

АВЕРСЭВ

English
On the Way
to Success

На пути
к успеху

E. Karnevskaya, Z. Kurochkina,
E. Misuno

УДК 811.111(075.3)
ББК 81.2Англ-922
К24

Рецензенты:

каф. иностр. яз. Белорус. гос. пед. ун-та им. Максима Танка
(зав. каф., канд. филол. наук, доц. *Н. Г. Оловникова*)

методист Минской гос. лингв. гимназии-колледжа № 24 *В. В. Дармоян*

Карневская, Е. Б.

К24 Английский язык : на пути к успеху / Е. Б. Карневская,
З. Д. Курочкина, Е. А. Мисуню. — 20-е изд. — Минск : Аверсэв,
2023. — 448 с.

ISBN 978-985-19-7508-8.

Пособие содержит упражнения и тесты, направленные на обучение и тренировку лексико-грамматических структур и явлений, отобранных в соответствии с учебной программой средней школы по английскому языку. В книгу также включены тесты по чтению, способствующие развитию навыков смыслового восприятия письменного текста.

Пособие предназначено для поступающих в вузы, в которых английский язык изучается как основная специальность. В то же время оно может быть полезно для самых разных категорий лиц, желающих усовершенствовать знание английского языка.

УДК 811.111(075.3)

ББК 81.2Англ-922

Учебное издание

Карневская Елена Борисовна
Курочкина Зоя Дмитриевна
Мисуню Екатерина Антоновна

**Английский язык
НА ПУТИ К УСПЕХУ**

20-е издание

Ответственный редактор *М. В. Филатова*

Подписано в печать 11.07.2023. Формат 60×84^{1/16}. Бумага офсетная. Печать офсетная.

Усл. печ. л. 26,04. Уч.-изд. л. 19,10. Тираж 3100 экз. Заказ

Общество с дополнительной ответственностью «Аверсэв».

Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 1/15 от 02.08.2013.

Ул. Н. Олешева, 1, офис 309, 220090, г. Минск.

E-mail: info@aversev.by; www.aversev.by

Контактные телефоны: (017) 378-00-00, 379-00-00.

Для писем: а/я 3, 220090, г. Минск.

Государственное предприятие «Издательство “Белорусский Дом печати”».

Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 2/102 от 01.04.2014.

Пр. Независимости, 79/1, 220013, г. Минск.

12+

ISBN 978-985-19-7508-8

- © Карневская Е. Б., Курочкина З. Д., Мисуню Е. А., 2005
- © Карневская Е. Б., Курочкина З. Д., Мисуню Е. А., 2019,
с изменениями
- © Оформление. ОДО «Аверсэв», 2019

PART I ENGLISH GRAMMAR AND VOCABULARY IN USE

1. THE ENGLISH VERB

1.1. THE ACTIVE VOICE

1.1.1. THE PRESENT SIMPLE (INDEFINITE) AND THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE-FORMS

For study

A. THE PRESENT SIMPLE (INDEFINITE) TENSE

FORMATION

Table 1

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

Contractions:

do not = don't

does not = doesn't

As seen from the table above, **the Present Simple (Indefinite)** in affirmative sentences coincides in form with the Infinitive without the particle *to* except the 3rd person singular, when the ending *-s/-es* is added to the verb.

I work — he works; you play — she plays;

we finish — it finishes; I cry — she cries

* The notional verb *have* (иметь) can be used without the auxiliary *do* (*does*). However, in the interrogative and negative sentences the form with the auxiliary verb is more widely used in present-day English, e.g. *Do you have classes on Saturday?*

The ending *-s/-es* has three variants of pronunciation: [s], [z], [ɪz]. (See the table below.)

