

to ask. 9. Very ... people know Doctor Sandford. 10. There are... girls in the family, are there? 11. There's very... chalk at the blackboard, go and fetch.... 16. There are ... students in the hall, are there? 17. There isn't... tea in the tea-pot. 18. There isn't... paper in the box, I need more. 19. There aren't... pencils in the box, don't take.... 20. It's a secret. Very... people know about it. 21. Please add... more tea in my cup. 22. We haven't got much milk left. Shall I buy some?

18. Fill in the missing words and retell the text.

My favourite time of the year in my hometown is the late spring. Right now, ... May, and ... flowers everywhere. ... hot enough to wear shorts all the time, but not too hot. Downtown, ... hundreds of tourists, but if you don't like crowds, ... easy to get away. ... a beautiful park called St Mary's Park on the seashore, and only about one kilometre from downtown. From the park, ... a lovely view out to sea, and sometimes ... dolphins passing by.

§ 116. The Present Simple Tense of Most Verbs —The Formation

The Present Indefinite (Simple) is formed from the infinitive without the particle to.

Affirmative sentences

a)	I We You They	like have	carrots, this poem, German, his sister, to go out in the evening?
	He / She / It	likes	

The interrogative and negative forms are formed by means of the present simple of the auxiliary verb to do and the infinitive of the notional verb without the particle to.

Negative sentences

Do	I we you they Mary and Tom	like have	carrots, this poem, German, his sister, to go out in the evening?	
	he/she Mary Tom		any	good books, questions?

Yes/No Questions

c)	I We You They Mary and Tome	do not (don't)	like have	this poem, German, his sister, to go out in the evening?	
				any	good books, questions?

Wh-Questions

b) What	Do	I we you they Mary and Tom	like have	this poem, German, his sister, to go out in the evening?	
	Does	he (she) Mary		any	good books, questions?

	(does)				
--	--------	--	--	--	--

Contracted Forms: No, I don't. (No, he/she doesn't etc)

'Do you study English?' 'No, I don't.' 'Does he study English?' – 'No, he doesn't.'

The negative-interrogative forms are: Don't you study? Doesn't she study?

67. Make as many sentences as you can using the substitution tables.

68. Ω GC1 Unit 4 Listen and practice the chant following the intonation patterns.

69. Ω GC1 Unit 5 Listen and practice the chant following the intonation patterns.

70. Drill the vocabulary under study. Change the sentences into different types of questions according to one of the given models.

Model 1: Charlotte is a student at the University of Chester. → Charlotte is a student at the University of Chester, isn't she? → Is Charlotte a student at the University of Chester? → Is Charlotte a student at the University of Chester or at Cambridge University? → Who is a student at the University of Chester?

Model 2: Joe catches the bus to the university at 9 am. → Joe catches the bus to the university at about 9 am, **doesn't he?** → **Does** Joe catch the bus to the university at about 9 am? → **Does** Joe catch the bus to the university at about 9 am **or** 8 am? → **Who** catches the bus to the university at 9 am? → **What time** does Joe catch the bus to the university?

- 1) Harry is in his fifth year at Oxford.
- 2) Jim Brown's typical day starts at 9 am.
- 3) Tom's son gets dressed quickly.
- 4) It's a very productive day, like always.
- 5) After getting washed and dressed she normally has a light breakfast.
- 6) Doing listening exercises like these is challenging.
- 7) Charlie and Jessica have their first lesson free today.
- 8) The first lesson of the day is Spanish.
- 9) Alexander normally goes out at break to get a breath of fresh air.
- 10) Margaret is in her German class now.
- 11) At 12.00 they're usually in the cafeteria eating, relaxing and chatting.
- 12) I often spend time in the library catching up on some work.

- 13) Jack and Harry often meet after classes to catch up on the day's events.
- 14) Before the start of the lesson Oliver likes to get something quick to eat.
- 15) The last lesson of the day and Tim's favourite is Spanish.
- 16) George and Jennifer always read current Spanish news articles.
- 17) The students often complete vocabulary exercises in their French class.

§ 117. The Verb to Have Got in the Present Simple Tense

Affirmative sentences

I (we, you, they)	have got	a/no	father, flat.
He (she)	has got	some**/no	pets, time.

Yes/No Questions

		got	a father, a cousin, a book, a flat?	
Have	I (we, you, they)		any	ink, time, work? friends? cousins?
Has	he (she)		children?	

Wh-Questions

What	have	I (we, you, they)	got?	
	has	he (she)		
Who	has	got	a father, cousin, book, flat?	
			any	time, work? friends? cousins? children?

Negative sentences

I (we, you, they)	haven't got	any/a	time, children.
	have no		son, website.
He (she)	hasn't got		time, children.
	has no		son, website.

Contracted Forms:

'Have you got a car?' 'No, I **haven't**.' 'Has he got a car?' 'No, he **hasn't**.'

NOTE:

✓ In British English the verb 'to have got' can only be used with the meaning 'possess'. The verb 'have' also can be used to mean 'possess', both 'have' and 'have got' are possible and acceptable in this meaning: *You have a new car. You have got a new car.* (= You own, You possess a new car.)

✓ 'Have' can also mean 'eat', 'enjoy', 'experience', 'drink', 'take' etc. When 'have' doesn't mean 'possess', 'have got' can't be used in place of 'have' and 'have' is used like any other

verb: *He has* (not ~~has got!~~) *a shower every morning. Do you have* (not ~~have got!~~) *lunch at the computer?*

- ✓ In modern British English and American English, questions and negatives are commonly formed with do: *Does the house have a garden? 'Do you have a car?' 'No, I don't.'*
- ✓ In conversation and informal writing 'have got' is more common than 'have' in affirmative sentences: *I've got a new boyfriend.* (More natural in speech than *I have a new boyfriend.*)
- ✓ Short questions like 'Have you a cousin?' and negative forms like 'No, she has not' were common in older English. In modern English they are rather formal and uncommon.
- ✓ Got-forms are not common in the past tense. *He has got a bicycle.* But: *He had a bicycle five years ago.*

1. Read the sentences.

~ I don't have it. They don't have it. She doesn't have it. He doesn't have it. We don't have it. You don't have it.

~ I haven't got it. They haven't got it. She hasn't got it. He hasn't got it. We haven't got it.

~ I have no time. He has no car. She has no friends. We have no classes. They have no home.

~ I don't have the key. She doesn't have the text. We don't have the books. They don't have the right.

2. Change into negatives and interrogatives.

1. They have got a son and a daughter. 2. He has a nice, gentle face. 3. We have a lot of relatives in Moscow. 4. Mr. Smith has a son and a daughter. 6. My friend has a large family.

3. Replace 'no' by 'not ... any' as in the model.

NOTE 'No' = 'not ... any' and both are grammatically correct, but in colloquial speech 'no' is used to emphasise a negative idea.

Model: We have no food left. → We haven't got any food left.

