



A WAY TO SUCCESS

Базовий підручник
для студентів
вищих навчальних закладів

English for University Students

Year 1

**Student's
book**



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А10

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Посібник «A Way to Success. English Grammar for University Students. Year 1» є складовою частиною навчального комплексу, до якого входить посібник з практики усного та писемного мовлення, диски з текстами для аудіювання, посібник для домашнього читання та посібник з практичної фонетики для студентів I курсів факультетів іноземних мов.

Підручник складається з 7 уроків (Units), глосарію граматичних термінів та додатку з таблицею неправильних дієслів. Кожен урок має чітку побудову і містить дві частини: «Вивчаємо граматику разом», «Виконуємо вправи вдома». Матеріал кожної частини повністю відповідає програмі першого курсу факультетів іноземних мов ЗВО України, віковим особливостям студентів і поданий у формі зручних для опрацювання та запам'ятовування таблиць та схем.

За рахунок комунікативного підходу до навчання граматики, професійно орієнтованих завдань, циклічності у повторенні вивченого граматичного матеріалу протягом усього курсу створюються умови для формування у студентів граматичної компетентності у різних видах мовлення, потрібної для розв'язання певних комунікативних завдань і задоволення майбутніх професійних потреб.

Рівень складності мовного матеріалу відповідає рівню B1+ за шкалою Рекомендацій Ради Європи, що забезпечує реалізацію принципу наступності порівняно з Державним стандартом середньої освіти.

Посібник з граматики можна використовувати у навчальному процесі і окремо від рекомендованого комплексу, а також при самостійному опрацюванні для систематизованого повторення граматичного матеріалу, вивченого в школі, поглиблення граматичних знань і удосконалення граматичних навичок і вмінь.

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UNIT I

THE ENGLISH SENTENCE: ITS TYPES AND PARTS, TYPES OF QUESTIONS

GOING THROUGH GRAMMAR TOGETHER

THE STRUCTURE OF THE ENGLISH SENTENCE

Exercise 1.1.

a) Match the English and Ukrainian terms denoting parts of the sentence.

- | | |
|-----------------------|--------------|
| 1. subject | a) означення |
| 2. predicate | b) підмет |
| 3. object | c) обставина |
| 4. attribute | d) присудок |
| 5. adverbial modifier | e) додаток |

c) Match the English and Ukrainian terms denoting verbals.

- | | |
|----------------------|-------------------|
| 1. Infinitive | a) дієприкметник |
| 2. Gerund | або дієприслівник |
| 3. Participle I / II | b) інфінітив |
| | c) герундій |

b) Match the English and Ukrainian terms denoting parts of speech.

- | | |
|----------------|---------------|
| 1. noun | a) іменник |
| 2. verb | b) прислівник |
| 3. adjective | c) прийменник |
| 4. adverb | d) дієслово |
| 5. pronoun | e) сполучник |
| 6. numeral | f) числівник |
| 7. preposition | g) прикметник |
| 8. conjunction | h) займенник |

d) Match the English and Ukrainian terms denoting classes of the English verbs.

- | | |
|--------------|---------------------|
| 1. notional | a) допоміжне |
| 2. modal | b) дієслово-зв'язка |
| 3. link | c) модальне |
| 4. auxiliary | d) повнозначне |

e) Match the English and Ukrainian terms denoting communicative types of sentences.

- | | |
|------------------|-------------------|
| 1. declarative | a) питальне |
| 2. interrogative | b) окличне |
| 3. imperative | c) розповідне |
| 4. exclamatory | d) спонукальне |
| 5. positive | e) заперечне |
| 6. negative | f) стверджувальне |

f) Match the English and Ukrainian terms denoting the structural types of sentences.

- | | |
|----------------|--------------------|
| 1. simple | a) складнопідрядне |
| 2. composite | b) просте |
| 3. compound | c) складне |
| 4. complex | d) складносурядне |
| 5. complete | e) неповне |
| 6. incomplete | f) поширене |
| 7. extended | g) повне |
| 8. unextended | h) особове |
| 9. personal | i) безособове |
| 10. impersonal | j) непоширене |

Table 1

WORD ORDER THE DECLARATIVE SENTENCE (positive or negative)

When? (ADVERBIAL MODIFIER)	SUBJECT	PREDICATE	OBJECT	How? Where? When? ADVERBIAL MODIFIER
0	1	2	3	4
Yesterday	I	met	my friend	in the street.
	Ann	is playing		cheerfully in the yard now.