Table 2

[s] after voiceless consonants	[z] after voiced consonants and vowels	[ɪz] after [ʃ, ʒ, tʃ, dʒ, s, z]
puts [pʊts] writes [raɪts] sits [sɪts]	reads [ri:dz] gives [gɪvz] buys [baɪz]	changes [ˈtʃeɪndʒɪz] dresses [ˈdresɪz] marches [ˈmɑ:tʃɪz]

In interrogative and negative sentences the Present Simple tense takes *the auxiliary “do” or “does”* (for the 3rd person singular) with the exception of the verb *to be* which does not need an auxiliary. Subject questions do not take an auxiliary either.

Do you like eating out or do you prefer cooking at home?

Does she wear a uniform at work?

What kind of uniform does she wear?

Why do you think it isn't right?

I don't feel like going out tonight.

He's very forgetful, isn't he?

There's nothing wrong with the car, is there?

Who helps you about the house?

What makes you think so?

USAGE

The Present Simple (Indefinite) tense denotes:

1. **Habitual facts or repeated actions**, which are normally indicated by adverbials of frequency such as *often, always, usually, seldom, rarely, sometimes, never, generally, as a rule, every day (week, month, etc.), every other day (week, month, etc.), once a week(day, month, etc.)*.

My brother plays tennis every other day.

Are you never late for classes?

They seldom watch television at home, do they?*

2. **Universal truths and permanent characteristics, situations or states.**

The sun sets in the west.

She teaches English at school.

Do you like rainy weather?

His parents live in London.

* Remember that statements containing the adverbs *seldom, rarely, scarcely, hardly (or hardly ever)* are followed in disjunctive questions by an affirmative question tag. *Nick hardly ever comes to see you, does he?*

3. Present actions and states going on at the moment of speech with the so-called stative* verbs which include

- verbs of sense perception: *see, hear, notice, taste, smell*, etc.

It smells like a hospital in here.

The meat tastes spicy.

I don't see anyone in the room. Where are they all?

- verbs of mental activity: *understand, think, believe, remember, know, forget, mean, suppose, recognize*, etc.

Do you recognize me?

What does he mean?

Who do you think will win the game?

Do you know what he is speaking about?

- verbs of feelings and emotions: *like, dislike, hate, love, wish, want, prefer, care*, etc.

I prefer dogs to cats.

Which of these dresses do you like best?

Do you want anything to drink? — I want a glass of juice, please.

Jill really hates housework.

- verbs of possession: *have, belong, own, possess*, etc.

Who does this car belong to?

They have a big new house.

4. Future actions

- in subordinate clauses of time and condition after the conjunctions *when, as, after, before, while, as soon as, till (until), if, in case*.

When the water boils, I'll turn off the gas.

I'll join you as soon as I get a note from you.

You won't get slim, if you eat so many sweets.

- for scheduled facts and events such as *flights, train arrivals, departures, itineraries* which are worked out officially and are certain to take place.

The flight leaves at 2 p.m. (according to the timetable)

You arrive at Basel at 6.30 a.m. local time. (according to the itinerary)

* About the possibility of using the Present Continuous with some of the stative verbs see Part B of this Unit (The Present Continuous Tense) and the list of stative verbs in the Supplement.

B. THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE

FORMATION

The Present Continuous tense is formed with the help of *the auxiliary "be" in the appropriate form* and *the Present Participle of the main verb*.

Table 3

Affirmative			Negative			Interrogative		
I	am	working	I	am not	working	Am	I	working?
He She It	is		He She It	is not		Is	he she it	
We You They	are		We You They	are not		Are	we you they	

Contractions:

am = 'm are not = aren't
are = 're is not = isn't
is = 's

When **-ing** is added to a verb there may be some changes in spelling:

- final **e** is omitted: *have — having; make — making;*
- ie** is replaced by **y**: *lie — lying; die — dying;*
- the consonant following a short vowel is doubled: *put — putting; get — getting.*

USAGE

The Present Continuous tense denotes:

- An action happening now.** This may mean “*at the actual moment of speaking*” or “*at/during a period of time including the moment of speaking*”.

*We are packing the things now and the kids are playing in their room.
Peter is still sleeping. Don't wake him up.
It's raining all day.*

“**Now**” may also have a broader sense and mean “*about the moment of speaking*”.