1. They have no children. 2. He has no toys to play with. She has no money. 3. I have got no friends here. 4. She has got no English books. 5. He's got no children. 6. I've got no time. 7. I have no cousins. 8. They have no relatives.

4. Make all possible sentences (with have and have got) according to the models and complete the table.

Model 1: Bella — elder brother (+) → Bella 's got an elder brother. Bella has an elder brother.

Model 2: Bella — elder sister (-) → Bella hasn't got an elder sister. Bella doesn't have an elder sister. Bella has no elder sister.

Model 3: you — English books (?) → Have you got any English books? Do you have any English books?

+	-	?
Rachel — younger sister (+)		
		Emma — brothers or sisters (?)
		you — cousin (?)
	I — an uncle (-)	
		your parents — car (?)
my neighbour — five cats (+)		
	my grandparents — dog (-)	
		your aunt — children (?)
I — hamster (+);		
		you — French books?

§ 118. The Use of the Present Simple

1. Regular or habitual actions: *The Browns go to the seaside every summer.*

The repeated character of the action is often shown by adverbials such as every day, often, usually, etc.

2. Permanent situations or things that happen all the time: *Alice works for an insurance company.*

3. Actions and states characterizing a given person or thing: *She has many accomplishments: She sings and plays the piano beautifully. The pear smells nice.*

4. Universal truths, something which is eternally true: *Magnet attracts iron.*

5. Actions going on at the present moment (often with state verbs not used in the

continuous form expressing thoughts and feelings: believe, think (= have an opinion), guess): *I hear somebody singing. I think it's John. I believe you're right. I guess it's my mum calling.*

6. A future action:

(a) in adverbial clauses of time and condition after the following conjunctions:

– when, after, as soon as, as long as, before, by the time, directly, immediately, the moment, till, until: *I promise not to try to see Robert again till he asks for me.* (Ch. Bronte)

– if, in case, unless, on condition that, provided.

NOTE 1 This use of the present simple occurs only in adverbial clauses of time and condition. In object and attributive clauses introduced by **when** the future simple is used: *I wonder when I will be able to find the time to do more reading. We are impatiently awaiting the day when our friends will return from their long journey.*

(b) with verbs of motion, such as **to go, to come, to leave** etc. to express future 'timetable' actions: *The concert begins at 7.30 next Friday evening.*

NOTE 2: We find the same phenomenon in Russian: Он уезжает завтра.

7. Observations and declarations: *I love you. I hate him. I agree with you.*

8. Performatives: We use the present simple with verbs which perform the action they describe: *I admit I don't look like the typical pop star, but I think there is something quite photogenic about me. I promise I'll pay you back.*

NOTE We can use modals with performatives, often to make what we say more polite: *I would advise you not to count on them.*

9. Instructions: ‘How do I get to the station?’ ‘You go straight on to the traffic lights, then you turn left’.

10. Narratives (storytelling): stories, jokes, summaries of plays etc.: *She goes up to this man and looks straight into his eyes.* The simple present is used for the events that happened one after another in the past to recreate them in an active (dynamic) manner. The joke or story teller relates the story as if it is/were happening at the moment.

11. Commentaries: *Becker serves to Lendy, nice ball – and Lendy shoots!*

12. Make sentences with the vocabulary of the Unit to illustrate the use of the verb to be and complete the table.

Regular or habitual actions:	
Permanent situations	
Characterizing a given person	
Universal truths	
State verbs expressing thoughts and feelings	
Adverbial clauses of time and condition	
Future 'timetable' actions	
Observations and declarations	
Performatives	
Instructions	
Narratives (storytelling)	
Commentaries	

13. Define the type of the action expressed by the present simple tense.

Model: Alex’s wife Eve likes pizza. (observations and declarations)

1. Alex’s wife Eve likes pizza. The ball hits the net, and she loses the point. 2. To make a tasty cake take eight eggs and beat them well. Let’s begin when he gets back. Let me have a pasty. M-m-m... It tastes sweet. His plane gets in at ten. If we run for the bus, we can get home before it’s dark. The main character finds the diamonds and saves the girl. So I go to pay for my sandwich, and the guy asks me for two pounds – but I don’t have any money on me! Ronnie passes to Jim, he shoots, he scores! 3. 14. I like Speed Stick. It smells nice and fits well in my bag. The Queen of England lives in Buckingham Palace. Isabel usually spends weeks at Daisy’s place. If Kevin is busy, tell him I can wait till he finishes. 4. I hate it when Sally whines. 5. My wife’s plane leaves at five. 6. If he gets back at five, let him have a snack. When Billy and Alan get back, text me, please. 7. As I get in, Ann’s cat sits beside me. Kelly believes Alice is naughty and behaves badly. 8. At weekends we wait till it’s ten a.m. and begin to play. 9. Some parents have high expectations that the children will do chores, keep their room clean, and be perfectly respectful to their parents at all times.

14. Say how often you do the following using the model.

Model: How often do you send e-mails? – I send e-mails every day.

clean up / do the washing / tidy up the flat / do the washing up / do the dishes/ make the bed / water the plants / do the cooking / hang up the washing / walk the dog / do the shopping / go

shopping / vacuum clean the sofa and the arm-chairs / clean the bathroom / mop the floor / clean the hamster cage / use the dishwasher / dust the furniture / take out the rubbish / feed your pets.

15. Complete the sentences with the verbs given, using the present simple forms (statements, negatives or questions).

feel (x2), doubt (x2), think, consist of (x2), have, look (x2), like (x2), attract (x2), measure (x2), sound

1. 'How is your new job?' 'Well, at the moment I ... at all.' 2. I won't be coming to the university today. I ... well. 3. How we ... time? 4. Her responsibilities ... answering the phone and greeting visitors.. 5. My cousin has long shoulder-length hair. You're bound to recognize her. 6. I suppose he might be at the university now, but I doubt it because the morning session is over. 7. There are certain plants that ... bees more than others. 8. George won't work at the top of the 16 storey building because he ... heights. 9. I hear you're having your flat redecorated. How it ...? 10. What is your shirt made from? It ... like silk. 11. I ... whether I'll get another chance to retake the test. 12. The flat ... a living room and kitchen with a sofa bed and an en suite bedroom upstairs. 13. The new picture gallery currently ... 8,000 visitors a month. 14. Sandy has been practicing the new piano piece for days. It ... quite nice, but she ... she's ready yet to perform it in public. 15. I bought this suit yesterday. How it ...?

5. Change the following sentences into interrogative and negative.

Model: I have breakfast at 9. → Do you have breakfast at 9? → I don't have breakfast at 9.

1. He gets up quite early in the morning. 2. She turns on her computer at nine am. 3. We open our e-mail every day. 4. Nick sometimes goes to an online dating website and then he goes on a blind date. 5. I have a new message from Emily. 6. She often chats with her former classmates on the computer. 7. We know what she looks like. 8. The manager prefers to meet the employees in person rather than remotely. 9. Arnold always feels nervous and excited when he prepares for a business trip. 10. Tom puts on a new shirt. 11. Liza curls her hair once a week. 12. Diana puts on her new dress only for special occasions. 13. Jane's elder sister looks nice in her new outfit. 14. Anna and Clara normally meet in front of the mall before going to the office.