Negative sentences are formed with the help of 'not' and 'no':

- | | |
|-------------------------------|--|
| NOT + Verb | — I do <u>not like</u> rock music. |
| NOT + many / much | — There is <u>not much</u> coffee in the cup. /
There are <u>not many</u> books on the shelf. |
| NOT + Adjective | — It's <u>not difficult</u> to understand this rule.
I am <u>not nervous</u> . It's <u>not hot</u> today. |
| NOT + Adjective + Noun | — It was <u>not a huge meal</u> , but enough for two people.
* * * |
| NO + Adjective | — The football match was <u>no good</u> at all.
It's <u>no good</u> trying to apologise. |
| NO + Noun | — I have <u>no time</u> today. |
| NO + Adjective + Noun | — I have <u>no free time</u> today. |

Explain the difference and give your example:

1. She is **not** a student.
2. She is **no** student.

Exercise
1.2.

Fill in the gaps with 'not' or 'no'.

1. They'll get ... help from Tanya.
2. Do you know Spanish? — ..., I
3. They have ... large suites, only double rooms are left.
4. Peter has ... come yet.
5. There are ... so many books in our library, but all of them are very interesting.
6. Tina is ... dancer, but she knows French best of all in our group.
7. Zeta is ... at home now.
8. Hurry up, ... so much time is left.
9. There are ... students in the room.
10. Beth is ... a dancer, she is a gymnast.
11. We are ... writing now, we are reading.

Exercise
1.3.

Define what function the word DOOZ, which is not a real English word, performs in each sentence and what part of speech it belongs to. Then think of a real word that you could replace it with.

1. Scientists used to visit this island to study the unusual *doozes* living there.
2. The children were *doozing* in the schoolyard.
3. *Doozes* are cheap, easy to cook and good for your health.
4. I met a very friendly *dooz* on the plane from Kyiv to London, and we had a nice chat.
5. It was such a *doozing* film that by the time it finished many people around us were snoring loudly.
6. We enjoyed visiting the local *dooz* yesterday.
7. Mary began to talk *doozily* about her visit to the British Museum.
8. I *dooz* Jack every time I see him.
9. Doctor Watson is a very *dooz* man with a neat moustache and a nice smile.
10. Everyone in our group is able to *dooz*.
11. Unfortunately it was written very *doozily* and nobody could understand it.
12. *Dooz* should be at the lecture at the moment, shouldn't he? What's he doing here in the café?
13. If you have any *dooz* about our product, please send it back and it will be replaced or refunded.
14. Sarah goes to parties every *Dooz* because she is always free on *Dooz* evenings.

Exercise
1.4.

Identify parts of the sentence and fill in the chart. Mind that parts of sentences can be expressed by phrases. The first sentence has been analysed as an example.

1. My name is Maryna Victorivna.
2. I teach English.
3. I will teach you English Grammar.
4. I have been teaching English at this University for ten years.
5. John and Mary don't live in Liverpool.

6. Twice a week I have my tennis class.
7. The lecturer has made a presentation of his research in the conference room this afternoon.
8. Two pretty girls were talking loudly in the school hall.
9. Yesterday we sunbathed and swam in the ocean the whole day long.
10. I have a regular coffee break at my office in the afternoon.

	Adverbial modifier (0)	Attribute	Subject (1)	Predicate (2)	Attribute	Object 1 (3)	Object 2 (3)	Adverbial modifier of manner (4)	Adverbial modifier of place (4)	Adverbial modifier of time (4)
1.		<i>My</i>	<i>name</i>	<i>is Maryna Victorivna</i>						
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

Exercise 1.5.

Rearrange the words to make sentences. Define the function of the underlined words. Then add some personal information.

Example: *My I Saturday on to go cinema friends and the usually.*

Sentence: *My friends and I usually go to the cinema on Saturday.
to the cinema — an adverbial modifier of place*

Comments: *I can't say I go to the cinema every Saturday, but sometimes my friends invite me and I always go with them if the film is good.*

1. I it usually to find make friends new hard.
2. neither nor no either brothers sisters cousins I I have have and.
3. come town Ukraine south I a small in of from the.
4. I my parents in winter skiing go and sometimes.
5. when school did friend I but nickname had never I best a at was my.
6. patronymic same mine mother's my is the as.