He is studying at Oxford. (He may actually be on vacation at the moment of speaking.)

He's teaching French and learning Greek. (He may not be doing either at the moment of speaking.)

The purpose of using the Present Continuous tense for actions which do not coincide with the moment of speech is to show that they have a limited duration. In other words, they are **temporary, not permanent** actions.

As seen from the examples above, the present moment (both in the narrower and broader senses) is indicated by *time adverbials* such as **at the moment, now, at present, just now, right now**, etc. To show the duration of an action over a period of time, *adverbials* like **all (the) morning, all day, all night, the whole night, these days, still**, etc. are used.

2. Pre-arranged future actions, i.e. actions that have been planned or intended by the speaker*.

My father is leaving for Rome tonight.

We are having a party on Saturday.

Nick is running a marathon next week.

3. Actions of unusual frequency with adverbials of permanence and repetition such as *always, constantly*, etc. In these cases the Present Continuous gives an utterance an emotional colouring, mainly of a negative kind: *irritation, annoyance, reproach*, etc.

You are always finding fault with me.

Why are you complaining all the time?

Notice the difference in meaning:

She always worries about her children. (The Present Simple with "always" is used here to denote a regular, habitual state.)

She is always worrying about trifles. (The Present Continuous with "always" is used here to express the speaker's irritation about smb's habit.)

The Present Continuous is not generally used with stative verbs (see the list on p. 7). These take the Present Simple for actions going on at the moment of speech.

Note that some verbs can be stative in one meaning and non-stative in another. Such verbs can be used in the Present Continuous form when the verb expresses **an activity (an event)**, not a **state**.

* Compare with the Present Simple for future actions, which is used in formal situations, when the action does not convey the speaker's plan.

State

The soup **smells** delicious.
What **do** you **think** of the project?
Kate **looks** wonderful today.

Activity

She **is smelling** the rose.
What **are** you **thinking** about?
They **are looking** at the blackboard.

Compare the use of the Present Continuous (Progressive) and the Present Simple (Indefinite) tense-forms.

1. What **are** you **doing**, Jane? **Are** you still **looking** for your gloves? You **are** always **losing** your things!
2. Faxes **are** slowly **disappearing** because we can do so much more on the Internet using electronic systems, which are immediate and cheap.
3. I'm **learning** to drive a car. Next month I **am getting** my driving licence.
4. The cereal **contains** all the important vitamins.
5. We usually **grow** beans in our garden but this year we **are not growing** any.
6. **Do** you **understand** the problems they **are discussing**?
7. **Do** people in your country **depend** a lot on technology in communication?
8. You **will help** us a lot if you **continue** your investigation.
9. Mike **doesn't speak** English, **does** he?
10. Listen to them! What language **are** they **speaking**?
11. The Moon **goes** round the Earth.
12. These days more and more women **are going** into traditionally male jobs, **aren't** they?
13. How many meals a day **do** you usually **have**?
14. Could you call later, please? Mr. Richards **is having** lunch now.
15. Don't worry. Father **is coming** back soon.
16. Skill **comes** with practice.

Practice

1. **Choose between the Present Simple (Indefinite) and Present Continuous (Progressive) tense-forms.**
 1. They usually *sit/are sitting* for hours without saying a word.
 2. She *is keeping/keeps* her room tidy, as a rule.
 3. Don't ask me what spinach *is tasting/tastes* like. I've never tried it.

4. Ann *is applying/applies* this ointment every other day.
5. We *are seeing/see* each other only occasionally.
6. Next week we *sign/are signing* a contract.
7. Could you turn off the television? Nobody *watches/is watching* it now.
8. How *do you get/are you getting* to your office?
9. The water in this lake seldom *is freezing/freezes* in winter.
10. Water *doesn't exist/isn't existing* on the Moon.

