Singular and Plural Nouns

Іменники, що утворюють множину за правилами.

Приклади Закінчення слова у множині.

s, ss, sh, ch, x, z bus, class, dish, watch, box, topaz

N + es -buses, classes,

N + s- bees, videos, boys, months

приголосна + **y** lady **N(y) → ies ladies**

Виятки: photos, pianos, solos, autos, avocados

Ladies



f, fe leaf, knife Nf(e) → ves

Leaves, Knives



Винятки: beliefs, chiefs, roofs, chefs, cliffs, sheriffs.

Sheriffs



Іменники, що утворюють множину не за правилами

Однина

Man, woman, mouse, tooth, foot, goose

Sheep, fish, trout, deer, aircraft, series

Child, ox, person

Примітка

1. Деякі іменники вживаються тільки в однині: advice, knowledge, news, research, money, hair, success, progress etc. Водночас вони перекладаються українською

<p>МОВОЮ ЯК поради, знання, новини, дослідження, гроші, волосся, успіхи тощо.</p>
<p>Наприклад:</p>
<p>No news is good news. — Відсутність новин — добрі новини.</p>
<p>Слід пам'ятати, що:</p>
<p>— a piece of advice; дві поради — two pieces of advice; новина — a piece of news; дві новини — two pieces of news.</p>
<p>До цієї групи іменників також належать назви наук і навчальних дисциплін (physics, linguistics, mathematics etc.), хвороб (mumps, measles etc.), ігор (billiards, darts, dominoes, cards etc.).</p>
<p>2. Деякі іменники вживаються тільки у множині: police, clothes, scissors, trousers, spectacles, pajamas, binoculars etc. Наприклад:</p>
<p>The police are efficient. — Поліція працює ефективно.</p>
<p>These clothes are stylish. — Цей одяг стильний.</p>

Stylish clothes



Слід пам'ятати, що

a pair of jeans — одна пара джинсів;

three pairs of jeans — три пари джинсів.

-What do you need?

-I need a pair of jeans.

He doesn't need three pairs of jeans.

Запам'ятай!

passers-by

Passers-by must be attentive on the road.

Passers-by must follow traffic rules.

Write the plural form of each noun.

Person — ..., woman — ..., goose — ..., fish — ..., potato — ..., family — ... leaf — ..., sheep — ..., child — ..., man — ..., snack — ..., tooth — ..., a pair of jeans — ..., police — ..., money — ..., hair — ..., shelf — ..., news — ..., advice — ..., -driver — ..., watch — ..., tax — ..., month — ..., chief — ..., trout — ..., goose — ..., myth — ..., dish — ..., foot — ..., sheep — ..., wife — ..., fox — ..., sheriff — ..., life — ..., ox — ..., wolf — ..., postman — ..., cuckoo — ..., mother-in-law — ..., mouse — ..., spy — ..., series — ..., passer-by — ...

Use is/are in the sentences below.

1. My new watch ... five minutes fast.
2. All the sheep on the farm ... grazing now.
3. The police ... after a dangerous robber.
4. The money ... not enough to buy a laptop.

5. His clothes ... wet — he has fallen into a pool!
6. Your progress ... amazing.
7. My mother's hair ... turning grey.



POSSESSIVE CASE

POSSESSIVE CASE

- | | | |
|--------------------------------------|--|---|
| 1. The car of the man | | 1. The man's car |
| 2. The car belonging to James | | 2. James's car |
| 3. The car of his parents | | 3. His parents' car |
| 4. The strength of Hercules | | 4. Hercules' strength |
| 5. The keys of the car | | 5. The car \emptyset keys (car \rightarrow <i>adjective</i>) |
-
6. today's work
7. in an hour's time
8. last year's race
9. yesterday's party

Назви істот в однині

N типу boy N's The **boy's** book is on the table.

Назви істот у множині

Ns типу parents Ns' The **parents'** house is big.

Назви істот, що утворюють множину не за правилами,

N типу men women children

N's The **men's** suits are grey. The **men's** suits are grey. The book is about **women's** friendship. The **children's** toys are everywhere.

Імена, що закінчуються на -s,

N типу Charles **N'(s)** Charles' wife is pretty.

Складні іменники типу

daughter-in-law **N's** My daughter-in-law's favourite flowers are roses.

Імена двох осіб, що спільно чимось володіють,

N and N

(N and N)'s

Ilf and Petrov's novels (співавтори) **але** Byron's and Shelly's poems (не спів- автори)

Збірні іменники

N типу government **N's** The government's decision is quite arguable.

Географічні назви

N типу Ukraine **N's** Kyiv is Ukraine's capital.

Назви неістот

N типу church **the ___ of __ N __** St. Peter's is the name of the church _____ popular with people of any age.



Примітка
three weeks' holiday
a three-week holiday

Complete the sentences with the correct possessive form of

the nouns.

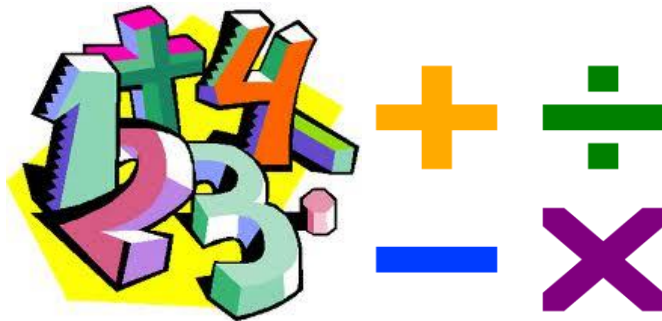
1. That store sells ... (children) books.
2. Mary is a ... (girl) name.
3. (Mary and Sue) room is rather big.
4. Robert is staying at his ... (uncle) house.
5. In this country teachers have ... (two months) holiday.
6. Biographies are stories of ... (people) lives.
- 7.... (students) lives are busy.
8. Do you know ... (Mr. Richards) wife?
9. Have you seen my ... (brothers) wives?
10. My ... (parents-in-law) house is in California.
11. My ... (dog) name is Fido.
12. Everybody knows ... (Tolstoy and Dostoyevsky) novels.
13. Are Jim and Tom ... (men) names?
14. Our ... (children) school is near our house.
15. The ... (windows/church) are very beautiful.
16. The ... (church/name) is Saint Paul's.
17. The ... (dresses/girls) are pretty.
18. Who chose the ... (flowers/color)?
19. There's a considerable decrease.

Read the sentences and find the examples of the possessive form of the nouns and irregular plurals.

It is well known that in the early 70s the hippy flower power1 style was in fashion. Women's fashion was rather extraordinary. They liked wearing loose maxi dresses. Men 's fashion was not so extraordinary as women's. Men wore jeans and brightly colored shirts or T-shirts. People' clothes were very colorful. Very long hair was fashionable for men and women, and beards became more common (but only for men).

Hippy's clothes look strange nowadays. People tend to wear different cloth.

NUMERALS



Most individuals don't think about **numbers**, or numerical representations of quantity, but they play a major part in everyday life. To be sure, numbers determine the time individuals will wake up in the morning, how much money employees earn per hour, what day of the year it is, and much, much more.

Additionally, numbers impact everyday living on a much smaller scale. In the grocery store, for instance, numbers determine products' prices, the amount of a product available for purchase, how much money will need to be paid for products, and a whole lot else.