6. Make questions of your own so as to get the following short answers.

1. No, I don't. 2. Yes, they do. 3. He doesn't. 4. We don't. 5. Yes, I do. 6. No, she doesn't.

7. Change the following general questions into tag questions:

1. Is Doctor Sandford still at the hospital? 2. Does your grandmother live in the country? 3. Does your aunt have many English books at home? 4. Are there any new words in this text? 5. Do you usually have dinner with your family? 6. Do you want to see this new film? 7. Can your cousin play the piano? 8. Doesn't he study German? 9. Do little children sleep twice a day? 10. Are his parents not in Moscow now? 11. Do all the members of your family read news online? 12. Don't you remember all the new words?

8. Change the following a) into the negative, b) into the interrogative:

1. You remember her address. 2. He comes home at 7 o'clock. 3. Directors sign a lot of papers. 4. They receive several newspapers. 5. He has breakfast at 8 o'clock. 6. Benny likes fruit. 7. She lives near the metro station. 8. The girl plays the piano very well. 9. Men shave

every day. 10. He spends all his money on books. 11. The last train leaves at midnight. 12. They speak English at the lessons. 13. My parents want to buy new furniture. 14. The girls help their mother. 15. On Sundays they have dinner at home. 16. The dog usually barks at night. 17. Some girls enjoy dances. 18. Mary looks well. 19. He knows the right answer. 20. John loves Helen. 21. She cuts her hair every month. 22. The old woman feels very cold.

9. Ω Listen to the dialogues and practice them with your partner. Make similar dialogues about yourselves.

A: Do you go out on Friday afternoons? B: No, I don't. A: What do you do? B: I just relax.	A: Do you stay at home on Friday evenings? B: Yes, I do. A: What do you do? B: I cook dinner for friends.
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10. Ω Put in the missing verbs in the form of the present simple. Listen and check (repeat each sentence after the speaker).

Mr Forrester

Mr and Mrs Forrester ... a son and a daughter. The son ... at home, and the daughter ... a student at university. Mr Forrester ... a journalist. He ... for The Times. He ... articles about restaurants. "I ... food!" he ...

Mr Forrester's holidays

"Every spring the children ... skiing, so my wife and I ... to Paris on holiday. We ... in a hotel near the River Seine. We ... breakfast in the hotel, but we ... lunch in a restaurant. French food ... delicious! We ... a lot, but sometimes we go by taxi. After four days we don't ... to go home and go back to work."

11. Put the verbs in the present simple tense. Read the sentences with proper intonation.

1. "Your aunt (have) a baby boy, doesn't she?" "No, she doesn't, she (have) a baby girl." 2. "Where you (go) to see the new baby?" "We (go) to my aunt's place." 3. "How your aunt (feel) when you (come) to see the baby?" "She (be) fine, just a bit tired." 4. "How the baby (look)?" "It (look) very pretty. She (have) tiny fingers and tiny toes. I (can/not) believe how tiny she (be)." 5. "What colour (be) the baby's eyes?" "She (be) asleep, so we (can/not) see her eyes." 6. "(Be) the baby happy when you (come) to see her?" "At first, she (be) unhappy because she (be) hungry, so she was crying. Then my aunt (feed) her with a baby bottle, and she (be) happy after that." 7. "You (play) with the baby?" "No, we (not/ play) with her — after she (eat), she (fall) asleep at once." 8. "What the baby (do) when she (wake up)?" "When she (wake up), she (open) her eyes and (look) at me." 9. "You (speak) to the baby?" "Yes, I (do). I (speak) to her, but I (know) that she (can/not) understand me." 10. "You (hold) the baby?" "Yes, I (do). I (hold) her and I was very careful with her."

12. Complete the sentences with the verbs from the table using them in the present tense.

to have, to open, to talk, to know, to hear, to think, to look (x2), to go, to hold, to wrap, to feed, to come (x2), to be (x3), to say (x2), to fall asleep, to point, to wake up, to give

1. When my brother ... ill, we ... to see him in the hospital. 2. Little Emily ... to a big window that ... lots of dolls in it. She ... at a toy crib with a toy baby in it and ... "That's a cute baby!" 3. Four-year-old Lizzy ... her new doll in a pink blanket. 4. My grandmother ... that I ... hungry, so she ... me a mug full of warm milk and gives me a big piece of bread. 5. When

George, my big brother, ... home after a night out, he ... so tired that he ... in his room at once. 6. I ... the baby upstairs. She is crying. 7. My mother ... our cat Bigmac with fresh fish. Bigmac ... always happy after that. 8. Binky's kittens ... really tiny, I can't believe how tiny they ... 9. He always ... the door for a woman to go through. 10. When the baby ..., she ... her eyes and ... at me. I ... to her, but I ... that she ... not understand me.

13. Learn the proverbs.

When in Rome, do as the Romans. — В чужой монастырь со своим уставом не ходят.

Birds of a feather flock together. — Рыбак рыбака видит издалека.

The early bird catches the worm. — Кто рано встаёт, того удача ждёт.

It takes all sorts to make a world. — Все люди разные.

Haste makes waste. — Поспешишь — людей насмешишь.

Actions speak louder than words. — Дела звучат громче слов.

Practice makes perfect. — Практика ведет к совершенству.

14. Translate the following from Russian into English.

1. Мой кот иногда отвлекает меня от работы за компьютером, прыгает на клавиатуру и мешает мне печатать. 2. Когда время «поджимает» на экзамене, я обычно стараюсь лучше сосредоточиться и хорошо справляюсь с трудными задачами. 3. Зря ты боишься плохо сдать этот экзамен и получить плохую оценку. Не думаю, что ты плохо подготовлен. 4. Всегда имеет смысл (to) вернуться к материалу, чтобы ещё раз его повторить. 5. Кейт хорошо справляется со стрессом, а я тревожусь и я расстроена. — Ты просто устала от переживаний по поводу экзамена по немецкому. Не изматывай себя мыслями о неудаче. Ты же и сама знаешь, что излишнее волнение снижает эффективность — голова становится пустой. — Ты права. Мне нужен четкий план действий, мне нужно овладеть рядом навыков управления своей жизнью. 6. Я всегда с нетерпением жду окончания экзамена, а ты? — А я не беспокоюсь об этом. Думаю позитивно, всегда уверена в себе и сдаю все экзамены хорошо. 7. Я не хочу сдать зачёт хуже, чем остальные студенты (остальная часть) группы. — Когда ты регулярно занимаешься, твой мозг лучше функционирует и потом на экзамене ты не затрудняешься с ответом.