2. Choose the appropriate adverbial of time.

1. Dave always stays at the office *since/till* six o'clock.
2. She makes strawberry jam *every year/recently*.
3. It's freezing hard *for a long time/now*.
4. People *continually/traditionally* prepare coloured eggs at Easter.
5. They are having some financial difficulties *lately/now*.
6. I'm feeling rather run down *recently/at present*, doctor.
7. Carol *rarely/usually* reads a lot and is extremely well-informed.
8. The company is looking for people with experience *lately/now*.
9. I don't go swimming very much *as a rule/now and again*.
10. The new school opens *at once/next week*.
11. We are eating in the kitchen *during/while* this cold weather.
12. What do you usually do *in the afternoon/this afternoon*?
13. Mary is going to be a film star *once/one day*.
14. More and more young people have careers *nowadays/recently*.
15. My father shaves *in a day/every other day*.

3. Open the brackets using the Present Simple or Present Continuous tense-forms. Note that in some of the sentences both tense-forms are possible.

1. Have you got a light? — Sorry, I (*not/smoke*).
2. My wife has never been to France. She (*plan*) to go there next summer.
3. The plane (*take*) off at ten and (*land*) at eleven-thirty.
4. Students often (*think*) that exams (*be*) a nuisance.
5. Peter seldom (*tell*) the truth. You can't believe everything he (*say*).
6. You (*understand*) what he (*talk*) about?
7. I (*love*) this song. It always (*bring*) back so many happy memories!
8. What you (*do*)? — I'm an accountant.

9. The steak (*taste*) good, doesn't it?
10. Your brother (*be*) a student now? — Yes, he (*study*) at university.
11. Ann (*play*) the piano better than Susan. And who (*play*) now? — I (*think*) it (*be*) Susan.
12. Stop disturbing me! Can't you see I (*work*)?
13. (*Be*) this information up-to-date? (*Include*) it the most recent changes?
14. She often (*take*) my dictionary but seldom (*remember*) to bring it back.
If tomorrow she (*ask*) for the dictionary again, I shan't give it to her.
15. What a beautiful dress you (*wear*)! You (*look*) gorgeous in it!
16. He is a night watchman. He (*work*) at night and (*sleep*) in the daytime.
17. He is so naive that everyone (*take*) advantage of him.
18. They (*say*) if you (*see*) a black cat, you (*not/have*) good luck.
19. The company (*move*) its headquarters to a new location.
20. If Peter (*continue*) to drive his car carelessly, he'll get into trouble.
21. You (*hear*) this noise downstairs? What can it be?
22. Have you heard about Brian? He (*work*) on a new project now.
23. She (*dislike*) asking people for a favour.
24. If I (*be*) free in the evening, I'll repair your bicycle.
25. Stop talking! You (*put*) me off, and I (*try*) to concentrate.
26. She (*give*) two concerts in London next week.
27. The doctor (*say*) that Jason (*suffer*) from stress and he should take some time off work.
28. Why you (*smell*) the meat? It (*not/be*) fresh?
29. She always (*let*) me down!
30. You (*believe*) in God?
31. You always (*complain*) about the weather!
32. Sometimes that girl really (*annoy*) me. She (*consider*) herself an expert on everything!
33. I'm afraid you can't see my daughter at the moment. She (*have*) a music lesson. She always (*have*) it on Friday mornings.
34. She (*be*) still ill, but she (*get*) better now.
35. It often (*rain*) here at this time of the year?
36. Don't interrupt me while I (*talk*) to somebody else.
37. He's a doctor, but he (*not/practise*) at the moment.