To understand larger (and more intimidating numbers), interested persons first need to understand **basic numbers**, or

numbers from one to ten, as they comprise each and every **advanced number**, or a **multi-digit number** that indicates a larger amount/quantity.

The basic numbers are as follows:

One (1)

Example: "He purchased **one** watermelon from the grocery store."

Two (2)

Example: "She bought **two** types of bread from the store."

Three (3)

Example: "He decided to get **three** bags of onions when he went shopping."

Four (4)

Example: "In preparation for the party, Janice bought **four** cartons of ice cream at the store."

Five (5)

Example: "Joe picked up **five** boxes of cereal from the breakfast aisle."

Six (6)

Example: "A pound of beef costs **six** dollars at my favorite grocery store."

Seven (7)

Example: "**Seven** of the 10 aisles at my local grocery store contain pasta."

Eight (8)

Example: "I bought **eight** cookies for the price of four at the store."

Nine (9)

Example: "There were only **nine** loafs of bread left at the grocery store."

Ten (10)

Example: "**Ten** pineapples sure is a lot, don't you think?"

After ten, follow eleven (11), twelve (12), thirteen (13), fourteen (14), fifteen (15), sixteen (16), seventeen (17), eighteen (18), nineteen (19), and twenty (20) These numbers are seen less in grocery stores, as most prices are 10 dollars or less; it is however worth knowing these numbers, generally and, in terms of grocery shopping, for when the bill must be paid.

After twenty, numbers such as twenty-five (25), fifty (50), seventy-five (75), and one hundred (100) follow. So long as one knows the **core number**, or the number situated in the tens or hundreds position that determines the general amount, understanding these more complicated numbers won't be difficult. For example, thirty-three (33) is simply "thirty" plus three; sixty-seven is "sixty" plus seven; and sixty-nine is simply "sixty" plus nine.



The definition of the numerals, classification, examples and the functions of numerals in a sentence.

Numerals in English is a part of speech that defines the number or the order of items.

There are simple numerals (1-12), derivative numerals (13-19) and composite numerals (for example: 21, 67, 147).

There are **cardinal** and **ordinal** numerals in the English language.

Cardinal Numerals

They show the number of certain items. They correspond to the interrogative word “**How many?**”

Such words as “a hundred”, “a thousand” and “a million” are they always go with the indefinite article “a” or the numeral “one”.

How many



Use the correct words for the numbers in brackets. Write the cardinal or ordinal numbers in word forms into the gaps.

1. I get up at ... in the morning. (7).

2. I have breakfast at... o'clock. (6)
3. My brother is in the... class. (6)
4. Jamie is... years old. (10)
5. Today is the... of April. (10)
6. It costs only... pound. (1)
7. I am so happy, that he won the... prize. (1)
8. It takes... hours to get from London to Cairo by air. (5)
9. It's the... day of our holiday in Florida. (5)
10. He scored... goals in... games. (3)/(2)

Ordinal Numbers



1st	First	11th	Eleventh	21st	Twenty first
2nd	Second	12th	Twelfth	22nd	Twenty second
3rd	Third	13th	Thirteenth	23rd	Twenty third
4th	fourth	14th	Fourteenth	30th	Thirtieth
5th	fifth	15th	Fifteenth	40th	Fortieth
6th	Sixth	16th	Sixteenth	50th	Fiftieth
7th	Seventh	17th	Seventeenth	60th	Sixtieth
8th	Eighth	18th	Eighteenth	70th	Seventieth
9th	Ninth	19th	Ninteenth	80th	eightieth

They are used to show the order of items. They correspond to the question starting with the word “Which?”

- Who has won the first prize at this competition?

- I have won the first prize.
- I am happy.
- I am the winner!
- I am the best!



Write an ordinal number to complete the sentences.

Use the numbers in brackets.

1. May is the... month in the year. (5)
2. Our flat is on the... floor. (8)
3. This composer wrote his music in the... century. (19)
4. March is the... month in the year. (3)
5. Brazil won the World Cup for the... time in 1994. (4)
6. November is the... month in the year. (11)
7. The Berlin Wall fell near the end of the... century. (20)
8. My brother's birthday is on the... of August. (22)
9. He was the... President of the USA. (40)

Complete the following sentences with proper ordinal numbers in English. Remember about using THE'.

1. Monday is... day of the week.
2. February is... month of the year.
3. Wednesday is... day of the week.
4. April is... month of the year.

5. Friday is ... day of the week.
6. June is ... month of the year.
7. July is... month of the year.
8. Thursday is... day of the week.
9. August is... month of the year.
10. March is... month of the year.
11. Saturday is... day of the week.
12. January is... month of the year.
13. November is... month of the year.
14. May is... month of the year.
15. Tuesday is... day of the week.
16. September is... month of the year.
17. Sunday is... day of the week.
18. October is... month of the year.
19. December is... month of the year.

Enjoy Your Grammar!

Wife

At the 1998 World Women's Conference, the first speaker from England stood up: "At last year's conference we spoke about being more assertive with our husbands. Well after the conference I went home and told my husband that I would no longer cook for him and that he would have to do it himself. After the first day I saw nothing. After the second day I saw nothing. But after the third day I saw that he had cooked a wonderful roast lamb."

The crowd cheered.

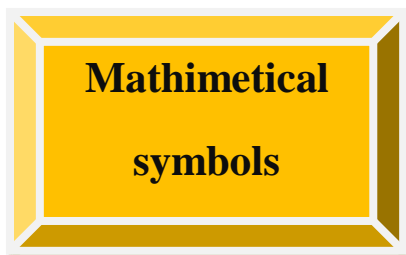
The second speaker from America stood up: "After last year's conference I went home and told my husband that I would no longer do his laundry and that he would have to do it himself. After the first day I saw nothing. After the second day I saw nothing. But after the third day I saw that he had done not only

his own washing but my washing as well."

The crowd cheered.

The third speaker from Ireland stood up: "After last year's conference I went home and told my husband that I would no longer do his shopping and that he would have to do it himself. After the first day I saw nothing. After the second day I saw nothing. But after the third day I could see a little bit out of my left eye."

Math can be frustrating enough in your own language. But when learning a new language, you may find that you'll need to relearn not just numbers, but many of the terms used in the world of math.



For example, it might be difficult for you to calculate a tip at a restaurant out loud for your English-speaking friend, but something like that can definitely come in handy. To help, here are a bunch of terms (and example equations) that English speakers use when rattling their brains with numbers and equations.

Addition

$$6 + 4 = 12$$

SIX PLUS FOUR EQUALS TWELVE.

This type of calculation is called **addition**, which is when you add two or more numbers together. When saying the equation out loud, we use the word “plus,” and the “+” symbol is called a **plus sign**. The result of an addition equation is called a **sum**.

Subtraction

$$15 - 8 = 7$$

FIFTEEN MINUS EIGHT EQUALS SEVEN.

This type of calculation is called **subtraction**, which is when you **subtract** one number from the other to get a difference. When saying the equation out loud, we use the word “minus,” and the “-” symbol is called—you guessed it—a **minus sign**. However, the word “minus” is not used when describing negative numbers (as opposed to positive numbers). For example, three minus four is not “minus one,” but “**negative** one.”

Multiplication

$$5 \times 2 = 10$$

**FIVE TIMES TWO EQUALS TEN.
FIVE MULTIPLIED BY TWO EQUALS TEN.**

Now we’ve gotten to **multiplication**, and there are two ways to recite such a calculation. One way is to say that one number times another results in a product. The other way is to use the logical term “**multiplied by**.” The “×” symbol is considered to be the **multiplication sign**, although you can also use a dot (·) or an asterisk (*).

