

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ  
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(САМАРСКИЙ УНИВЕРСИТЕТ)

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## ОСОБЕННОСТИ ФУНКЦИОНИРОВАНИЯ ИМЕНИ ПРИЛАГАТЕЛЬНОГО В АНГЛИЙСКОМ ЯЗЫКЕ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве учебно-методического пособия для обучающихся по основной образовательной программе высшего образования по направлениям подготовки 45.03.02 Лингвистика, 42.03.01 Реклама и связи с общественностью, 41.03.05 Международные отношения

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Пособие содержит теоретический раздел, описывающий аспекты словообразования, словоизменения и употребления прилагательных в английском языке. Во втором разделе предлагаются практические задания на отработку грамматических категорий прилагательного, словообразовательных моделей и особенностей сочетаемости в предложении. Задания во втором разделе включают языковые упражнения и упражнения, направленные на работу с аутентичным англоязычным художественным текстом. Работа с прилагательными в художественном тексте предполагает не только анализ грамматических особенностей, но также и функциональный анализ прилагательных с учетом их стилистической и прагматической функций, что закладывает у обучающихся базу навыков анализа текста, необходимых в дальнейшем при изучении стилистики английского языка.

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## HOW TO USE THIS BOOK

Whenever we use adjectives, they make our writing more vivid and descriptive. Our readers will get a better idea of what we want them to picture when they read our stories and essays. It appeals to our readers' senses; therefore, they can hear, see, touch, taste, and even smell what we're describing. Also, the use of adjectives makes our reading and writing much more fun. It sets the tone for our writing. Adjectives get our readers' or listeners' attention and can make the book a good read or a speech good and effective. The aim of this book is to teach using adjectives correctly.

The first part of this book provides some theoretical aspects about the adjective as a part of speech. It focuses on wordbuilding, wordchanging and functional properties of adjectives. The theory is followed by exercises to master the skill.

The second part of the book includes reading modern English prose in the original and analysing the adjectives in context. There are tasks on the morphological and syntactic characteristics of adjectives. Before doing the exercises, study the theoretical information thoroughly. Pay special attention to the tasks on using the degrees of comparison. Look up in the dictionary any new words and phrases that are unfamiliar to you. Be ready to enrich and expand your vocabulary through varied vocabulary tasks.

Practice the vocabulary discussing the contents of the book and the problems raised by the author. Remember to use a variety of adjectives while preparing the retelling of the chapters. You might need the knowledge received reading this textbook while doing assignments in stylistic analysis or academic writing.

# THEORY

## ADJECTIVES: GENERAL ASPECTS

Adjectives are single words (exciting, new, thorough) and compounds (hard-working, well-organized) that modify nouns. Adjectives describe nouns. They had a **nasty** experience. (What kind of experience? A nasty one.) There are **fact adjectives** (*big, square, red, etc.*) **and opinion adjectives** (*beautiful, nice, etc.*). Adjectives have the same form in the singular and plural – *the little girl/the little girls*.

### Form

Many common adjectives (*pretty, sad, etc.*) do not have particular endings. There are some common endings, however, for adjectives formed from nouns and verbs. These are:

<b>-able</b> comfortable	<b>-ent</b> dependent	<b>-ical</b> historical
<b>-al</b> accidental	<b>-esque</b> picturesque	<b>-ious</b> victorious
<b>-ant</b> reluctant	<b>-ful</b> careful	<b>-ish</b> childish
<b>-ar</b> circular	<b>-ian</b> Italian	<b>-ist</b> racist
<b>-ary</b> imaginary	<b>-ible</b> horrible	<b>-ive</b> attractive
<b>-ate</b> passionate	<b>-ic</b> historic	<b>-ic</b> historic
<b>-less</b> careless	<b>-like</b> businesslike	<b>-ly</b> friendly
<b>-ory</b> compulsory	<b>-ous</b> dangerous	<b>-some</b> wholesome
<b>-y</b> lucky		

There are also compound adjectives which are formed with:

1 present participles. *a time-consuming task, a never-ending story*

2 past participles. *worn-out shoes, a broken-down car*

3 cardinal numbers + nouns. *a two-day seminar, a three-week holiday*

4 well, badly, ill, poorly + past participle. *a well-paid job, a poorly-built house, an ill-chosen remark*

## Position

We usually use adjectives **before nouns** (I had an amusing experience. They faced enormous challenges. He has a kind, honest face.) or **after linking verbs** such as be and seem (Don't be silly. She became ill. They felt angry. He seemed anxious and upset). Note that adjectives are called '**attributive**' before nouns and '**predicative**' after linking verbs.