38. What he (*do*)? — He (*try*) to get the car started.
39. Good news (*be*) always welcome.
40. You constantly (*change*) your mind.
41. Where you (*come*) from? — I (*come*) from Russia.
42. Flowers always (*make*) a good present.
43. I always (*look*) forward to spring.
44. What he (*mean*) by saying this? It (*sound*) strange.
45. I (*write*) to my parents twice a month.
46. She always (*be*) late for classes!
47. I (*write*) this letter to you while the children (*play*) on the beach.
48. If we (*start*) at nine, we'll have plenty of time for the shops. We (*be*) free till half past four.
49. They always (*tell*) him everything. So I (*think*), he (*know*) about it already.
50. This carpet (*cost*) only 30 dollars. Why not buy it?
51. He still (*try*) to find a job but there (*not/be*) much work available at present.
52. Believe me, I (*think*) about you all the time.
53. I (*not/know*) how they (*make*) both ends meet. They (*have*) six children and (*not/earn*) very much.
54. My mother (*think*) that wind-surfing (*be*) dangerous.
55. The police still (*investigate*) the case.
56. People (*like*) stability in life.
57. They (*open*) a new McDonald's tomorrow.
58. The English (*believe*) that their home (*be*) their castle.
59. Mike (*arrive*) in three days. We can't wait until he (*come*). Everyone (*look forward*) to seeing him.
60. Mrs. Jones seldom (*travel*) outside the village where she (*live*), does she?
61. When he (*have*) a problem to solve he will work at it until he (*find*) an answer.
62. The equator (*run*) round the middle of the earth.
63. I (*like*) to listen to music, it (*help*) me to relax after a busy day.
64. When snakes (*lose*) their skins?
65. I (*think*) that people who (*live*) in small villages are more relaxed and friendly.

66. My brother (*not/care*) very much what he (*look*) like.
67. What (*make*) you think so?
68. A hot-air balloon (*float*) because hot air (*be*) lighter than cool air.
A hot-air balloon (*consist*) of a basket in which the pilot and the crew (*stand*), a gas burner and a large balloon.
69. As soon as doctors (*find*) an answer for AIDS, they will be able to cure people.
70. You (*look*) great after your holiday! — Thanks, I (*feel*) wonderful!
71. You can borrow my Walkman as long as you (*not/lose*) it.
72. Have I told you about how Ann (*get on*) at college?
73. He (*be*) intelligent but he (*lack*) common sense.
74. The house (*be*) in good condition but it (*need*) to be repainted.
75. He (*waste*) his time looking for a job there, they (*not/ take*) any staff on now.
76. The man who (*live*) opposite us sometimes (*come*) over for a cup of coffee.
77. She (*find*) it easy to make friends.
78. If I (*have*) a headache I generally (*take*) an aspirin.
79. In England it always (*rain*) and the wind constantly (*blow*)!
80. If you (*heat*) ice, it (*melt*).
81. Don't take the newspaper away! I still (*read*) it.
82. How I (*look*) in this dress? It (*suit*) me?
83. Much of eastern England (*have*) a soil that (*produce*) crops of a very high yield.
84. Let's sit for a while. My feet (*ache*).
85. I (*see*) no way of avoiding the problem.
86. At the moment the company (*reorganize*) its departments.
87. The early bird (*catch*) the worm.
88. Scotland (*occupy*) the northern part of Great Britain, (*not/ do*) it?
89. Good news! Sue and Paul (*come*) to stay with us.
90. Can you close the window? It (*freeze*) in here.
91. My cousin (*attend*) a university in the Midwest which (*specialize*) in astronomy.
92. Every time cigarettes (*go*) up in price, many people (*try*) to stop smoking.
93. The food that Mother (*cook*) in the kitchen (*smell*) delicious.
94. Whenever it (*rain*) very hard, the stream (*overflow*).

95. No wonder the house (*be*) so cold! You always (*leave*) the doors open!
 96. The film (*be*) very confusing. You (*understand*) what (*go*) on?

1.1.2. THE PAST SIMPLE (INDEFINITE) AND THE PAST CONTINUOUS (PROGRESSIVE) TENSE-FORMS

For study

A. THE PAST SIMPLE (INDEFINITE) TENSE

FORMATION

The **Past Simple** is formed by adding **-ed** to the stem for **regular verbs** and by changing the root vowel or by some other changes for **irregular verbs** which need to be memorized. The form of the Past Simple is the same for all persons.

Table 4

Affirmative		Negative		Interrogative		
I He She It We You They	worked came	I He She It We You They	did not work come	Did	I he she it we you they	work? come?