15. Translate the following proverbs from Russian into English.

1. Дела звучат громче слов. 2. Поспешишь — людей насмешишь. 3. Практика ведет к совершенству. 4. Рыбак рыбака видит издалека. 5. Кто рано встаёт, того удача ждёт. 6. В чужой монастырь со своим уставом не ходят. 7. Все люди разные.

§ 119. Spelling Rules for the Verbs in the Present Simple Tense

In the third person singular the ending -s is added. After a sibilant represented in spelling by s, ss, ch, sh, tch, x, z and after the vowel o, -es is added: he writes, he reads, he speaks; he passes, he pushes, he watches, he teaches; he goes, he does [dʌz].

In the third person singular we find the following orthographical change: A final y is changed into i if it is preceded by a consonant and then -es is added: to study — he studies; to try — he tries.

After a vowel y is kept unchanged: to play — he plays; to stay — he stays.

If a verb ends in ie, it just takes -s: to tie — he ties.

NOTE The pronunciation of the ending-s (-es) depends on the sound preceding it.

It is pronounced as:

- [ɪz] after the sibilants [s], [z], [ʃ], [ʒ], [tʃ], [dʒ]: ['pɑ:sɪz], ['pɒʃɪz], ['ti:tʃɪz], ['dʒʌdʒɪz];

- [z] after voiced non-sibilants and vowels: reads ['ri:dz], sees ['si:z], lives ['lrvz];
[s] after voiceless non-sibilants: works ['wɜ:kz], wants ['wɒnts].

1. Name the 3rd person singular of the following verbs paying attention to the pronunciation of the ending '-s.

come, go, play, write, wash, stress, begin, catch, cut, eat, hang, get, relax, hold, know, lead, meet, ring, think, understand, work, change, open, push, kiss, study, stay, copy, say, carry, watch, buy, deny, catch, charge, apply, fetch, delay, pay, march, establish, switch, testify, fly, flash.

2. Transcribe the 3rd person singular verb forms. Pronounce the verb forms correctly.

he shaves; it bites; she takes; he wishes; he pipes; she dives; he hikes; she cries; he fishes; she wakes; he catches; it itches; he bakes; she senses; it shakes; he apes; it matches; he fakes; it splashes; he tapes; she advises; she weaves; he edges; she dislikes; he states; he fetches.

3. Change the sentences to the 3rd person singular. Then agree with them as in the models.

Model 1: I get up at 7. — He also gets up at 7.

Model 2: I get up at 7. — I get up at 7, too.

1. I speak English and Spanish. 2. On Monday I have lots of things to do. 3. I normally go to the supermarket every two days. 4. I like to chat with my friends on the computer. 5. We do online grammar tests every two weeks. 6. At 10 am I normally go to the library to do any work that needs to be done.

4. Ask one another questions on the following sentences and answer them in the negative and giving a comment as in the example. Mind the distribution of sentence-stress in the reply.

Model: I have breakfast at 9.

S1: Do you have breakfast at 7?

S2: No, I don't have breakfast so early. I have it only at 9.

1. They have supper at 8. 2. We usually have dinner at home. 3. Father has lunch at his office. 4. My cousin's family has dinner at 5 o'clock, as a rule. 5. He has dinner in the canteen. 6. I always have breakfast at home. 7. The sisters usually have lunch together. 8. My brother has lunch at the plant. 9. I often have dinner at my aunt's. 10. He wants to take part in this game.

5. Write the correct form of the present simple. Read the sentences.

6. My grandmother (to try) to visit us every Monday. 2. My best mate and I (have) a lot in common. 3. Uncle George sometimes (take) his nephew, Andy, to the rides. 4. She lives a long way from here. 5. "Don't you think that Sally (look) like her mother?" "Yes, I do. And she (take) after her mother in character. They both (like) the same television shows." 6. Alex (enjoy) spending time together with his fellow-students. We always (have) a lot of fun. 7. Whenever he (message) her on Facebook she (blocks) him without replying. 8. Little Jim (like) it when they (have) a family get-together at Christmas.

§ 120. Adverbs of Frequency and their Place in a Sentence

Adverbs of frequency (e.g.: always, never, seldom, usually) are put directly before the main verb. If 'be' is the main verb and there is no auxiliary verb, adverbs of frequency are put behind 'be'. If there is an auxiliary verb, however, adverbs of frequency are put before 'be'.

subject	auxiliary/be	adverb	main verb	object, place or time
I		often		in the evenings.
We	are	usually	go swimming	here in summer.
I	have	never	been	abroad.

We usually put these adverbs between the modal auxiliary and the main verb: I will always love you.

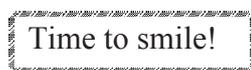
1. Ω GC3 Unit 5 Listen and practice the chant following the intonation patterns.
2. Ω GC4 Unit 5 Listen and practice the chant following the intonation patterns.
3. Put the adverbs of indefinite time in their proper places.

Model 1: Is he late (often)? → Is he often late?

Model 2: What time do you get up (generally)? What time do you generally get up?

1. Where do you spend the summer (usually)? 2. Do you prepare your lessons in the afternoon (always)? 3. Did he come so late (often)? 4. Are you in time (always)? 5. When do they start working (usually)? 6. Do you see him (rarely)? 7. Are you going for a walk (just)? 8. Do the children quarrel with each other (often)? 9. Must you get up so early (always)? 10. Do you have to get up so early (always)? 11. Is Helen in at this time of the day (rarely)? 12. Does old Mrs. Green stay at home (usually)? 13. Does her son-in-law visit her (often)? 14. When do they start working (usually)? 14. Has your uncle mentioned this fact (ever)? 15. Have you seen him (ever)? 16. You will improve if you don't practise (never). 17. You shouldn't drink and drive. (ever)

4. Make true and false statements about yourself with 'always', 'usually/often', 'sometimes', 'rarely', 'never' using your active vocabulary. Let your fellow students guess if the statements are true or false. The student with the biggest number of correct guessings wins.



Give me a moment

Billy's friends are calling him outside to play football. "Not now," says Billy. "First I have to play the piano, then do my lessons and clean the rooms. Only after that I am allowed to go out. So wait for me after fifteen minutes."

A Long Meeting

A speaker talking for more than two hours says to his audience: "I am sorry, I spoke so long. You see, I haven't got a watch with me." "Yes," shouts one of the audience, "but there is a calendar back of you."

Whose dog doesn't bite?

A man walks into a shop and sees a cute little dog. He asks the shopkeeper "Does your dog bite?" The shopkeeper says, "No, my dog does not bite." The man tries to pet the dog and the dog bites him. "Ouch!" He says, "I thought you said your dog does not bite!" The shopkeeper replies, "That is not my dog!"