7. brother sister child family me my 22-year-old eldest
 younger than is the and in is our the.
 8. don't interpreting is teaching I that languages think easier
 foreign than.

Table 2

ORDER OF OBJECTS

a)

a) SUBJECT	PREDICATE	DIRECT OBJECT	to / for / ... + INDIRECT OBJECT
1	2	3a	3b
<i>Mother</i> <i>Mother</i>	<i>gave</i> <i>gave</i>	<i>an apple</i> <i>it</i>	<i>to Tom.</i> <i>to Tom.</i>

b)

b) SUBJECT	PREDICATE	INDIRECT OBJECT	DIRECT OBJECT
1	2	3b	3a
<i>Mother</i>	<i>gave</i>	<i>Tom</i>	<i>an apple.</i>

The direct object answers
the question 'What?'

If the direct object is a pronoun,
only pattern *a* is possible.

Exercise 1.6.

Find objects in the sentences. Underline the direct objects and circle the indirect ones.
Mind that not all sentences have both types of objects.

- Her parents send her money every Sunday.
- An old woman opened the door.
- We usually give wonderful presents to our little daughter for her birthday.
- Jonah hurriedly handed Sarah her ticket.
- The florist arranged the roses in a blue vase.
- The courageous explorer told the reporters her story.
- Our neighbours are repairing their porch this weekend.
- Our gym teacher taught us a new dance today.
- The children are eating ice cream and drinking mango juice.
- Why doesn't she call me?
- Sheila often cooks us breakfast.
- We usually buy her flowers on special occasions.
- Let's send an SMS to Sheila.

**Exercise
1.7.**

Extend the sentences adding new parts and making necessary changes. Follow the patterns.

- a. + a direct object.
- b. + an indirect object.
- c. + an adverbial modifier of time.
- d. + an adverbial modifier of frequency.
- e. + an adverbial modifier of manner.
- f. + an adverbial modifier of place.
- g. + an attribute to the subject.
- h. + an attribute to the direct object.
- i. + an attribute to the indirect object.
- j. + an attribute to the adverbial modifier of manner.
- k. + an attribute to the adverbial modifier of place.
- l. + an attribute to the adverbial modifier of time.

Example: *John reads.*

- a. John reads books.
- b. John reads books to his brother.
- c. John reads books to his brother in the evening.
- d. John usually reads books to his brother in the evening.
- e. John usually reads books to his brother with pleasure in the evening.
- f. John usually reads books to his brother with pleasure in his bedroom in the evening.
- g. 15-year-old John usually reads books to his brother with pleasure in his bedroom in the evening.
- h. 15-year-old John usually reads interesting books to his brother with pleasure in his bedroom in the evening.
- i. 15-year-old John usually reads interesting books to his younger brother with pleasure in his bedroom in the evening.
- j. 15-year-old John usually reads interesting books to his younger brother with great pleasure in his bedroom in the evening.
- k. 15-year-old John usually reads interesting books to his younger brother with great pleasure in his small bedroom in the evening.
- l. 15-year-old John usually reads interesting books to his younger brother with great pleasure in his small bedroom on Sunday evenings.

1. I learn.
2. Stella teaches.
3. Students write.
4. Rebecca sings.

**Exercise
1.8.**

Add objects where possible. Add prepositions where necessary.

Example: *He sent a postcard.*
He sent a postcard to his mother. OR: He sent his mother a postcard.

1. Michelle spoke about the history of St. Valentine's Day.
2. My grandparents left Ankara this afternoon.

3. His secretary typed for him.
4. Nicolas wrote the editor about the festival.
5. General McArthur gave the orders.
6. In the moonlight Elliot saw a strange little creature.
7. This Japanese restaurant offers sushi.
8. Neil composes for the local Variety Theatre.

Exercise
1.9.

Translate into English. Give two versions of word order where possible.