When we use more than one adjective before a noun, there is a typical order. We usually put emphasizing adjectives before describing adjectives (The weather has been our principal recent concern. Her necklace had real red rubies in it.) and both of these before classifying adjectives (Kenya was the sole African representative. The recent economic news isn't encouraging).

Some adjectives are typically used after a linking verb, not before a noun (The old man is asleep. The girl seemed glad). Others include: afraid, alike, alive, alone, ashamed, awake, ill, well.

In some expressions, we put the adjective after the noun (six feet tall, two metres deep, two years old, notary public, the time available) or after an indefinite pronoun (someone nice, anything unusual, everything necessary, nothing new).

## Punctuation

There is usually **no punctuation between two or more different types of adjectives before a noun** (Anderson works in a lovely old Victorian building. His office has big black leather chairs). We normally put **a comma between describing adjectives in a set of two or more of the same type**, especially those representing opinions where the order could easily be changed (She likes wild, vivid, flashy designs. He was just a normal, quiet, rather shy teenager).

We put **and between two colours** (I lost my blue and white scarf. He wore a red and black cap) or between two classifying adjectives of

the same type (She likes Greek and Lebanese food. We discussed financial and educational topics).

We put **and between adjectives after linking verbs**: It's small and black.

We normally put a **comma between the first two adjectives and the word and between the last two adjectives in a set of three colours** (The flag had black, green and yellow stripes. The tulips were yellow, orange and red) or **three classifying adjectives of the same type** (In recent years, the island has experienced social, political and economic problems).

## **ADJECTIVES: TYPES OF ADJECTIVES**

### **Participle adjectives**

Some -ing forms (present participles) and -ed forms (past participles) of verbs can be used as adjectives. Most of these participle adjectives can be used before the noun they describe or following linking verbs:

- The hotel had a welcoming atmosphere.
- I found this broken plate in the kitchen cupboard.
- The students' tests results were pleasing.
- My mother seemed delighted with the present.

We can use many participle adjectives immediately after nouns when they identify or define the noun. This use is similar to defining relative clauses and they are often called 'reduced relatives':

• We had to pay for the rooms used. (or the rooms that were used.)

Some of these are rarely used before the noun (also: applying, caused, found, included, provided):

• My watch was among the things taken. (but not the taken things)

Others can be used before or immediately after nouns (also: affected, alleged, allocated, broken, chosen, identified, infected, interested, remaining, resulting, stolen):

- The crowd watching grew restless. (or The watching crowd grew restless.)

In formal English, **that** and **those** can be used as pronouns before a participle adjective:

- The flour is of a higher quality than that produced by other varieties of wheat (= the flour which is produced)

- The touchscreens perform less well than those manufactured elsewhere (= the touchscreens which are manufactured elsewhere)

- Here is some advice for those (= people) preparing to go on holiday.

### **Compound adjectives**

Compound adjectives can consist of an adjective, adverb or noun and either a present participle or a past participle (I'm in slow-moving traffic. Was it a well-planned trip?). Compounds with present participles are often based on active verbs ('Modern Maids' is the name of a house-cleaning service. (= a service which cleans houses)

Compounds with past participles are often based on passive verbs (I'd really like a home-cooked meal for a change. (= a meal which is cooked at home)

Many compound adjectives include a participle adjective. Common patterns are:

adverb + -ed participle	They are well-behaved children.
adverb + -ing participle	Social networking is a fast-growing activity.
adjective + -ed participle	She seems to live on ready-made meals.
adjective + -ing participle	He's the longest-serving employee in the company.



noun + -ed participle	The public square was tree-lined.
noun + -ing participle	I hope it will be a money-making enterprise.
-ed participle + particle	Did it really happen, or was it a made-up story? (from two-word verbs)

We can use some participle adjectives only in adjective compounds. For example, we can't say '...behaved children...' or '...a making enterprise...' as the sense is incomplete without the adverb or noun. Also: New York-based, Paris-born, brick-built, easy-going, peace-keeping, long-lasting, good-looking, home-made, hair-raising, far-reaching, well-resourced, sweet-smelling, strange-sounding, soft-spoken, sour-tasting, nerve-wracking

Note that many other compound adjectives do not include participle adjectives:

- The problem is short-term. It was just a small-scale project.

We can use compound adjectives to describe:

- a) physical appearance: broad-shouldered, dark-haired, good-looking;
- b) personality: good-tempered, open-minded;
- c) places: built-up, run-down, wide-open;
- d) everyday objects: worn-out, hand-made, man-made.

### Adjectives as Nouns

We can use some **adjectives after the** – as nouns to talk about specific groups of people in society. These noun phrases are plural, without -s.