§ 121. Adverbs of Time, Place and Manner and their Place in a Sentence

Adverbs of manner (e.g.: slowly, carefully, awfully) are put behind the direct object (or behind the verb if there's no direct object): subject + verb + object + adverb, e.g. *He drove the car carefully. He drove carefully.*

It is possible to place the adverb before the verb. This places emphasis on the adverb: *She quickly finished her dinner.* Some adverbs (well, badly, hard, fast) are always placed after the verb: *The students tried hard.*

Some writers put an adverb of manner at the beginning of a sentence, to catch the reader's attention and make him/her curious: *Slowly, carefully, she opened the box.*

Like adverbs of manner, adverbs of place (e.g.: here, there, behind, above) are put behind the direct object or the verb (or behind the verb if there's no direct object): subject + verb + object + adverb, e.g. *I didn't go to the arena.*

NOTE:

✓ When there is more than one of one adverbial, they usually go after the verb in the following order: 1) manner, 2) place, 3) time: *James played brilliantly in the match on Saturday.*

✓ With verbs of movement or staying (движения или пребывания), if there are two or more adverbial modifiers, the usual order is: 1) place; 2) manner; 3) time: *Bill ran home quickly an hour ago.*

If one adverbial is much longer than another, then it is usually placed last: *They left at 6 am with a great deal of noise.*

Usually, adverbs of time (e.g.: recently, now, then, yesterday) come after the verb and the object. In many cases, that's at the end of the sentence. However, you can also put the adverb of time at the beginning of a sentence. The position of the adverb depends on your intention:

a) If you want to point out a fact, like an action, then you use the usual word order: subject + verb + object + adverb, e. g. *Jane went to the cinema yesterday. She had to work the day before.*

b) If you want to point out the time, you put the adverb of time at the beginning of the sentence: adverb + subject + verb + object, e. g. *Yesterday Jane went to the cinema. The day before she had to work.*

When you have multiple adverbs of time the usual order is to place the finer divisions first: *at 10 o'clock on Wednesday the 31st of September 2025; at noon tomorrow.*

Unusual order may make the final adverb sound "tacked-on", as if you had forgotten it: ... *leave tomorrow ... at noon.* (At normal rates of speech, and using short adverbs, this phenomenon would go completely unnoticed.)

1. Put the adverbs in their proper places.

1. She announced that she had fallen in love with someone else (calmly). 12. In the accident she was thrown forwards (violently). 13. He went (at seven o'clock, by taxi, to the theatre). 14. She stood (looking at the road, on the porch). 15. Felix lived (for a long time, in France). 16. We went (after dinner, to the village shop). 17. They left (in a hurry, at about 12 o'clock, for London). 18. We started (after dinner, there, immediately). 18. I went (by air, last month, to St. Petersburg). 19. I will meet you (tomorrow, at three o'clock, at the college gates). 9. Did you come (on your bicycle, to work, this morning) ? 10. They stayed (there, all day, quietly).

11. They played together (the whole afternoon, in the garden, happily). 12. She played the flute, so everybody was surprised when he left the room. (beautifully, quickly). 13. I'd have agreed to help if you'd asked me (happily). 14. She volunteered (last year, for three days, at the hospital, every month). 15. We met (the 8th of July 2019, on Tuesday, at 6 pm).

2. Make an exercise to practice the position of adverbs in the sentence. Do a five minute teaching for your classmates.

§ 122. The Formation of the Present Continuous

The Present Continuous is formed by means of the present simple of the auxiliary verb to be and Participle I of the notional verb.

I		working on the computer.
She	am	sitting in class.
My cousin	is	talking a lot.
The professor	are	standing in front of the room.
Her classmates		staring at her.

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

I		working on the computer.
She	am not	sitting in class.
My cousin	is not/isn't	talking a lot.
The professor	are not/aren't	standing in front of the room.
Her classmates		staring at her.

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

(What) (Where) (Who)	Is	their friend her son the girl	doing working sitting	on the computer. in class. a lot. in front of the room.
	Are	the students the children	talking standing staring	at her.

NOTE:

✓ The negative-interrogative forms are: Am I not reading? Is she not reading?/Isn't she reading? Are you not reading?/Aren't you reading?

✓ The following spelling rules should be observed in the formation of the present participle:

- The mute -e is dropped before adding the suffix -ing: to take — taking.
- The final consonant is doubled (before the suffix -ing) if it is preceded by a vowel expressing a short stressed sound: to get — getting, to admit — admittng.
- The final -l is doubled if it is preceded by a vowel expressing a short sound: to travel — travelling.

- In the verbs to die, to lie and to tie the letters ie are replaced by y before the suffix -ing: to die — dying; to lie — lying; to tie — tying.
- The final -y is not changed before adding the suffix -ing no matter whether it is preceded by a consonant or by a vowel: to say — saying; to dry — drying.
- The letter r is doubled if the final syllable is stressed: prefer — preferring; but: 'offer — 'offering.

1. Study the substitution tables and compose as many sentences as you can.
2. Ω GC1 Unit 3 Listen and practice the chant following the intonation patterns.
3. Ω GC2 Unit 3 Listen and practice the chant following the intonation patterns.
4. Ω GC4 Unit 7 Listen and practice the chant following the intonation patterns.
5. Write the ing-form of the following verbs.

commit, speak, sit, fulfil, say, believe, swim, offer, travel, admit, feel, fit, distil, give, refer, like, play, set, spin, limit, remit, equal, keep, take, stem, put, place, study, enjoy, hate, invite, forgive, get, fit, set, ban, can (консервировать), worry, bother, time, win, migrate, simulate, stay.

6. a) Work in pairs. Ask and answer questions as in the model using different English names. First give a short answer using a contracted form and then add a sentence in the present continuous.

Model: 'Is Ron busy at the moment?' 'Yes, he is. He's getting washed.'

to get dressed, to have breakfast, to catch up on some work in the college library, to get ready for one's classes later in the week, to get something quick to eat before the start of one's next lesson, to revise the material in preparation for the upcoming exam, to read an article, to discuss the text, to eat in the cafeteria, to chat about non-college topics, to catch up on the day's events with one's friends, to read current English news articles, to play basketball with students who also play on the college basketball team, to do listening exercises in the language lab, to watch a PowerPoint presentation, to watch short clips of the Chinese news, to have a conversation on an interesting topic in small groups, stay for an extra tutorial, to revise for the forthcoming exams.

- b) Work in pairs. Make negative sentences with the above phrases. Respond to the negative sentence of your fellow-student as in the model. Use contracted forms in speech. Work in pairs.

Model: 'Mary and Jennifer aren't studying for the exam, (are they?)' 'No, they aren't. They're chatting on the computer.'

7. a) Answer the question 'What are you doing?' imagining that you are:

1. at an English lesson; 2. at a lecture; 3. in the corridor; 4. in the street; 5. in the garden; 6. in the Metro; 7. in the forest; 8. in the dining-room; 9. in the water; 10. in the kitchen; 11. in the bathroom.

b) Answer the same question about your fellow-student.