Contractions: did not = didn't

When **-ed** is added there are sometimes changes in spelling: 1) the consonant letter following a stressed short vowel is doubled, e.g. *stop – stopped*; 2) the letter 'y' at the end of the word is replaced by 'ie', e.g. *study – studied*.

The pronunciation of the ending **-ed** depends on the type of the preceding sound.

Table 5

[t] after voiceless consonants	[d] after voiced consonants and vowels	[ɪd] after [t, d]
watched [wɒtʃt] worked [wɜ:kkt] stopped [stɒpt]	lived [lɪvd] played [pleɪd] used [ju:zd]	studied [ˈstʌɪdɪd] mended [ˈmendɪd] rented [ˈrentɪd]

USAGE

The Past Simple tense is used to denote:

1. **A single past action or a past state.** Reference to the past is typically indicated by *time adverbials* such as **ago, last year (week, month), yesterday, the other day, in 1997, last (time)**, etc.

Ann spent a lot of money on books yesterday.

It didn't rain last night.

When did you go to the cinema last?

She started learning the piano at the age of five.

Note that the Past Simple can be used with an adverbial denoting *a period of time in the past (for five years, for a few minutes, etc)*. In such cases emphasis is placed on the reference of the fact to the past, not on the duration of the activity.

I baked the cake for 30 minutes.

They lived in Brest for five years before the war.

2. **A succession of single past actions.**

I entered the office, looked around and came up to the secretary.

3. **Habitual past actions or states.**

I often went cycling last summer.

When it is desired to emphasize a contrast between the past and the present the construction **used + Infinitive** with the particle **to** is preferable.*

He used to smoke forty cigarettes a day till he finally gave up smoking.

Do you play golf? — No, but I used to when I lived in the country.

Did she really use to play lotteries?

The shops didn't use (usedn't) to open on Sundays in those days.

* Note the difference in meaning between **used to do smth** and **be (get) used to smth or to doing smth**, e.g.

We used to go to the cinema a lot but we never get the time now.

It's hard to understand Scottish people if you're not used to their accent.

I'm not used to walking long distances.

The construction **would + Infinitive** without the particle **to** is also used to describe repeated past actions (but not states). It is more common for written language and often occurs in reminiscences.

*When we worked in the same office, we **would have coffee** together.*

4. **Reported present time actions in Indirect Speech** after the reporting verbs (*say, tell, ask, wonder*, etc.) in the Past Simple according to the rules of Sequence of Tenses.

Table 6

Direct Speech	Indirect (Reported) Speech
1. Jane said to me: “ <i>I am never late for classes</i> ”.	1. Jane told me (that) she was never late for classes.
2. Ann asked me: “ <i>When do you usually have breakfast?</i> ”	2. Ann wondered when I usually had breakfast.

B. THE PAST CONTINUOUS (PROGRESSIVE) TENSE

FORMATION

The Past Continuous tense is formed with the help of *the auxiliary was/were* and *the Present Participle of the main verb*.

Table 7

Affirmative			Negative			Interrogative		
I	was	working	I	was not	working	Was	I	working?
He			He			he		
She			She			she		
It			It			it		
We	were	working	We	were not	working	Were	we	working?
You			You			you		
They			They			they		

Contractions:

was not = wasn't

were not = weren't

USAGE

The Past Continuous (Progressive) tense denotes:

1. An action in progress at a definite moment or at a definite period of time in the past. These are indicated normally by adverbial modifiers such as *at 5 p.m.*, *at that time yesterday*, *at the moment*, *at the time**, *from two to three last Friday*, *between three and four yesterday*, *all the morning*, *the whole day*, etc.

It happened while I was living in Bristol.

At one o'clock she was having lunch.

What were you doing yesterday at seven p.m.?

It was raining the whole morning yesterday.

The moment in the past can also be expressed by the context or by an adverbial clause of time.

I looked out of the window. The sun was shining and the birds were singing.