Division

$$21 \div 7 = 3$$

TWENTY-ONE DIVIDED BY SEVEN EQUALS THREE.

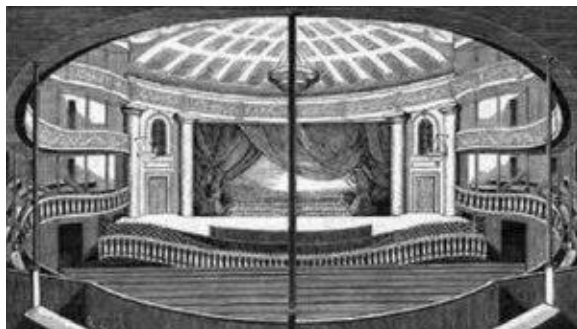
When dealing with **division**, we say that one number is **divided by** another number to get a **quotient**. We call the “÷” symbol a **division sign**, but it is also common to use a slash (/), a symbol also used for fractions. If an answer contains a remainder, then you simply say “**remainder**” where the “r” is. For example, $22 \div 7 = 3r1$ would be “twenty-two divided by seven equals three remainder one.”

Symbol's	Name	Read as	Meaning	Example
=	<u>equality</u>	equals, is equal to	If $x=y$, x and y represent the same value or thing.	$2+3=5$
≡	definition	is defined as	If $x\equiv y$, x is defined as another name of y	$(a+b)^2\equiv a^2+2ab+b^2$
≈	approximately equal	is approximately equal to	If $x\approx y$, x and y are almost equal.	$\sqrt{2}\approx 1.41$

\neq	inequation	does not equal, is not equal to	If $x \neq y$, x and y do not represent the same value or thing.	$1+1 \neq 3$
$<$	strict <u>inequ</u> <u>ality</u>	is less than	If $x < y$, x is less than y.	$4 < 5$
$>$		is greater than	If $x > y$, x is greater than y.	$3 > 2$
\ll				
\gg				
\leq		inequality		
\geq				
\propto	<u>proportiona</u> <u>lity</u>			
$+$	<u>addition</u>			
$-$	subtraction	minus	$x-y$ is the subtraction of y from x	$5-3=2$
\times	<u>multiplicati</u> <u>on</u>	times	$x \times y$ is the multiplication of x by y	$4 \times 5 = 20$
\cdot			$x \cdot y$ is the	$4 \cdot 5 = 20$

			multiplication of x by y	
\div	<u>division</u>	divided by	x \div y or x/y is the division of x by y	20 \div 4=5 and 20/4=5
/				20/4=5
\pm	plus-minus	plus or minus	x \pm y means both x+y and x-y	The equation 3 \pm \sqrt 9 has two solutions, 0 and 6.

Read the text and name all the numbers.



Interior of the Park Theatre, built in 1798

New York did not have a significant theatre presence until about 1750, when the first actor-managers Walter Murray and Thomas Kean established a resident theatre company at the Theatre on Nassau Street, which held about 280 people. They presented Shakespeare plays and ballad operas such as The Beggar's Opera .In 1752, William Hallam sent a company of

twelve actors from Britain to the colonies with his brother Lewis as their manager.

They established a theatre in Williamsburg, Virginia and opened with *The Merchant of Venice* and *The Anatomist*. The company moved to New York in the summer of 1753, performing ballad operas and ballad-farces like *Damon and Phillida*. The Revolutionary War suspended theatre in New York, but thereafter theatre resumed in 1798, the year the 2,000-seat Park Theatre was built on Chatham Street (now called Park Row). The Bowery Theatre opened in 1826, followed by others.

Read the text again and write down some questions to this text. The first words are given to you.

1. What...?
2. Who...?
3. Where...?
4. How many...?
5. What kinds of...?
6. When...?
7. Where to...?
8. What for...?



Take your time! Enjoy your grammar

Expressing the Future Tense in English

Future Simple

Positive			Question			Negative		
I	will ('ll)	say.	Will	I	say?	I	will not (won't)	say.
He				he		He		
She				she		She		
It				it		It		
We				we		We		
You				you		You		
They	they	They						

will is used:

1. to talk about thing we are **not sure** about or we haven't decided yet.

I'll probably buy a new house.(I'm not sure yet.)

2. to express on-the-spot decisions.

It's stifling indoors. I'll open the widow.

3. when it is not certain that something will happen.

Il he comes early we'll go to the cinema.

4. to express **hopes, fears, threats, decisions, offers, promises, warnings, predictions, comments** etc. especially with **expect,**

hope, believe, I'm afraid, I'm sure, I know, I think, probably etc.
I expect she'll telephone me tonight.

Complete the predictions with **will** and **won't**.



sting

It will sting her.



fit

They ... her.



enjoy

You ... the book.



hurt

It ... hurt!

Complete each offer of help with **will**, **a verb** and **a noun**.

Verbs: clean cut
fix make
pick up
plant wash

Nouns: the books the floor the grass
the shelf some flowers
the windows
some new curtains



Jack: I will clean the windows.

Oscar:
Ed and Sue:
Linda:
Gemma:
Mike and Molly
Charlie:

Complete the + **positive** and – **negative** responses with **will** or **won't** and the verb in brackets.

1. I'm going to ask Jim about it.
– He ... (tell) you.
He won't tell you.
2. I'm going to see that new film at the weekend.
– You ... (like) it.
3. I'm playing tennis with Billy tomorrow.
– You ... (win).
4. It's the English exam tomorrow. I really need to pass it.
+ You ... (pass).
5. I don't want any lunch.
+ You ... (be) hungry later.
6. I don't want to fall off my bike!
– That ... (happen).

Rewrite the statement as a yes / no question.

1. The victim will be here tomorrow.
Will the victim be here tomorrow?
2. He'll invite you to the party.
3. The exam will be difficult.
4. She'll call me later.
5. The policeman will let him go.
6. They'll increase taxes.

7. The ending of the film will be sad.

Write questions using the words in brackets.

1. Mary will buy a new purse. (What)
2. The competition will start tomorrow. (When)
3. Sam will come soon. (Who)
4. They will fly to Rome next week (Where)
5. We will go to the university at 7 o'clock (What time)
6. She will lend me some money. (What)
7. At 5 o'clock we will meet you outside the shopping centre. (Where)

Put the verbs in brackets into **the future simple**.

1. I'm sure he (not/be) late.
I'm sure he won't be late.
2. How long (the journey/take)?
3. There (not/be) any newspapers tomorrow.
4. I suppose (she/be) in London next week.
5. What time (the race/start)?
6. He (never/agree) with you.
7. Don't worry. I (pay) for the damage to your car.
8. (You/be) at home tomorrow?
9. Don't touch that! You (hurt) yourself!
10. A lift (take) us to the top floor of the hotel.
11. They (ask) a policeman which road to take.

Be going to

Positive		
I	am ('m)	going to play.
He She It	is ('s)	
We You They	are ('re)	

Question		
Am	I	going to play?
Is	he she it	
Are	we you they	

Negative		
I	am not ('m not)	going to play.
He She It	is not (isn't) ('s not)	
We You They	are not (aren't) ('re not)	

be going to is used:

1. to talk about thing we are **sure** about or we have already decided to do it in the near future.