8. Give the verb in the following sentences in the present continuous:

1. She (to sit) at her desk. 2. Jeremy (to find) the class a bit boring while Joan just (to enjoy) the class. 3. The researchers are referring to the encyclopedia Britannica. 4. In her imagination the girl (to dance) on a stage. 5. The movie star (to smile) for the cameras. 6. The children (to concentrate) on the exercise. 7. I (to have) breakfast with my family. 8. We (to have) so much fun at the festival! 9. The audience (to clap) and shouting, "Bravo!" 10. Mr. Smith (not to teach) a lesson anymore. 11. She (to look) at the boy with concern. 12. George's girlfriend is wearing a beautiful dress.

§ 123. The Use of the Present Continuous

1. Actions in progress at the moment of speaking: *'My dear,' said Jolyon with gentle exasperation, 'you are talking nonsense.'*

2. Planned actions (+ future adverbial reference): *He is coming to us tomorrow to stop till next month.* The future action is regarded as something fixed.

3. Temporary actions and situations that are going 'around now', not necessarily at the moment of speaking (before, during and after the moment of speaking): *My daughter is doing a foundation year at Nottingham University.*

4. The present continuous can be used to denote a certain state or quality peculiar to the person at a given moment: *You are being a nuisance. 'Oh, this all seems too hard for me. I'm not sure if I'll get through this ordeal. I'm a loser.'* *'Don't worry, it'll all be OK. You're not a looser.'* *'You don't mean that. You are just being nice, aren't you?'*

NOTE: We can use the structure I am being/You are being etc + adjective/noun to talk about actions and behaviour, but not usually to talk about states and feelings: *I am happy just now* (a state, NOT ~~I'm being happy~~.) *You're being stupid.* (actions, behaviour, =You're doing stupid things.) *Who's being a silly baby, then?* (actions, behaviour)

5. When there are two actions one of which is a regular or repeated action and the other is in progress around this regular action, the first is expressed by the present continuous and the second by the Present Indefinite: *I never talk while I am working.*

6. Repeated actions with adverbs like 'always', 'forever': *She's always helping people. He's always losing his key. She is always grumbling.* There is an element of exaggeration here, because the action in this case cannot go on without intervals. The exaggeration is generally called forth by emotion.

7. The present continuous is used to express an action thought of as a continual process. The action is represented as going on without any interval: *'She is constantly thinking of you,' I said. The earth is always moving. The sun is ever shining.* In this case the adverbs 'always', 'ever', 'constantly' are used.

1. Explain the use of the present continuous tense.

1. My dad watches a lot of sport. This month he is watching the Olympics. 2. Jack's living in Manchester for the time being. 3. Your mind is constantly working and developing. 4. We're having lunch at twelve, come and join us at the cafeteria. 5. I think, Ann is being mean to you. She said to everybody she doesn't like your new shoes. 6. Is Archie speaking Italian to that man? 7. What are we doing? We're having lunch and the baby is sleeping. 8. She usually runs a marathon every year, but this year she isn't running any. 9. Who are you waiting for? 10. Don't disturb him. He is preparing the report. 11. The printer isn't working. 12. I am giving a presentation next week. 13. It is becoming more and more difficult to escape the influence of the media. 14. He's always using the tablet when I need it. 15. I hate people looking at me when I am jogging in the morning. 16. That child's getting bigger every day. 17. What are you doing on Saturday? 18. Come and see us next week if you're passing through London. 19. Look – the cat's eating your breakfast! 20. Why is that girl standing on the table? 21. I usually read novels in the evening, but tonight I am not doing anything. 22. While you are doing the shopping, buy some milk, please. 23. You don't usually play well, but today you're playing brilliantly! 24. Why is this girl jumping? 25. George is eating too much unhealthy food this month. 26. We are meeting today after classes in room 421. 27. This week the Hampton Drama society is performing *As You Like It* by William Shakespeare. 28. I'm sleeping a lot these days. 29. I can't find the money. – Are you being serious? 30. They are saving money to buy a car. 31. He is becoming annoyed by the boys' behaviour.

2. Say in which sentences the present continuous tense should be used and why. Don't translate the sentences.

1. Джордж болеет уже пять дней. 2. Энди моет свою машину. Он сегодня везет сына в цирк. 3. Анна пишет электронное письмо. 4. Я помогаю своей племяннице, когда ей нужна помощь. 5. Адаму нравится кататься на велосипеде. 6. Дети разбаловались (to be naughty). Скажи им, чтобы вели себя потише. По выходным Макс встречается Стива в шесть, а Тима — в семь. 7. Наша компания постоянно развивается и совершенствуется. 8. Что ты делаешь? Я отправляю Еве СМС-сообщение. 9. Он ремонтирует компьютеры уже пять лет. 10. Я скучаю по Алисе. 11. Элла находится в Сиднее уже пять дней. 12. Сестра Томаса больна уже десять дней. 13. Я остановился у Джефа Фишера в Манчестере. 14. Пора вставать. Будильник звонит. 15. После ужина она выгуливает собаку, а её муж едет в магазин. 16. Уже поздно, а Джим всё ещё сидит за своим компьютерным столом. 17. Эмилия возвращается через неделю. 18. Кэндис всё ещё набирает (на клавиатуре) текст? 19. Дейв живёт в Канаде. — Он канадец? — Да. 20. Когда я общаюсь с итальянцами, я говорю по итальянски. 21. Эмилия встречается с канадцем. 22. Когда Алан встретит Алекса, пусть напишет мне СМС. 23. Я встречу его в пять. 24. Они живут в Севастополе уже пять лет. 25. Его родственники живут в Германии. 26. Я вижу, что наш ребёнок играет с другими детьми. Это хорошо. 27. Он считает, что ребёнок умный, но ленится. 28. Этот мальчик играет в компьютерные игры с самого утра. 29. Эллис преподаёт французский и испанский. 30. Она плохо говорит по-датски. 31. Джессике нравится эта сумка. 32. Он постоянно придирается к детям. 33. Кто это поёт в соседней комнате?

3. Put the verbs into the correct form of the present simple or the present continuous tense.

A. Hi Lizzy, I (write) you from Manchester. I (have) a great time and (make) a lot of new friends. My college term (not/start) until next month, so I (take) the opportunity to earn some money. I (stay) with my English friend, Robbie. I (think) my pronunciation and my vocabulary (get better and better) day by day. I (understand) next to everything now. You (come) to

visit me soon? I (spend) the winter holidays at Robbie's. His parents (want) to meet you and there's [ðəz] plenty of space. But you must bring your warmest clothes. It (get) pretty cold in Manchester in the winter. Let me know as soon as you (decide). And tell me what you (do) these days. Till I hear from you it's bye for now. You (miss) me? Love, Jeff.