- The rich aren't happier than the poor. The disadvantaged should be cared for by the wealthy.

These are: the elderly, the middle aged, the old, the young, the blind, the dead, the deaf, the disabled, the living, the sick, the homeless, the hungry, the poor, the rich, the strong, the unemployed, the weak, etc.

- The old usually walk slowly. (= we refer to old people in general) **BUT** The old people in the building are annoyed with the landlord. (= we refer to a specific group of old people)

When we talk about one person we say An/The old man, A/The blind man, etc.

- The rich pay a lot of income tax. (rich people in general - all of them) The rich people of our town had a banquet last weekend. (a specific group of rich people - not all of them)

We can also use **the** before adjectives describing nationality (Italians, French) to talk about the people, their governments, their national teams, etc. These noun phrases are plural, but we don't add -s to words ending in -ch, -sh, -se, -ss.

- The Italians are here and the French have also agreed to send a peace-keeping force. The United Nations proposal has support from the Spanish, the Japanese and the Swiss.

We use some adjectives after **the** to talk about an abstract idea. These noun phrases are singular.

- The unknown isn't the same as the impossible. In sports, the unpredictable often happens.

### **ADJECTIVES: DEGREES OF COMPARISON**

We use comparative adjectives to show how the qualities of two people or things can be compared. We use superlative adjectives to show how three or more can be compared.

- Comparatives add -er to the adjective. We can also add than: Bill is richer (than John).

- Superlatives add the ...-est, and a preposition such as **of** or **in** with any noun phrase: Jane is the youngest (of the three sisters). Bill is the tallest (in the class).

- We can omit the: Jane is (the) youngest.

- Usually, we do not state what is compared because it is obvious: A lot of people have become richer in the last few years. (=

richer than before) Their youngest child is Jane. (= the parents have at least three children)

### **One-syllable adjectives**

Most one-syllable adjectives form the comparative by adding -er and the superlative by adding -est:

<b>adjective</b>	<b>comparative</b>	<b>superlative</b>
cheap	cheaper	(the) cheapest
fast	faster	(the) fastest
young	younger	(the) youngest
shy	shyer	(the) shiest
tall	taller	(the) tallest

One-syllable adjectives ending -ed cannot take -er, -est. We use more/ most: more bored, (the) most bored more worried, (the) most worried.

### **One-syllable and two-syllable adjectives ending in -e**

These adjectives form the comparative and superlative by adding -r and -st:

<b>adjective</b>	<b>comparative</b>	<b>superlative</b>
safe	safer	(the) safest
able	abler	(the) ablest
close	closer	(the) closest
gentle	gentler	(the) gentlest
polite	politer	(the) politest

Two-syllable adjectives ending in -e also form the comparative and superlative using more and most: more gentle, (the) most polite.

### **One-syllable adjectives ending in one vowel and a consonant**

<b>adjective</b>	<b>comparative</b>	<b>superlative</b>
big	bigger	(the) biggest
fat	fatter	(the) fattest
dim	dimmer	(the) dimmest

Most one-syllable adjectives ending in a short vowel and a consonant form the comparative and superlative by doubling the consonant and then adding -er and -est.

One-syllable words ending with a long vowel before the consonant do not double the consonant:

<b>adjective</b>	<b>comparative</b>	<b>superlative</b>
great	greater	greatest
late	later	latest
cheap	cheaper	cheapest

### **Two-syllables adjectives**

Two-syllable adjectives can form the comparative and superlative with either -er and -est or more and most. Here are examples of two-syllable adjectives: clever, common, handsome, hollow, narrow, pleasant, shallow, stupid, tired.

### **Two-syllables adjectives ending in -y**

These form the comparative and superlative by changing the -y into -i and adding -er and -est:

<b>adjective</b>	<b>comparative</b>	<b>superlative</b>
angry	angrier	(the) angriest
busy	busier	(the) busiest
happy	happier	(the) happiest

The comparative of dry can take two forms: dry – drier - driest (more usual) dry – dryer – driest.

### **Other two-syllable adjectives, and adjectives with more than two syllables**

Most of these form the comparative and superlative with **more** and **most**:

<b>adjective</b>	<b>comparative</b>	<b>superlative</b>
careless	more careless	the most careless
expensive	more expensive	the most expensive
intelligent	more intelligent	the most intelligent

### **Irregular adjectives**

Here are examples:

<b>adjective</b>	<b>comparative</b>	<b>superlative</b>
good	better	(the) best
bad	worse	(the) worst
little	less	(the) least
much	more	(the) most
many	more	(the) most
far	farther further	(the) farthest (the) furthest
old	older elder	(the) oldest (the) eldest

### **further / furthest, farther / farthest**

- We use **further /furthest** and **farther /farthest** to talk about distances: We'd better not go any further/farther today. Australia is the furthest/farthest I've ever been. Our new house is further/farther from the school than our old one.