I'm going to buy a new house. (I've decided it.)

2. to express intention or plans.

I've got a toothache. I'm going to see the dentist.

3. when there is evidence that something will definitely happen.

Watch out! you're going to fall over.

Write sentences as in the example.



(feed/the dog)
**I am going to feed
the dog**



(sleep)
We



(cut/some bread)
She



(open/the umbrella)
He



(fight)
They

Match the statements on the left with the responses to them on the right.

1 Have you got any plans for the holiday?

A No, I think I'm going to be sick.

<p>2 They've knocked down the old cinema!</p> <p>3 Are you OK?</p> <p>4 Have you got an umbrella with you?</p> <p>5 Have you bought a present for Karen?</p> <p>6 Why are you wearing those old clothes?</p>	<p>B No, look at the sky. It isn't going to rain.</p> <p>C Yes, but they're going to build a new one.</p> <p>D Yes, we're going to visit my cousins.</p> <p>E I'm going to paint the ceiling.</p> <p>F No, I'm not going to give her a present.</p>
--	---

Make questions with **be going to** using the given words and answer them in the negative form.

Example: Tony / read / this / book.

Is Hugh going to read this book? No, Hugh isn't going to read this book.

1. Your friends / listen to music. ? – No.
2. Peter / wash / his car. ? – No.
3. She / write a letter. ? – No.
4. Philip and Frank / have a birthday party. ? – No.
5. He / repair / my bicycle. ? – No.
6. Your grandparents / visit you / next weekend. ? – No.

Write the following words in the correct order to form affirmative, negative or interrogative sentences with **be going to**.

Example: is / to / a / Fred / police / going / be / officer.

Fred is going to be a police officer.

1. to / is / dentist / the / he / this / going / visit / afternoon.
2. swim / aren't / they / to / going / tomorrow.
3. her / decorate / isn't / to / room / going / she.
4. do / his / Philip / going / homework / is / to?


5. am / not / I / to / France / going / travel / to.
6. study / to / are / you / English / on / going / Sunday?

Complete the sentences. Use **be going to** and the following expressions from the box.

call the landlord	see a dentist
call the police	stay in bed today
lie down and rest for a while	take long walk in the park
look it up in my dictionary	take it to the post office
major in psychology	take them to the launderette

1. My clothes are dirty. **I am going to take them to the launderette.**
2. I have a toothache. My wisdom tooth hurts. I... .
3. I'm writing a composition. I don't know how to spell a word. I... .
4. George has to mail a package. He... .
5. Rosa lives in an apartment. There's a problem with the plumbing. She... .
6. It's a nice day today. Mary and Sue
7. I have a headache. I
8. It's late at night. I hear a burglar! I
9. I want to be a psychologist. When I go to the university, I... .
10. I feel terrible. I think I'm getting the flu. I... .

Look at Sue's diary and write about her plans for the week.

	<ol style="list-style-type: none"> 1. Sue is going to meet Jane on Monday. 2. 3. 4. 5. 6. 7.
---	---

Write the correct form of **be going to** to complete these sentences.

1. When (you] phone her?
When are you going to phone her?
2. (They not) stay here.
3. What (you) say to your brother?
4. (I not) pay anything.
5. (We) play tennis tomorrow?
6. (She) live in Mexico for two months.
7. (Your parents) have a holiday this year?
8. (They) borrow some money from the bank.
9. (He) be a policeman?

Put the words in order to form questions.

1. you have are going today to lunch where?
Where are you going to have lunch today?
2. other each will again we when see
3. with exercise who to is help me going this
4. to how many going that you times are say
5. who will meet airport him at the
6. she going to give is party for what

7. are going to the they do about what problem

Answer the questions.

Example: tomorrow?

TO STUDENT A: What are you going to do tomorrow?

STUDENT A: I'm going to stay home all day.

TO STUDENT B: What is (STUDENT A's name) going to do tomorrow?

STUDENT B: He's/She's going to stay home all day.

What are you going to do:

- | | |
|------------------------------|----------------------------------|
| 1. tomorrow? | 6. at 9:00 tomorrow morning? |
| 2. tomorrow morning? | 7. at noon tomorrow? |
| 3. tomorrow afternoon? | 8. at 5:00 tomorrow afternoon? |
| 4. tomorrow night? | 9. around 6:30 tomorrow evening? |
| 5. at 7:00 tomorrow morning? | 10. after 8:00 tomorrow night? |

We use both **will** and **be going to** to talk about the future.

Bye, I'll see you later.

Watch out! You're going to fall down that hole.

Help! I'm going to faint. I'll call an ambulance.

DANGER

Complete the sentences using **will** or **be going to** and the verbs in brackets.

Example: What can I do this evening? I know! I'll go (go) and see Sue.

1. A: Someone told me that you're moving from London.

B: That's right. I ... (live) in Manchester.

2. A: Would you like to come to my house this evening?

B: Yes, all right. I ... (come) at 9 o'clock.

3. I don't feel very well. I think I ... (faint).

4. **A:** It's Simon's birthday soon. I've decided to buy him the new Blues Brothers record.'

B: Oh, he doesn't like the Blues Brothers any more.

A: Oh, really? Well, I ... (get) him something to wear.

5. Oh, no! Look at those cars! They ... (crash)!

6. **A:** I could lend you some money if you like.

B: Could you? I ... (pay) you back on Friday.'

Fill in **will** or **be going to**.

I'm going to spend my holiday in Crete because there is a lot to see. I ... travel there by ferry because I enjoy boat trips. I'm not going on my own; my best friend ... come with me and I think my cousin ... come too if I ask her. We ... stay in Hania for two weeks, then we ... go somewhere else, I hope we ... find a hotel easily but if there's any problem, we ... stay at a campsite. We ... swim every day so I ... take a lot of suntan oil with me -I think we ... need it. I am looking forward to this holiday. I'm sure it ... be the best holiday ever.

Supply **will** or **be going to** in the dialogue.

Mr Sims is driving. His wife is sitting beside him.

HE: Where (we spend) **are we going to spend** the night?

SHE: Cardiff. I've booked us in the Angel Hotel. Why do you ask?

HE: That's another thirty miles away. We (run) ... out of petrol before we get there. I (stop) ... at the next filling station.

An hour later.

SHE: This road goes on forever.

HE: We (get) ... stuck. The car's stopping. We (have to) ... walk.

SHE: Come on then. Perhaps someone (give) ... us a lift.

HE: Not a filing –station in sight and look at those black clouds, It (rain)

SHE: Look! A car's coming. I (wave) ... to the driver.

HE: Oh good. He's slowing down. He (stop)

Fill in **will** or **be going to**.

A: I've lost my keys. B: I ... help you look for them.	A: Why are you buying flour and eggs? B: Because I ... make a cake.	A: Here's the waiter. Would you like a drink? B: Yes, please. I ... have a glass of water.
A: I've decided what to buy Mom for her birthday. B: Really? What ... buy her?	A: John has come back from England. B: I know. I ... see him tonight.	A: This ice-cream is delicious! B: Don't eat any more. You ... be sick.
A: Have you seen Fred today? B: No, but I expect he ... telephone me tonight.	A: The box is heavy. B: I ...carry it for you.	A: I'll get the sugar from the cupboard. B: Watch out.You ... hit your head on the door.

Complete the sentences. Use **will** or **be going to** with the verbs in brackets. If both variants are possible choose the one that is most appropriate for the context. With the verbs to go or to come use the present continuous instead of **be going to**.