B. 1. She (talk) continuously, and she never pauses to take a breath. 2. At present I (work) on a new website. It's tedious work, but I (like) it and I (learn) some really useful stuff about the web. 3. I (watch) too much television these days. 4. My boyfriend (study) for his final exams this term. 5. This week Jane (not eat) much – she wants to lose weight. 6. My next-door neighbours (gossip) a lot about the new girl. 7. Many plants that could be useful in medicine grow in the rainforest. The rainforests (disappear) at a terrifying rate and people (not/do) enough to save them. 8. The cat (weigh) eight kilos. 9. You can turn off the TV. I (not/listen). 10. Jennifer, what year are you in at university? – The second. – What you (study)? – I (do) Maths. It (involve) a lot of computer programming. – You (enjoy) it? – It's not everyone's cup of tea, but I like it. 11. Hi, Jeff. How you (get on) in your new job? – Not bad. – What about Jonathan? Is he OK? – He (not enjoy) his work at the moment. He (begin) to get bored with it. 12. The kettle (boil). – Shall I make tea? 13. Look! It (snow)! 13. I play tennis every Wednesday. 14. The café (open) at 8.30 in the morning. 15. What this word (mean)? 16. Rice (not/grow) in cold climates. 17. What do you do? – I (work) in a shop. 18. He's very lazy. He (not/do) anything all day long. 19. The Olympic Games (take place) every four years. 20. It (take) me twenty minutes to get to work. How long it (take) you? 21. Harry isn't very fit. He (not/do) any sport.

4. Find mistakes in the following sentences and correct them.

1. What are you thinking of my hair? 2. Hello, Jane. Do you enjoy the party? 3. I think of selling my car. 4. Where do you stay for the time being? 5. He doesn't believe her story. 6. This guy seems relaxed, but he is not. 7. He's weighing eighty kilos. 8. Are you normally playing tennis after classes? 9. My brother looks for a new job. 10. Please, keep silent. I try to work. 11. Is Mark in? – Wait a little, he is taking a bath. 12. What's that sound? Is somebody singing? 13. What does Steve do? – He chats online with girls as usual. 14. We're second year students at university. We're doing Spanish and English. 15. You work hard today. – Yes, I have a lot to do. 16. Does your French get better? 17. The population of the world is increasing very fast. 18. I begin to enjoy my job. 19. I look for Christine. Help me find her. 20. It gets dark. Let's turn on the light. 21. He is a student at Bristol university. He is living in the hall of residence. 22. Have you got an umbrella? It starts to rain. 23. You make a lot of noise. Can you be quieter? – I'm trying. 24. Kate is on holiday in France. She has a great time and doesn't want to come back. 25. Henry learns German. His classes begin at six on Mondays and at five on Fridays. 26. He begins to get bored with his work. 27. The swimming pool is opening at 7.30 every morning. 28. We are meeting today after classes in room 177.

5. Say which adjectives can NOT be used in the following situations.

1. Don't pay attention to Johnny. He is just being ... (tired, handsome, funny, foolish, silly). 2. You shouldn't act like that, Tommy. You are not being (careful, kind, healthy, responsible). — Okay, Dad. I'm sorry. 3. There's something different about Tom Today. — What do you mean? — He is being so ... (friendly, polite, quiet, tall) today. 4. I don't approve of Ann's behaviour. She is being ... (angry, cruel, intelligent, unpleasant). 5. The children are being awfully ... (good, hungry, noisy, sick) today.

6. a) Work in pairs. Ask your fellow student what he/she usually does at university. Make use of the following adverbs: always, sometimes, from time to time, occasionally, often, usually, normally, seldom, hardly ever, never.

b) Say what you and your fellow students are doing this week.

7. Read the story and say how it would be different if told in the present simple tense. What do you think of the situation described in the story? Why is the child behaving like that? Do you approve of the mother's behaviour? Why? Why not? Retell the text using direct speech.

Paying attention

Four-year-old Diego is playing in the pool. His mother, Darlene, is sitting in the sun beside the pool. She is reading a book. At least, she is trying to read a book.

"Hey Mom! I am swimming!"

"Yes honey, you are swimming."

"Mom, are you watching me?"

"Yes, honey. Of course I am watching you!"

Diego is trying to splash water onto her book. She is trying to ignore this.

"Mom! I am holding my breath under water."

The book is getting really exciting. The police are solving a crime. Diego's mother is trying to concentrate.

"Mom! You are not even watching me!"

"Yes, Diego! I am watching you and I am reading a book. I am doing both things at the same time."

"Mom, are you paying attention? I am doing a handstand."

In the book, the police officer is chasing a suspect. Diego's mother is hardly breathing.

Diego is being quiet for once. Too quiet. Suddenly, Diego's mother is looking around for Diego. She cannot find him. Suddenly, time is standing still. Suddenly, she isn't breathing at all.

"Diego! Diego! Are you hiding from me? Diego! You are not being funny!" She is trying not to panic. She is walking around the pool, looking in the water.

"Boo!"

Out of nowhere, Diego is standing right behind her.

"Diego! What are you doing?" Suddenly she is crying and hugging him tightly.

"I am making sure you are paying attention, Mom!"

"Well, I am paying attention and now we are going home!"

8. Translate the following sentences into English using the present simple or the present continuous.

1. Они обедают в университетском кафетерии. 2. Когда вы обычно обедаете? 3. Вы сейчас обедаете? — Да, немного перекусываем до начала следующего занятия. — Тогда я позвоню вам через четверть часа. Хорошо? 4. Входите, вы вовремя, мы как раз обедаем и обмениваемся событиями дня. 5. В котором часу обычно обедает ваша семья? 6. Джейн дома? — Да. Она завтракает. 7. Что ты слушаешь? — Я слушаю упражнения на аудирование. Они довольно сложные. — Ты их слушаешь каждый день? — К сожалению, нет, только три раза в неделю, когда я свободен вечером. 8. Андрию приходит домой на обед? — Нет, он не обедает дома, он обычно обедает в столовой. 9. Привет, Стив! Куда ты идешь? — Я иду в университет, хочу доделать кое-какую работу в библиотеке. 10. Что ты делаешь, Боб? — Я смотрю короткие видеоклипы на английском для подготовки к предстоящему аудио тесту. Это очень результативная работа для меня. 11. Ты идешь в библиотеку? — Нет, я иду в компьютерный фойе. 12. Почему вы не остаётесь на дополнительное занятие? 13. Почему вы говорите по-русски? Ведь вы на уроке английского языка, не так ли? 14. Не спешите! Лекция начнется только через полчаса. 15. Почему вы не отвечаете на мой вопрос? Вы можете ответить на мой вопрос? 19. Не кричи так громко, твоя младшая сестренка спит. 20. Почему ты плачешь, малыш (my little kiddy, my little one)? — Я не плачу. 21. Что делают студенты группы

НАБ? — У них идёт разговор на тему воспитания детей. — А что обсуждают студенты группы САБ? — Они не ничего не обсуждают. У них проходит аудирование. 22. О чем ты думаешь? — Я думаю о подготовке к приближающимся экзаменам. А ты? — А я думаю о том, как бы чем-нибудь быстро перекусить.