1. Відправте, будь ласка, цього листа Тому. Він на нього дуже чекає.
2. Коли ви мені дасте подивитись новий сезон серіалу «Гра престолів» *“Game of Thrones”*? Я дуже хочу його подивитись.
3. Будь ласка, візьми цю книгу та віддай її Мері. Вона повинна якнайшвидше віднести її до бібліотеки.
4. Не читайте нам телеграму від Марка, ми знаємо, що він нам пише.
5. Викладач читає учням новий текст. Вони уважно слухають, але не розуміють багатьох слів.
6. Тітонька Поллі подала хлопцям суп на сніданок. Він їм не сподобався.
7. Я хочу прочитати цю статтю. Не відправляйте її їм сьогодні.
8. Офіціантка запропонувала нам курча по-київськи. — Так, вони тут пропонують його всім, але не замовляйте його, в цьому ресторані воно не дуже смачне.
9. Бібліотекарка не дала Біллу довідник з граматики, тому що він багатьом потрібен, а Білл завжди занадто довго тримає книги.
10. Мері написала чудовий вірш до дня народження своєї вчительки і прочитала його всім на уроці літератури.

Table 3

WORD ORDER
THE INTERROGATIVE SENTENCE
(positive or negative)

a)

'TO BE'	SUBJECT	NOTIONAL NOMINAL PART OF THE PREDICATE	(other parts of the sentence)?
2	1	2	3-4
<i>Is</i>	<i>he</i>	<i>a student</i>	<i>at this university?</i>

b)

AUXILIARY / MODAL VERB	SUBJECT	NOTIONAL VERBAL PART OF THE PREDICATE	(other parts of the sentence)?
2	1	2	3-4
<i>Does</i>	<i>he</i>	<i>study</i>	<i>at this university?</i>

**Exercise
1.10.**

Say which pattern (Table 1, 3a or 3b) illustrates the structure of the sentences.

1. The girl answered the question correctly.
2. Was it warm yesterday?
3. Do you like butterflies?
4. Are you a manager of this company?
5. Can you run long distances?
6. Nobody knows Melanie.
7. Has she come home yet?

**Exercise
1.11.**

Interrogative sentences fall into four types and there are different terms to name them. Match the terms and the questions.

Terms**Interrogative Sentences / Questions****Terms**

A. Special
B. General
C. Disjunctive
D. Alternative

1. Do you like painting?
2. Do you like snakes or crocodiles more?
3. Where are you from?
4. You are Dutch, aren't you?

a. Tag-questions
b. Wh-questions
c. Yes/No-questions
d. Choice-questions

**Exercise
1.12.**

Fill in the gaps with auxiliary or link verbs or question words.

1. you know French?
2. of you speaks English?
3. did she come home yesterday?
4. has Joan gone?
5. books have you read this year? — I've read seven.
6. she Spanish?
7. milk is there in the cup?
8. there any milk in the cup?
9. Maggy like children?
10. has he been painting the walls in the kitchen?

**Exercise
1.13.**

Study the following examples of alternative questions and fill in the gaps.

Examples:

Do they or you like swimming at dawn?
Do they like or hate swimming at dawn?
Do they like swimming at dawn or at sunset?
Do they like swimming or jogging at dawn?

1. Shall we read or the text?
2. Has she bought a magazine or?

3. Did Nancy or study Chinese two years ago?
4. Do you prefer green or bags?
5. Is Leila Brazilian or?
6. Was Paul in Mexico or in on holiday?
7. Does your sister or study Portuguese?

DISJUNCTIVE QUESTIONS

**The scheme
of a disjunctive question:**

+ , - ?

- , + ?

NOTE:

Some sentences are questions only in form.
They express order, request or suggestion.

Let's go for a walk, shall we?

Let them go away, will you?

Help me with this bag, will you?

NOTE:

There are some special cases
of tag-question formation:

I am so pretty, aren't I?

They used to live in Liverpool, didn't they?

Exercise 1.14.

Make up disjunctive questions.

1. You know him,	can	I	
2. They were here yesterday,	can't		
3. She doesn't know him,	didn't	you	
4. Jane must do it,	do		
5. We have had this test already,	will	she	
6. I am right,	won't		
7. You will stay with me,	aren't		?
8. Let her do it,	haven't	he	
9. You don't speak Polish,	mustn't		
10. They came in time,	does	we	
11. Their son can walk now,	weren't		
12. He can't help us,	don't	they	

**Exercise
1.15.***Make up questions and take turns with your partner asking and answering them.*

1. e-mail address so that in summer can home could give me
write when you your go I to we you ?
2. you wasn't to it it easy for was enter the
university ?
3. does does have to much mother she most of the time your
at her work, time or stay at home spend ?
4. school when you old started were you how ?
5. sisters parents how got many brothers have and your ?
6. you now who the you for are helped studying choose
profession ?
7. University does live take you you from to get where
long it to the how ?
8. you you you'll your a bit later do are early twenties or
think get when married in?