Two friends, Jack and David, are talking.

J: Have you decided what you are going to do (do) this weekend?

D: Yes, we ... (have) a quiet day on Saturday and then on Sunday we ... (take) a bus up into the mountains and do some walking. And we ... (probably book into) a hotel there for the night. What about you? ... (you/do) lots of work as usual?

J: Well, no. Mark phoned last night about coming down this weekend.

D: Really?

J: Yes, he ... (come) on Friday.

D: Oh, I'd like to see him. I think I ... (phone) tonight and arrange something.

J: Well, we're planning to spend the day on the beach on Saturday. We ... (do) some swimming and sunbathing. I just hope the weather ... (be) warm enough. And then on Saturday night we ... (see) that new film with Tom Cruise.

D: Well, as I've got nothing planned, I ... (join) you at the beach on Saturday then, if that's O.K.

J: Of course it is. I ... (pick you up) from your flat some time after breakfast.

D: Oh thanks. Shall I bring a picnic?

J: Yes. Why not? I tell you what: Mark and I ... (make) some sandwiches and ... (you/bring) some salad and fruit?

D: Yes, fine. I ... (do) that. Good. That ... (save) us all the cost of eating out. And what about the film? What time ... (you/see) that?

J: We ... (see) the early showing at 6.00 and then we ... (try out) that new disco in town.

D: Right. Well, I think I ... (spend) the evening at home with Sarah.

J: O.K. So I ... (see) you on Saturday morning, probably at around 10 o'clock.

D: Fine.

Complete the sentences using **will** or the correct form of be going to.

1. Sam: Have you arranged the accommodation for our guest?
Chris: I am terribly sorry. I completely forgot about it. I ...do it now.

2. Guest: I think I forgot my luggage in the lobby.
Receptionist: Please wait here. I ... ask someone to carry it to your room.

3. Our housekeeper has worked all day long. She must be very tired. In fact, she looks as if she ... pass out.

4. Martin: This is the second time i have called you about the TV which doesn't work properly.
Receptionist: Sorry Sir! We've already informed the technicians of the problem. They ... come upstairs to fix it soon.

5. Travel Agent: Could you tell me the flight number and the arrival time of Mr. Duncan?

Secretary: Hold on a second, please! I ... give you this information after checking his flight ticket.

6. The weatherman says it ... rain after Sunday.

7. I hope we ... have any more trouble with the neighbor's dog.

Fill in **will** or **be going to**. And enjoy your grammar

- Darling, I want to see the world!

- I give you an atlas for your next birthday , then. 🙌

- Waiter, there's only one piece of meat on my plate.

- Just wait a minute, sir, and I cut it in two. 🙌

The circus was visiting a small town in France.

The lion tamer walked into a bar and asked:

- Do you serve Americans in here?

- Sure.

- Okay, I have a beer for myself and two Americans for my lion outside! 🤖

- What are you doing with that gun?

- I ... shoot you.

- Why?

- Because you look like me.

- I look like you?

- Yes.

- Then shoot me. 🤖

British scientist: The British are planning to go to the sun next year.

American scientist: But as you get near the sun the heat will melt the rocket.

British scientist: We are not stupid. We travel at night. 🤖

Present Continuous

The present continuous is used with a future meaning when we talk about plans that have already been made for a fixed time and/or place.

This construction is used very often with **come** and **go**, and with verbs like **stay**, **visit**, **meet**, **leave**, **see**, **return**, **drive**, **fly**, **spend** etc.

They're coming here in three weeks.

I'm seeing her on Saturday.

Note

Remember that a time word or expression must be used or understood from the conversation, to make the present continuous a future.

Make statements, questions or negative sentences with the present continuous.

1. I/ see/Annie/tonight (+)
2. How/ you/ travel to Ireland (?)
3. We/ have a party/ on Saturday(+)
4. John and Helen/ stay/ with us on Sunday (+)
5. I/ use/ the car tomorrow (-)
6. What time/ the people from London/ leave (?)
7. They/ return/ by train (?)
8. I/ meet/ John/ at threeo'clock(-)
9. You / play/football/ thisweek(?)
10. We/ spend/ a week there (+)
11. She/ fly/ to Athens (-)
12. You/ visit/ anyone (?)
13. MrandMrsGreen / goaway /in threeweeks(+)
14. What / you/do/ on Fridaynight(?)

Put the verbs in brackets into the future simple or the present continuous.

Karen: Where... (you/go) for your holidays, now that summer is here?

Lorna: Nowhere. I ... (study) for my exams in September.

Karen: You ... (not/take) a holiday at all this year then?

Lorna: No. I must study, or I ... (not/pass) the exams. What ... (you/do) for the summer?

Karen: Well, first I ... (visit) my aunt in Paris and then I ... (spend) a month in Rome.

Lorna: I don't really think I ... (have) the chance to go anywhere this summer. Anyway, there's always next year, isn't there?

Use **will** or **be going to** with the verbs in brackets.

1. A: Would you like something to drink?
B: I ... (have) a cup of tea, please.
2. A: Look at that man on the ladder!
B: Oh no! He ... (fall)!
3. : I don't understand this Maths problem.
B: That's OK. I ... (help) you.
4. A: Why are you wearing those old clothes?
B: Because I ... (paint) the kitchen today.
5. A: ... (Bob/come) to the football match?
B Of course. He loves football.
6. A: Mr James left a message for you. I think it's urgent.
B: OK. I ... (ring) him right away.
7. A: Do you want to know what she told me?
B: Oh yes! I promise I ... (not/tell) anyone else.

be going to or **Present Continuous**

It is often possible to use both variants:

I'm seeing them tomorrow. I'm going to see them tomorrow.

If there is doubt about which of the two futures to use, it is better to use **be going to**.

With the verbs **go** and **come**, it is better to use the present continuous.

In your notebook, supply **be going to** or **the present continuous** for these sentences. If two variants are possible, write them both.

Example: Look at the sky. It tomorrow. (rain)

Look at the sky. It's going to rain tomorrow.

1. She Nick at 10 o'clock tomorrow. (see)
2. Who to John's party later? (come)
3. I to the seaside next weekend. (go)
4. They to Manchester tomorrow morning. (drive)
6. Be careful with that plate! You it! (break)
6. We at a restaurant tonight, (eat)
7. How many people today? (arrive)
8. Hurry up! We the train! (miss)
9. Mary to Warsaw next Tuesday. (fly)
10. We into our new house next month, (move)
11. Bring your hat and gloves. It cold later tonight. (get)

Put the verbs in brackets into **the future simple** or **the present continuous**.

1. The repairman ... (come) to fix the washing machine tomorrow.
2. A: I'm cold.
B: I ... (get) you an extra blanket.
3. ... (you/drive) me to the airport on Tuesday?
4. Rachel (fly) to Vienna next week.
5. My son ... (be) five in August.
6. ... (she/have) lunch with Doug this afternoon.
7. Rob and Molly (celebrate) their wedding anniversary on Sunday.
8. When ... (the Greens/leave) for Lima?
9. People ... (live) in underwater cities in the future.

Future Simple - Be going to - Present Continuous

Compare the examples:

He'll sell his bicycle. (he may or may not sell it)
She's going to study law next year. (intention)
They're leaving to London tomorrow. Fixed arrangement
in the near future)

Put the verbs in brackets into **the future simple, be going to** or **the present continuous**.