When I came in he was lying in bed.

Obviously, the action of the **subordinate clause of time** in such cases is **simultaneous** with that of the **principal clause**. However, the two actions are not always identical in character. One can be an **action in progress** (i.e. *a long action*) whereas the other may be an **event** (i.e. *a short action*) which “interrupts” the given long past action. The adverbial clause is typically introduced by **when** in such cases.

We were going down in the lift when suddenly it stopped.

There can be situations with two parallel long actions. These are both expressed either by the Past Continuous or by the Past Simple tenses, or there may be a combination of the Past Continuous and the Past Simple. Two simultaneous actions in progress are typically linked by the conjunctions “*while*” or “*as*”.

Jane was cooking while I was laying the table.

While we were packing (packed) the suitcases, Bill was talking (talked) to the travel agency.

* Similar to the meaning of **now** in the Present Continuous tense, the adverbials **at the moment**, **at the time** may actually mean both **at** and **around** a particular moment in the past. The meaning of the Past Continuous in the latter case is that of a **temporary past activity** contrasted to a **permanent past activity** by the Past Simple tense. The Past Continuous, like the Present Continuous, is not generally used with stative verbs.

Note that when the two actions are not simultaneous, i.e. when one action happened after the other, **the Past Simple** is used for both.

*When Brenda **arrived** I **was telephoning** Jim. (She arrived during my telephone conversation.)*

*When Brenda **arrived** I **telephoned** Jim. (I telephoned after her arrival.)*

2. A past action of unusual frequency to convey a feeling of annoyance or irritation with *adverbials of frequency* like **always**, **constantly**. (Compare with a similar use of the Present Continuous.)

*When he **was** a teenager he **was always making** trouble.*

3. Present time actions in progress in **Reported speech** after the reporting verbs **say**, **tell**, **ask**, **wonder**, etc. in the Past Simple (according to the rules of Sequence of Tenses).

Table 8

Direct Speech	Indirect (Reported) Speech
1. <i>Jim said: “Is it freezing hard today?”</i>	1. <i>Jim said that it was freezing hard that day.</i>
2. <i>James asked Kate: “Are you doing anything special tonight?”</i>	2. <i>James asked Kate if she was doing anything special that night.</i>
3. <i>Mike asked: “What are you cooking for dinner, mum?”</i>	3. <i>Mike asked his mum what she was cooking for dinner.</i>

Compare the use of the Past Simple (Indefinite) and the Past Continuous (Progressive) tense-forms.

- It **was** a cold winter night. It **was snowing** hard and I **wanted** to get back home quickly.*
- Jack **fell off** the ladder when he **was painting** the ceiling.*
- Yesterday evening we **waited** for him in the office for nearly an hour. We **gave up** in the end and **went** home.*
- What **were** you **doing** on the corner of the street last night around 9 o'clock? — I **was waiting** for a bus to go down town.*
- When I **opened** the envelope I **was delighted** to see a picture of my friend's family.*
- I **dropped** my bag when I **was running** for a bus.*
- Peter **was wearing** a white shirt and grey trousers when I **saw** him.*

CONTENTS

ВВЕДЕНИЕ	3
PART I. ENGLISH GRAMMAR AND VOCABULARY IN USE	5
1. THE ENGLISH VERB	5
1.1. The Active voice	5
1.1.1. The Present Simple (Indefinite) and the Present Continuous (Progressive) tense-forms	5
1.1.2. The Past Simple (Indefinite) and the Past Continuous (Progressive) tense-forms	15
1.1.3. The Present Perfect and the Past Simple (Indefinite) tense-forms	23
1.1.4. The Present Perfect Continuous (Progressive) and the Present Perfect Simple tense-forms	31
1.1.5. The Past Perfect and the Past Perfect Continuous tense-forms	37
1.1.6. Ways of expressing future actions in English	44
1.1.7. Miscellaneous practice on the use of various tense-forms in the Active voice	54
1.2. The Passive voice	61
1.2.1. Verb tenses in the Passive voice	61
1.2.2. Miscellaneous practice on the use of various tense-forms in the Active/Passive voice	64
1.3. Modal verbs	68
1.3.1. Can, could, be able	68
1.3.2. Can, could, may, would	69
1.3.3. Must, have to, to be to	71
1.3.4. Mustn't (must not) and needn't (need not)	73
1.3.5. Must and may	74
1.3.6. Should and ought	75
1.3.7. Miscellaneous practice	76
1.4. Conditionals	78
1.5. Wish-clauses	85
1.6. Infinitive and gerund	87
2. THE ENGLISH NOUN	100
2.1. The case of English nouns	101
2.2. The number of English nouns	104
2.3. Subject-predicate agreement	107
3. THE ARTICLE IN ENGLISH	118