§ 124. Stative and Dynamic Verbs

1. A few verbs like love are called **stative** because they refer to 'states'. A state has no beginning and no end. Stative verbs are not normally used in progressive tenses: *She loves her baby more than anything.* (NOT 'is loving')

2. Most verbs in English are **dynamic**. We can use them in two ways:

- in the simple present tense to describe habits, etc.: *I often make cakes.*
- in the present progressive to describe deliberate actions in progress: *I'm making a cake.*

3. We can describe three classes of verbs:

a) Dynamic verbs which have simple or progressive forms (most verbs in English):

I often listen to records. (simple present tense)
I'm listening to a record. (present progressive tense)

b) Verbs which are always stative:

This coat belongs to you. (simple present tense) (Not 'is belonging')

c) Verbs that have stative or dynamic uses:

I'm weighing myself. (a deliberate action: present progressive tense)
I weigh 65 kilos. (a state) (Not 'I'm weighing 65 kilos.')

4. There are five groups of stative verbs referring to:

Opinion	believe, know, understand, realise, expect, recognise, see, forget, remember, suppose, assume
Emotion	like, love, prefer, adore, dislike, detest, hate, revolt, disgust
Wants	want, wish, desire, long, prefer
Perception	hear, see, sound, appear, seem
Possession	belong, possess, contain, include, consist
States	weigh, contain, depend, involve

Verbs Which Can Have Both Stative and Dynamic Meaning		
Verb	Stative Meaning	Dynamic Meaning
have	I have a car.	She is having a bath, (so she can't answer the phone).
see	I see what you mean.	I am seeing my doctor tomorrow.
think	I think you are right.	He is thinking about her.

consider	I consider him to be a professional.	We are considering going to Italy.
feel*	I feel we shouldn't do it.	She is feeling the baby's forehead.
look**	She looks like her mother. The boss looked at him angrily.	Everyone was looking at him, even the teacher, too.
taste	The cake tastes delicious.	She is tasting the soup.
smell	It smells nice.	Why are you smelling the food?
fit	The dress fits you well.	We're fitting new locks.
weigh	Your cat weighs 6 kilos.	Why are you weighing the cat?
appear	He appears to be nervous.	Positive comments were appearing online below the article.

NOTE:

✓ The present continuous can be used with some state verbs to emphasize that the situation is temporary. Compare: 1) *Jean stays with us often. The children love having her here.*

2) *Jean's with us at the moment. The children are loving having her here.*

✓ The verb 'feel' can be used in simple or progressive forms to talk about feelings that are going on at a particular moment. There is little difference of meaning: *I feel fine. / I'm feeling fine. How do you feel? / How are you feeling?*

✓ The verb 'look' can be used in simple or progressive forms to talk about a temporary appearance. There is not much difference in meaning: *You look/You're looking very unhappy. What's the matter?*

✓ The verb to enjoy is used in progressive tenses: *I'm enjoying the party.*

✓ The verb to lack is normally not used in progressive forms but it can be used as a dynamic verb in the expression to lack in something: *We are lacking in ideas. But: We lack ideas.*

1. Explain the use of the verbs in their stative or dynamic meaning. Translate the sentences into Russian.

1. These flowers smell good. 2. She is remembering the wonderful days of her childhood. 3. I think Eugene is a kind man. 4. Aunt Emily is looking through an old picture album. 5. I see a grasshopper. Do you see it too? 6. I am thinking about this grammar. 7. Matthew and Sophie are seeing each other. They go out together every weekend. 8. Kathy looks cold. I'll lend her my coat. 9. The grocer is weighing the oranges. 10. Joseph appears to be asleep. Let's not disturb him. 11. Tina is looking out the window. 12. Sue is feeling the cat's fur. 13. I remember my first teacher. Do you remember yours? 14. I'm not feeling well today. 15. Sarah has a car. 16. Olivia is smelling the flowers. 17. I am having a hard time, but Mary is having a good time. 18. This piano is too heavy for me to lift. It weighs too much. 19. My favourite actor is currently appearing at the Paramount. 20. The cat's fur feels soft. 21. Susan is seeing a doctor about her headaches. 22. I feel that it is important to respect other people's opinions. 23. She sees a pile of leaves. 24. I am thinking of going in August. 25. Do you think it's a good idea? 26. He is considering taking early retirement.

2. Put in the correct verb forms.

1. You (recognize) this painting now? 2. He (appear) a bit snobbish. 3. She (not wash) the dishes, she (watch) TV. 4. It really (matter) now? 5. Right now it seems (seem) cold outside. 6. I (suppose) we could do that, too. 7. Janet (not realize) how much he loves her. 8. This dog (belong) to you? 9. It (rain) right now. 10. I (not know) the right answer right now. 11. What awful noise! Our neighbors (have) a party. 12. The sky (look) as if it's going to rain. 13. Is Molly doing anything tonight? Yes, she (see) Greg at eight. 14. Jill (have) a new high-end computer. 15. Jane (smell) the lilies in the garden. 16. I (think) about my birthday party. 17. I (love) millions. 18. The children (have) fun making lots of noise. 18. This cake (taste) awful. 19. This fabric (feel) soft like good silk. 20. I (think) we are being followed. 21. These jeans (fit) you perfectly. 22. The butcher (weigh) the meat. 23. Now Molly (look) at the teacher with surprise. 24. I (look) at it as a challenge, because it's something new. But it's also something I've been working toward. 25. I (enjoy) every bite of this meal. 26. The chicken (weigh) two kilos. 27. Why Sally (smell) the soap? 28. Sally (enjoy) home-made food.

§ 125. Direct Speech. Punctuation in Direct Speech.

When we report people's words, thoughts, beliefs etc, we can give the exact words (more or less) that were said, or that we imagine were thought. This kind of structure is called direct speech: *He asks, "What do you want?"*

The direct speech consists of somebody's words and a quoting expression: He thought (a quoting expression), *'Wow! Thanks, Mum!'* (the person's words).

We punctuate sentences with direct speech by putting quotation marks (or 'inverted commas') outside all other punctuation marks at the beginning and end of each quotation, high above the base line. Quotation marks may be single ('...'), or double ("..."):

'Is that you, Jane?' Bob asked.

"Is that you, Jane?" Bob asked.

When the subject + reporting verb comes at the beginning of a sentence, the reporting verb is always followed by a comma (sometimes by a colon (:)) in AmE) and the quotation begins with a capital letter:

John says, 'We are late.'

When the subject + reporting verb comes after what is said, the quotation has a comma before the second quotation mark:

'We are late,' he said.

Subject + verb can come in the middle of a quotation-sentence:

'Where in this wretched town, ' John asked, 'can I get a taxi?'

The second part of the quotation does not begin with a capital letter because it is not a separate sentence.

The inside quotation has its own punctuation, distinct from the rest of the sentence. If there is a 'quote within a quote' (e.g. if we are quoting someone's exact words), we use a second set of quotation marks. If double quotation marks have been used on the 'outside', single ones are used on the 'inside' and vice versa.

Ann said, 'Just as I was leaving, a voice shouted "Stop"!''

'What do you mean? "Are you all right?"?' Ann asked.

1. Put the punctuation marks.