1. He likes painting. He ... (be) an artist.
2. I'm sure Kelly (let) you borrow her laptop.
3. They ... (have) dinner at Mario's on Saturday evening.
4. Liza can't go to the park today. She ... (take) her dog to the vet.
5. You've got a bad cold. I ... (make) you some soup.
6. ... (play) golf this afternoon.
7. I'm bored, I think ... (do) a crossword puzzle.
8. ... (you/do) the washing-up, please?
9. I can't see you at the weekend. I ... (visit) my parents.
10. She... (fly) to Madrid next month.
11. Look at him! He (fall) off his bike.
12. I'm cold. I ... (put on) my jacket.



We use **Will you ... ?** to ask someone to do something for us (request).

Will you post this parcel for me, please?

Present Simple

The present simple is used with a future meaning when we talk about timetables, cinema/theatre programmes and dates.

Our train leaves at 8.10.

The film starts at 7.30.

My birthday is on a Tuesday this year.

Make statements, questions or negative sentences.

1. The bus/ stop/ at Mill Road (?)
2. The flight/ leave/ at 9.30 (+)
3. When/ the play/ start (?)
4. The bank/ close/ at 4.00 tomorrow (-)
5. This term/ end/ on March 12th (+)
6. What time/ you/ arrive in Rome (?)
7. We/ have/ a lesson/ next Friday (-)
8. The 8.20 train/ stop/ at every station. (+)

Complete each sentence using a word from the table in the present simple form. Then match each sentence (a – j) with a description (1 – 10) of where you might read or hear it.

close retire continue rise expire start leave take off
open take place

- a) Mrs Douglas **retires** at the end of this term and we wish her all happiness for the future.
- b) There has been a change to the schedule and your flight now ... at 18.40.
- c) The exhibition ... until 31 December. Don't miss it!

- d) The match ... at three o'clock, so please be here by two.
- e) The opening ceremony ... on 27 July.
- f) Saturday 18 March. The sun at 6.08.
- g) The licence for this software ... one year from the agreement date.
- h) This offer ... on 30 September so buy now to avoid disappointment!
- i) The 5.30 to York ... from platform 2. Cross the footbridge at the end of the platform.
- j) Doors ... at 18.00.

<ul style="list-style-type: none"> 1. Cinema 2. Advertisement door 3. Airport check-in desk 4. Notice on a sports club notice board 5. Travel information desk 	<ul style="list-style-type: none"> 6. CD-Rom leaflet 7. School newsletter 8. Newspaper review 9. News announcement 10. Diary
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PRONOUN

Pronouns are used to replace nouns in sentences. The roles pronouns can play divide them into three distinct groups: **subject pronouns**, **object pronouns**, and **possessive pronouns**.

subject and object pronouns

subject pronouns	I	he	she	it	you	we	they
object pronouns	me	him	her	it	you	us	them

We use subject pronouns before the verb.

We use object pronouns after the verb.

We also use object pronouns

- after prepositions:

Mr and Mrs Jenson live near us.

Which colour do you prefer? – I like both of them.

- after the verb to be:

Who's that? – It's me.

That's us in the photo.

Choose the correct subject pronoun.

1. The bank is over there. ... is next to the post office.

(1) He (2) She (3) It (4) They

2. My name is Julia and ... am 16 years old.

(1) He (2) She (3) It (4) I

3. When the children finished their homework ... watched TV.

(1) they (2) she (3) it (4) he

4. Stars can only be seen at night but ... are always in the sky.

(1) they (2) she (3) it (4) he

5. In my family ... all have dark hair.

(1) he (2) she (3) we (4) they

6. My cat sleeps all day, and at night ... goes out.

(1) we (2) it (3) I (4) they

7. Thank you for the present ... gave me.

(1) he (2) they (3) we (4) you

Look at the pictures and fill in the appropriate subject or object pronouns, as in the example.



Look at **it**.
It is a camel.



Look at
...
... is a
singer.



Look at
...
... can
dance.



Look at
...
... is a
firefighter.



Look at ...
... is a plane.

Fill in the gaps.

A: Do you like horror films?

B: Yes, ... love ... think
... 're great.

A: Have ... spoken to Mrs
Lawis?

B: No yet. I am going to
phone ... this evening.

Complete the sentences with **me, you, her, him, it, us, them**.

1. I can't open this door. Could you open ... for me, please?
2. They're not married now. She left ... a year ago.
3. Jill's a police officer. Do you know ... ?
4. I asked ... a question but you didn't answer
5. We're not ready. Please give ... some more time.
6. He speaks very quickly. I can't understand
7. Were you at the party yesterday? He didn't see ... there.
8. These shoes are really nice. I'd like to buy
9. I can't do this task. Can you help ... ?

Choose the correct word in italics.

1. Hello. Is that you, Jane? – Yes, it's **me** / **I**.
2. **We** / **Us** walk to college. It's not very far.
3. Have you seen my keys? I can't find **they** / **them**.
4. Do you live near **him** / **he**?
5. There's much pasta on my plate. I can't eat all of **it** / **them**.
6. Juana gave **I** / **me** a fantastic present.
7. Is that **they** / **you** in the photograph?

possessive adjectives and pronouns

subject pronouns	I	he	she	it	you	we	they
possessive adjectives	my	his	her	its	your	our	their
possessive pronouns	mine	his	hers	-	yours	ours	theirs

Possessive adjectives tell us who things belong to. We put them before a noun.

Jenny is **Christina and Michael Brown's** daughter. Jenny is **their** daughter.

Jenny's brother is called David. **Her** brother is called David.

We can use possessive pronouns instead of a possessive adjective + noun.

Is that **your mobile phone**? - Is that **yours**?

No, it isn't **my mobile phone**? - No, it isn't **mine**.

Write the correct possessive adjectives for these sentences.

Example: These are **my** parents. (I)

1. He has a scar above ... left eyebrow. (he)
2. Is this ... wallet? {you}
3. I don't like ... vehicle. (we)
4. The victim described a tattoo the suspect had on ... arm. (he)
5. There's something wrong with ... car. (I)
6. ... watch is made of pure gold. (she)
7. Is theft of personal items a large problem in ... country? (they)
8. Excuse me, those are ... seats. (we)

Complete the questions in each line so they have the same meaning.

Example: Does this book belong to you? Is this your book?

Is this yours?

- | | | |
|---------------------------------|-------------------|--------------|
| 1. Is this Mary's book? | Is this ... book? | Is this ...? |
| 2. Is this the children's book? | Is this ... book? | Is this ...? |
| 3. Does this book belong to me? | Is this ... book? | Is this ...? |
| 4. Does this book belong to us? | Is this ... book? | Is this ...? |
| 5. Is this Peter's book? | Is this ... book? | Is this ...? |

6. Who does this book belong to? ... book is this? ... is this?

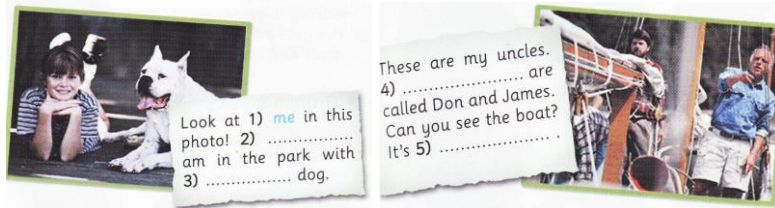
We often use **Whose?** instead of "Who does it belong to?".
Whose pen is this? - It's Clara's.
Whose are these? - I don't know. They aren't mine.