INTERROGATIVE-NEGATIVE SENTENCES ARE USED:**1) to express surprise, indignation etc.:**

*Didn't you fill in the form yesterday? I saw it on the table.
Hasn't Mum come yet?*

2) in polite invitations:

Wouldn't you like something to eat?

**Exercise
1.16.***Paraphrase using interrogative-negative sentences to convey the same idea.*

Example: I think you know Stella. — Don't you know Stella?

1. I think you know Ukrainian. —
2. You'll go to Kyiv, won't you? —
3. I guess that is your bag. —
4. I hear you studied at Sumy State University. —
5. Is it true that our boss has left? —
6. Perhaps it would be better to take her to hospital. —

7. Perhaps you haven't read the last book about Harry Potter. —?
8. It seems you don't like our present. —?
9. I thought Stacie was going to finish her course paper in a week. —?
10. It looks as if the baby can't walk! —?

NOTE:

More formal: *He seems not to know it.*

Less formal, more usual: *He doesn't seem to know it.*

Negation is not used with hope: *I hope it's not late to call him.*

Exercise 1.17.

Make the sentences sound less formal if possible.

1. She seems not to speak French. —
2. It seems she is an unreliable person. —
3. It's probable that we won't be late. —
4. I hope it's not far from here. —
5. I believe he hasn't got the necessary sum. — *He*
6. It appears it's not far from here. —
7. They seem not to be ready for the exam. —

Exercise 1.18.

Ask four questions to each sentence.

Example:

Shakespeare was born in Stratford-upon-Avon.

Was Shakespeare born in Stratford-upon-Avon?

Where was Shakespeare born?

Was Shakespeare born in Stratford-upon-Avon or in London?

Shakespeare was born in Stratford-upon-Avon, wasn't he?

1. The Great Fire of London happened in 1666.
2. The children are playing hide-and-seek noisily.
3. I will come to London by the earliest train.
4. My mum cooks her grandma's special secret recipe fairy cakes.
5. Bohdan can speak English, German and Finnish fluently, but he can't speak French at all.

Exercise 1.19

Work in pairs. Ask and answer questions about your first university experiences.

Student A: Read aloud the sentences and answer your partner's specifying questions.

Student B: Ask for some additional information.

*Example: Student A: I can tell you something.
 Student B: What can you tell me about?
 Student A: I can tell you about my first day at the University.*

1. Someone you know spoke to me in the hall.
2. I met someone interesting.
3. I saw some unusual people at the University.
4. Something happened during the break.
5. I said something, for which my English teacher praised me a lot.
6. Something made me nervous.
7. Someone helped me when I couldn't find my classroom.
8. I have something to do in the evening.
9. On Sunday I'm going out with someone from my group.
10. Oh, I've forgotten something I wanted to tell you.

Exercise 1.20.

Make the questions shorter using WHAT and WHICH.

*Example: Is your house in Queen Street, or St. James' Street, or High Street, or London Street, or...? — What street is your house in?
 Is it right, or left, or straight ahead to your house from here? — Which way is it to your house from here?*

1. Do you usually catch the 7.15 or the 7.35 bus to the University?
2. Do you like football, or tennis, or basketball, or ...?
3. Do you read detective books, or classics, or love stories ...?
4. Have you been to France, or Italy, or Spain, or ...?
5. Does your mother, or father, or any other member of your family speak English?
6. Do you play the piano, or the guitar, or the violin, or ...?
7. Oh, you say you've come to the University by car today! Can you give me a lift?
Is the green, or the white, or the red car yours?
8. We've been given some English text-books today. Look, does your group use this one, or this one or that one during your English lessons?
9. Wow, there are two pretty girls waving at us. Is the red head or the blonde your girlfriend?
10. Did you read a new text, or did you have a listening task, or did you speak about yourselves or ... during your English lesson today?

Exercise 1.21.

Imagine that your friend has just told you a funny story but you didn't manage to catch all the facts. Your task is to find out what is missing by asking alternative questions.