4. PRONOUNS	139
4.1. Personal, possessive and reflexive pronouns	139
4.2. Indefinite pronouns <i>some/any/no</i>	142
4.3. Compound Indefinite pronouns <i>some/any/no + one/body/thing/where</i>	145
4.4. Indefinite pronouns <i>much, many</i> and their equivalents <i>a lot of, plenty of, a great/large number of, a great/good deal of, a large/great amount of</i>	147
4.5. Indefinite pronouns <i>little, few, a little, a few</i>	149
4.6. Indefinite pronouns <i>both, either, neither, none</i>	151
4.7. Indefinite pronouns <i>another, (the) other, (the) others</i>	154
4.8. Pronouns <i>each/every</i>	157
4.9. Pronouns <i>all/whole</i>	159
4.10. Defining (relative) pronouns <i>who(m)/whose/ which/that</i>	160
4.11. <i>It is</i> and <i>there is</i> compared	162
4.12. Demonstrative pronouns <i>this/these, that/those</i>	165
5. ADJECTIVES AND ADVERBS	170
5.1. Degrees of comparison of adjectives	175
5.2. Degrees of comparison of adverbs	180
6. THE ENGLISH NUMERAL	183
7. PREPOSITIONS	188
7.1. Prepositions of time	188
7.2. Prepositions of place	191
7.3. Prepositions of direction and movement	193
7.4. Prepositions with the meaning of possession, reference and identification	194
7.5. Prepositions with nouns as adverbial modifiers	196
7.6. Prepositions with an object after “prepositional” verbs	198
7.7. Prepositions with a noun or gerund after a verbal phrase <i>be/get + adj./Part. II</i>	201
7.8. Phrasal verbs	203
7.9. Phrasal-prepositional verbs	206
8. WORD FORMATION	211
8.1. Nouns from verbs	211
8.2. Nouns from adjectives and nouns	214
8.3. Adjectives from nouns and verbs. Verbs from nouns and adjectives	216
8.4. Negative prefixes	219

9. WORD ORDER	230
9.1. Typical schemes and examples of word order in different types of questions	230
9.2. Statements with direct and indirect objects	231
9.3. Position of adverbial modifiers of place and time in a sentence	232
9.4. Word order in statements containing adverbs of frequency and degree of completeness	232
9.5. The order of adjectives before a noun	233
10. TEXT CONNECTORS	235
10.1. Time connectors <i>after/before/when/as/while/as soon as/since/till/until</i>	235
10.2. Text connectors denoting contrast <i>although/though/even though/in spite of/despite/but/however/nevertheless</i>	236
10.3. Text connectors denoting reason and result (cause and effect) <i>because/as/so/as a result/therefore/that's why/since</i>	238
11. WORD CHOICE	243
12. CONVERSATIONAL FORMULAS AND PHRASES	255
PART II. EVALUATION OF LEARNERS' SKILLS IN THE USE OF ENGLISH	258
1. CLASSIFIED TESTS	258
2. INTEGRATED TESTS	352
PART III. EVALUATION OF LEARNERS' SKILLS IN READING COMPREHENSION	373
ANSWER KEYS	395
SUPPLEMENT	436
LITERATURE	445