Write the correct possessive adjective or pronoun for these sentences.

Example: **Their** garden is bigger than **ours**. (they/we)

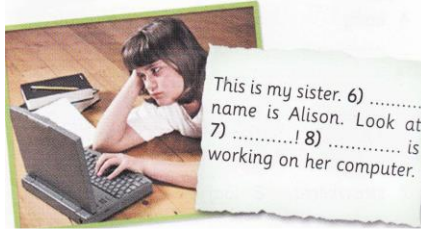
1. Have you got ... pen, or would you like to borrow ... ? (you/I)
2. It isn't ... sneaker, it's (he/she)
3. The police asked me for ... address. (she)
4. It wasn't ... mistake, it was (I/they)
5. Whose camera is this? Is it ... ? (you)
6. Is it ... suitcase or ? (you/he)
7. ... motorcycle has been stolen. (we)

Read and complete.



Look at 1) **me** in this photo! 2) am in the park with 3) dog.

These are my uncles. 4) are called Don and James. Can you see the boat? It's 5)



Complete these sentences with the possessive adjective or pronoun.

1. ... friends and I have our favorite stores. (I)
2. We buy most of ... clothes downtown. (we)
3. Other people buy ... at the local mall. (they)
4. ... stores stay open until 9:00 pm. (it)
5. What is ... favorite place to shop? (you)

Fill in the gaps.

A: Whose bicycle is this? B: I think ...'s Harold's. Yes, it's	A: Is that Jessica's computer? B: No, it isn't It's
A: Please take this wood carving as a gift from me. It's B: Thank you. ...'re very thoughtful.	A: Abdal and I really like ... new apartment. It has lots of space. B: How do you like ...?

Complete the conversation with the correct words from the box.

hers mine my our ours whose your yours

- A:** Is this your suitcase, Sir?
B: Yes, it's

A: Can you open it for me, please? OK. Are these ... clothes?

B: Some of them ... clothes, but some of them belong to my wife.

A: Is this dress ...?

B: Yes, she bought it in Thailand.

A: There are a lot of toys here. ... are they?

B: They belong to ... daughter.

A: What about all this money. Is it ...?

B: Oh, no, it isn't

Fill in the gaps with the correct possessive pronoun or possessive adjective in brackets.

Two sisters

Once there were two sisters, Katy and Sue, who were always arguing.

Sue: That's ... (my / mine) book. Give it back! It's ... (my / mine).

Katy: No, it isn't ... (your / yours). It's ... (my / mine) book. I want it.

Sue: Mum, Katy's got my book. She says it's ... (her / hers), but it isn't.

The girls' mother didn't know what to do. She told them to stop arguing but they didn't listen.

Katy: Give me that game. It's ... (my / mine).

Sue: No, it isn't. It's my game. Mum, it's not ... (her / hers), is it?

Mother: Girls! Stop arguing at once.

Sue: ... (My / Mine) homework is better than ... (your / yours). I got 9 out of 10.

Katy: I got 9 out of 10 too, and ... (my / mine) teacher wrote 'well done' on it.

Sue: Actually, she's ... (our / ours) teacher and she wrote 'well done' on ... (my / mine) too.

Then the girls' father came home. He was very angry. He went upstairs and took all of the books and games out of their bedroom. The girls were very upset and they promised not to argue ever again.

Complete the gaps in the text with the possessive adjective or pronoun.

On our last visit to London my wife and I stayed at the Magna Hotel. The Magna used to be a favourite hotel of ... but we hadn't stayed there for over sixteen years. The hotel is famous for... service and we weren't disappointed. "The porter will show you to... room," the Receptionist said with a smile and we were shown to a room on the first floor. "This is... favourite room," I exclaimed. "I know sir," the porter said. "... is the room with a view, isn't it?" "That's right," I said. "You like milk in ... tea in the morning and madam prefers lemon in" "That's right," my wife said. She pulled me by... sleeve with pleasure when the porter had gone. "Aren't they amazing! They remember ... preferences after all these years. This is real personal service!" The next morning at breakfast, we were given raspberry jam with ... toast instead of orange marmalade. "Isn't there any marmalade?" I asked the waiter. "We never eat raspberry jam in the morning. " "Sorry sir," the waiter said. "You ordered some for breakfast on ... last visit and it's been in the computer memory ever since!"

Choose the correct words in italics.

Example: Alice called her, hers friend.

1. Children should obey his, their parents.
2. A: Excuse me. Is this my, mine dictionary or your, yours?
B: This one is my, mine. Your, Yours is on your, yours desk.
3. Julie fell off her bicycle and broke hers, her arm.

4. **A:** What kind of bird is that?
B: Its, It's a crow.
5. Paula had to drive my car to work. Hers, Her had a flat tire.
6. a. Adam and Amanda are married. They, Them live in an apartment building.
 b Their, Theirs apartment is on the fifth floor.
7. Tom is a good friend of me, mine.
8. Fruit should be a part of we, our daily diet
9. The bird cleaned its, it's feathers with its, it's beak.

reflexive pronouns

subject pronouns	I	he	she	it
object pronouns	myself	himself	herself	itself

subject pronouns	you	we	they
object pronouns	yourself yourselves	ourselves	themselves

The object is the same person or thing as the subject:

I cut myself when I was cooking.

The kettle will switch itself off automatically.

Write the correct reflexive pronouns for these sentences.

Example: I like to wake myself up in the morning with a cup of coffee.

1. We don't need a babysitter. The children can look after

2. I'm sorry, Tony, but I haven't got enough money to pay for you. Can you pay for ... ?
3. After his accident, Philip drove ... to the hospital.
4. Now, children, remember to give ... enough time to answer all the exam questions.
5. 'Should I apply for the job?' she asked
6. We're planning to buy ... a new television.
7. He hurt ... when he was playing football.
8. I hate watching ... on video.

Complete the sentences with reflexive pronouns.

Example: A newborn puppy can't take care of itself.

1. Are you okay, Tom? Did you hurt ... ?
2. It is important for all of us to have confidence in our own abilities. We need to believe in
3. Sara is self-employed. She doesn't have a boss. She works for
4. Do you ever talk to ...? Most people talk to ... sometimes.
5. Brian, don't blame ... for the accident. It wasn't your fault. You did everything you could to avoid it.
6. Jane and I ran into someone she knew. I'd never met this person before. I waited for Jane to introduce me, but she forgot her manners. I finally introduced ... to Jane's friend.
7. David was really embarrassed when he had to go to the job interview with a bandage on his face. He had cut ... while he was shaving.

Complete the sentences with an appropriate expression from the box. Use the verbs and reflexive pronouns in the correct form.

believe in yourself cut yourself wish yourself
talk to yourself kill yourself work for yourself
blame yourself feel sorry for yourself

Example: When I walked into the room, I heard Joe's voice. I looked around, but the only person I saw and heard was Joe. In other words, Joe was talking to himself when I walked into the room.

1. Sometimes we have problems in our lives. Sometimes we fail. But we shouldn't get discouraged and sad. We need to have faith that we can solve our problems and succeed. If we ..., we can accomplish our goals.
2. Mr. Baker committed suicide. In other words, he
3. I climbed to the top of the diving tower and walked to the end of the diving board. Before I dived into the pool, I said "Good luck!" to myself. In other words, I ... luck.
4. When she failed to get the new job, she was sad and depressed. She was full of self-pity. In other words, she ... because she didn't get the job.
5. My wife and I have our own business. We don't have a boss. In other words, we
6. The accident was my fault. I caused it. I was responsible. In other words, I ... for the accident.
7. Be careful with that sharp knife! You ... f you're not careful.