*Example: A boy came up to a (large / small) house.
 Did the boy come up to a large or a small house?*

A (man / woman) knocked at the (door / window) of his neighbour's house where he was a frequent but not a welcome visitor. A servant girl (opened / shut) the door

and said, 'Master has gone out.' 'Oh, well, never mind, I'll speak to your (mistress / hostess).' 'She has gone to her (driving / diving) lesson, sir.' 'Look here! It's a rather (hot / cold) day. I'd like to sit (by the fire / by the door) for a while!' 'Ah, sir, that's out of the question, the fire has gone out, too.'

NOTE:

Which is used when there is a limited number of choices.

Exercise 1.22.

Make up disjunctive questions.

1. We have done all the tasks in no time,?
2. Let's play chess,?
3. Mary doesn't like cats,?
4. You didn't forget to close the window before going out,?
5. He used to jog every morning,?
6. Pass me the salt,?
7. I'm quite attractive,?
8. They have just got married,?
9. She hasn't got up yet,?
10. Let her help you,?
11. He is Ukrainian,?
12. You must see your doctor at once,?
13. They will be having a dictation on Wednesday,?
14. I'm not as pretty as Madonna is,?
15. Pupils usually have their English classes twice a week,?
16. We write compositions twice a month,?
17. She likes swimming,?
18. Let's bake a cake,?
19. He hasn't finished reading morning papers yet,?
20. Peter can't dance,?

Exercise 1.23.

Read the text and write questions to the answers after it.

The science teacher very strongly believed in practical work as a means of teaching science effectively, and she wanted her pupils' parents to see how well their children were learning by her methods. So she arranged for all the parents to come and see the results of one of the children's experiments on a Saturday evening, when all of them were free.

The children had been studying the growth of plants, and they had planted four pots of beans a few weeks before. They had put poor soil in one pot, and good soil in the other three pots, to see which effect this would have on the growth of beans in it. Then they had put one of the pots in the dark for several days, and had given the third pot no water for the same length of time.

At the end of the lesson on Friday afternoon the teacher put little notices on the four pots: 'The beans in this pot were planted in poor soil,' 'This pot has been kept in the dark for four days,' 'These beans have had no water for four days,' 'These beans have had good soil, plenty of light and regular water.' Then the teacher went home.

When she arrived on Saturday evening, half an hour before the parents were due to come, she found this note beside the pots:

We read your notes to the school servant and thought we would help him, so we watered all the plants, changed the earth in the one with poor soil, and left the light above the one that had been left in the dark for four days. We hope that the plants will now grow better.

Your friends,
The Boy Scouts.

- | | |
|---|---|
| 1. In practical work. | 10. At the end of the lesson on Friday afternoon. |
| 2. The pupils' parents. | 11. On Saturday evening. |
| 3. On a Saturday evening. | 12. Beside the pots. |
| 4. The growth of plants. | 13. Went home. |
| 5. Four pots. | 14. To the school servant. |
| 6. To see which effect this would have. | 15. All the plants. |
| 7. Poor. | 16. In the one with poor soil. |
| 8. In the dark. | 17. Left the light. |
| 9. Water. | 18. The Boy Scouts. |

Exercise 1.24.

Translate into English.

- | | |
|---|---|
| 1. На кого дивиться ваша бабуся? | 11. Наскільки цікавий курс лекцій з мовознавства? |
| 2. З ким ви збираєтесь обговорювати це питання? | 12. Раніше Алекс не бігав зранку, правда? Що з ним трапилось? Чому він розпочав бігати? |
| 3. Хто з вас працював учора у бібліотеці? | 13. Скільки часу в тебе пішло, щоб дістатися до найближчої станції метро? |
| 4. Скільки цукру ти поклав у мій чай? | 14. Я найвідповідальніший студент у групі, чи не так? |
| 5. Що Марк тобі розповів? | 15. Хто навчається в педагогічному університеті? |
| 6. Що лежить у тебе в кишені? Покажи! | 16. Хто автор цього підручника? |
| 7. Це Боб Смайлс. — Він розумний, так? | 17. Хто учора весь вечір готувався до контрольної роботи із всесвітньої літератури? |
| 8. Допоможи мені, будь ласка. | 18. Хто отримав підручники? |
| 9. На скільки хвилин ти запізнився на першу пару? | |
| 10. У кого мені взяти книгу з історії Англії? | |