- Further can also mean 'more' or 'extra'. We cannot use farther in these expressions: Stop playing inside before you do any further damage. (= additional damage). For further information, please write to the above address. (= more information) She went on to further education. (= education after secondary school)

- We use elder/eldest for members of our family: I get on well with my elder sister.

- We do not use than with elder: He is older than me.

### **ADJECTIVES: COMPARATIVE PHRASES AND CLAUSES**

We use **as + adjective / adverb + as** to say that something or someone is like something or someone else, or that one situation is like another.

- Was the film as funny as his last one? I came round as quickly as I could.

Negative forms of sentences like this can use **either not as** or **not so**. In formal speech and writing it is more common to use **less + adjective + than**.

- The gap between the sides is not as / so wide as it was (or is less wide than it was)

If we put a singular countable noun between an adjective and the second **as**, we use **a / an** in front of the noun.

- Despite his disability, he tried to lead as normal a life as possible. (not as normal life as

The negative form of sentences like this can use either **not as** or sometimes **not such**.

- It's not as quiet a place (or not such a quiet place ...) as it used to be.

Note that we use **not as + adjective + a / an + noun but not such a / an + adjective + noun**.

We can use **so**, **too** and **how** followed by an adjective in a similar way.

- It's not quite so straightforward a problem as it might at first seem. 'Conspiracy' is perhaps too strong a word. How big a piece do you want?

We also use as **much / many as** or as **little / few as** to say that a quantity or amount is larger or smaller than expected. **Many** and **few** are preferred before numbers; **much** and **little** are preferred with amounts (e.g. \$5, 20%) and distances (e.g. 3 metres).

- There are a small number of people involved, possibly as few as twenty. Prices have increased by as much as 300%.

We can use **not + adjective / adverb + enough + to-infinitive** to mean that there isn't as much as is necessary to do something.

- I'm not tall enough to reach. He didn't speak loudly enough to be heard.

We can use **sufficiently** before adjectives to express a similar meaning to **enough**. **Sufficiently** is often preferred in more formal contexts.

- She didn't play sufficiently well to qualify. (or well enough to qualify.)

We can use **too + adjective / adverb + to-infinitive** to mean 'more than necessary, possible, etc.' to do something.

- They arrived too late to get seats. The suitcase was too small (for him) to get all his clothes in. It moved too fast to see it clearly.

In rather formal English we can use **too + adjective + a / an + noun**.

- I hope you haven't had too tiring a day. (not a too tiring day.)

(In a less formal style we might say 'I hope your day hasn't been too tiring.')

We can use **so + adjective / adverb + that-clause** to say that something existed or happened to such a degree that a specified result occurred.

- It's so simple that even I can do it. He came in so quietly that I didn't hear him.

Less often we use **so + adjective / adverb + as + to-infinitive** with a similar meaning. Compare:

- The difference was so small that it wasn't worth arguing about.  
*and*

- The difference was so small as to not be worth arguing about.  
(Because the difference was so small, it wasn't worth arguing about)

We can use **go so / as far as + to-infinitive** to talk about actions that are surprising or extreme

- One furious woman went so / as far as to throw tomatoes at the minister.

## ADJECTIVES: ORDER OF ADJECTIVES

- a) Opinion adjectives (*bad, pretty, etc.*) go before fact adjectives (*red, ancient, etc.*) – She 's a pretty Italian girl.
- b) When there are two or more adjectives of the same category, the more general adjective goes before the more specific one - a *nice friendly dog*.
- c) We say the first three months, the last two hours, etc.
- d) When there are two or more fact adjectives in a sentence they normally go in the following order.

	Opinion	Fact Adjectives							Noun
		Size	Age	Shape	Colour	Origin	Material	Used for/ Be about	
<i>It's a</i>	<i>nice</i>	<i>small</i>	<i>old</i>	<i>square</i>	<i>white</i>	<i>Italian</i>	<i>wooden</i>	<i>dinner</i>	<i>table</i>

e) We usually do not use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most – a *beautiful, white wedding dress*

f) The adjectives afraid, alike, alive, alone, ashamed, asleep, content, glad, ill, etc. are never followed by nouns – *The girl was left alone*.

g) The adjectives chief, elder, eldest, former, indoor, inner, main, only, outdoor, outer, principal, upper can only be used before nouns – *This is the main entrance*.