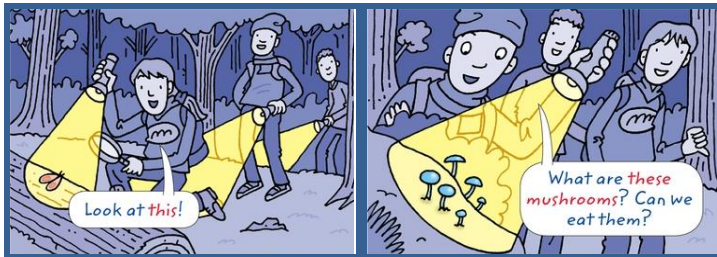
Make up sentences with the expressions given in the box.

enjoy yourself help yourself hurt yourself give yourself
introduce yourself be proud of yourself pinch yourself
take care of yourself teach yourself tell yourself

demonstrative adjectives and pronouns

	adjective (before a noun)		pronoun (without a noun)
singular	This coat is expensive. That building is beautiful.		This is expensive. That is beautiful.
plural	These coats are expensive. Those buildings are beautiful.		These are expensive. Those are beautiful.

This and **these** indicate nouns that are **near** us.



That and **those** indicate nouns that are **far** from us.



Underline each **demonstrative pronoun**. Then write S or P to show whether the pronoun is singular or plural.







1. ...This is a very deep swimming hole.

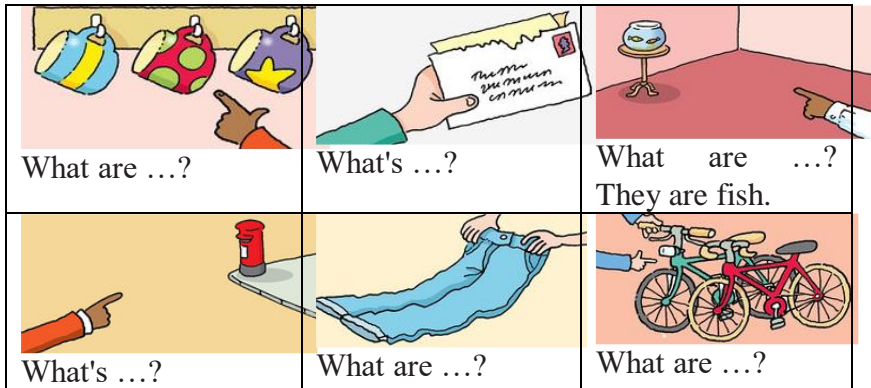
2. ... That is the path to the campgrounds.
3. ... These are my best friends, Todd and Sandy Harmon.
4. "What a mess!" Mrs. March cried out. "Who did this?"
5. ... Those are the most difficult holes on the golf course.

Complete the sentences with **this**, **that**, **these** or **those**

		
... my shoes.	... an eagle.	... balloons.
		
... my hat.	... palm trees.	... my books.

Complete the questions with **this**, **that**, **these** or **those**.

		
What's ...?	What are ...?	What's ...?
		
What's ...?	What are ...?	What's ...? It is my lunch.



Write the correct **demonstrative pronoun** in the line.

1. "Did you hear ... (these / that) noise outside?" asked Fred.
2. "... (Those / This) sounded like screams!" replied Fran.
3. She pointed to the door. "Lock ... (that / those)!" she cried.
4. Fred went to all the windows. "I'm locking ...(this / these), too!"
5. "Look at ...(that / these)!" laughed Fran as the howling cat ran past the window.

Choose the correct word.

1. Who gave ... this lovely ring?
(1) we (2) she (3) you (4) they
2. I rang Daisy and she told ... the news.
(1) myself (2) mine (3) I (4) me
3. That's Paul and Daisy's teacher. ... name is Mr Afandi.
(1) Her (2) Their (3) His (4) Our
4. New York is famous for ... skyscrapers.
(1) his (2) our (3) their (4) its
5. This is Sally's bedroom. And this is ... books.
(1) her (2) hers (3) herself (4) she
6. An uncle of lives in Jakarta.

(1) I (2) me (3) my (4) mine

7. The car belongs to my parents. It's

(1) their (2) them (3) theirs (4) they

8. Mr Baxter's apartment is big but ... is bigger.

(1) we (2) our (3) ours (4) us

Fill in the correct subject / object / possessive pronouns or adjectives.

Last year Francis and **his** sister Caroline went on holiday to New York. Unfortunately, ... was a disaster. First of all, ... nearly missed ... flight because ... car broke down. Then Francis couldn't find ... ticket, until Caroline realised that she had both ... ticket and ... in ... handbag. When ... got to New York, ... couldn't find ... hotel. Caroline fell over and twisted ... ankle when ... got out of the taxi. Francis tried to help ... but strained ... back, so ... both had to spend the rest of the week in bed. This year ... are hoping to see some of the sights of New York on ... holiday.

Choose the correct word in the line.

1. She doesn't love him / himself.

2. Old people often talk to them / themselves.

3. I'm going out tonight, so you will all have to cook for yourself / yourselves.

4. She likes looking at her / herself in the mirror.

5. I adore Bill, but I don't understand him ' himself.

Choose the words from the boxes to compose the text.

each other her his its themselves they your

My brother and ... girlfriend have known ... for about five years but ...'ve been going out together for six months.

he her him she their they we

Before that, he didn't like ... and ... didn't like him, but later ... became good friends, and started going out together.

her hers his its it's our their they they're

... both have small flats. His flat is in the centre, and ... very comfortable. ... is a long way out, and it's not so nice. So they spend most of ... free time at ... place.

he her hers herself him himself its it's she's

He works in a garage, and ... a teacher, but she doesn't let ... touch ... car – she looks after it

each other I my they them their themselves they're

I like ... both very much, and I think ... good for ... so... hope ... will stay together.

each other is used to show that each person in a group does something to the others.

Circle the correct answer.

It/There is difficult to admit itself/it, but most of **our/us** tell lies now and again. There is the social lie, (How nice to see **you/yourself**, ... oh and me/I love that new hairstyle of **yours/your...**), the white lie (Sorry **I/my** can't come to **you /your** dinner party because **myself/I** am having guests **themselves/myself...**) and the lie that makes life easier (**I/Me** have no idea how that report got on **mine/my** desk, sir).

Most forms of lying are innocent and involve a harmless desire to make **us/our** lives easier. But **it/its** depends on how much **we/us** lie. Some people spend **them/their** whole life deceiving others.

Margaret, for example, is a compulsive liar. **It/She** has always enjoyed gossiping with **her/hers** friends about other people. **She/Herself** starts out with something which is true

and comes out with a totally different story, using that great imagination of **herself/hers**. Margaret's need for attention drives **her/she** to lying.

But let's not kid **ourselves/us**. Lying is a really hard habit. **Yourselves/you** all know the story of the little boy who cried "Wolf!" too many times and then found **him/himself** being ignored when the wolf **itself/it** came.

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Навчальне видання

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BASIC GRAMMAR REFERENCE & PRACTICE

Навчальний посібник
з англійської мови
для здобувачів вищої освіти