h) We can use nouns as adjectives before other nouns. In this case the nouns have no plural form – *I attend evening classes. I had a three-week holiday in Spain*.

i) Nouns which express purpose, material or substance (*shopping, cotton, gold, silver, etc.*) can be used as adjectives before other nouns - *He bought a new cotton shirt. I can't find my shopping bag. They're having a stone wall built*. But we say – *wooden table, woollen scarf*. Note: golden hair (hair like gold) but gold watch (watch made of gold),



silk dress (dress made of silk) but silky hair (hair which feels like silk), stone wall (wall made of stone) but stony look (cold look - like stone), feather pillow (pillow stuffed with feathers) but feathery leaves (leaves which look like feathers).

j) Present and past participles can be used as adjectives. Present participles describe what something is like – *The match was exciting*. Past participles describe how someone feels. *We felt excited at the match*.

## **ADJECTIVES: SYNTACTICAL PATTERNS**

### **Adjectives + to-infinitive with infinitive or –ing**

#### **Adjective + to-infinitive**

a) able / unable, careful, curious, due, foolish, free, inclined, prepared, ready, welcome, willing

*Sorry, but I'm unable to lend you the money. The train is ready to leave.*

b) It-sentences

advisable, best / better, difficult, easy, curious, impossible, nice, possible

*It's easy (for people) to make mistakes. It's curious to imagine what people once used to think. It's best to leave before the rush hour.*

c) It's hard to please you / you are hard to please.

Some adjectives (eg: easy, good, hard, impossible) can follow this pattern

*It's impossible (for me) to reach the top shelf. The top shelf is impossible (for me) to reach.*

d) Adjectives describing feelings (eg: annoying, interesting, lovely, terrific, wonderful) work in a similar way.

*It was interesting to visit the castle. The castle was interesting to visit.* However, not all alternatives work in the same context.

*It was wonderful to see you.*

e) adjective + of + person + to-infinitive good, great, interesting, lovely, nice, wonderful

*It was good of you to see me, (= thanks for seeing me)*

*It was nice of you to think of me. (= thanks for thinking of me)*

Compare: *It was good to see you. (= I enjoyed it)*

### **Adjective + that-clause or + to-infinitive**

a) afraid, angry, annoyed, ashamed, astonished, certain, disappointed, glad, happy, pleased, shocked, sorry, sure, surprised, unhappy, upset, worried

In an infinitive construction the subjects of both clauses are the same.

*We were afraid to go back to the house. I was pleased to see him again.*

b) In a that-clause, the subjects of the clauses can be different.

*I was afraid that the bus was going to crash. I'm astonished that you haven't won the prize.*

Note that it is possible to leave out that: *I was afraid the bus was going to crash.*

c) A past infinitive may be possible: *I disappointed not to have won.*

### **Adjective + that-clause**

a) aware, it's clear, confident, hopeful, it's obvious, positive (very sure)

*I wasn't aware that the rules had been changed. It's clear that something has gone wrong.*

Note that it is possible to leave out that.

b) feel + awful, bad, good, guilty, terrible

*I felt guilty that the others had been punished. I felt good that I had been proved right.*

### **Adjective + that-clause with should**

a) Used in more formal speech and writing, and common in it sentences: it's absurd, it's advisable, it's alarming, I'm angry, I'm anxious, I'm ashamed, it's awful, I'm content, I'm determined, it's essential, it's fortunate, it's funny, I'm keen, it's natural, it's unnecessary, it's odd, it's right, it's sad, it's silly, I'm sorry, it's strange, it's unusual, it's unfair; it's vital, etc.

*It's odd that you should say that! I was just thinking the same thing.*

*I'm angry that they should take that approach to this issue.*

*We are keen that he should take up this post immediately.*

b) Past simple is also possible.

*It was odd that he should have forgotten.*

c) These phrases can also be used informally without should.

*I'm angry that they are taking that approach to this issue. It was odd that he forgot.*

### **Adjective + -ing**

We can use busy, no good, (not) worth + -ing.

We can use feel + awful, bad, good, guilty, terrible + ing.

*Martin is busy cooking the dinner. It's not worth seeing that film. I feel terrible leaving you alone like that.*

### **Adjective + to-infinitive or -ing**

a) common in it-sentences alarming, absurd, awful, cheap, dangerous, easy, \*foolish, good, great, hard, hopeless, lovely, nice, pleasant, pointless, \*rude, \*sad, safe, \*silly, strange, \*stupid, \*unwise, useful, useless, wise, \*wrong

It was pointless to do that/ doing that. It's better to go now.

*It was sad to hear/ hearing your bad news. It was lovely to see / seeing you.*

Those marked \* can also be used with a person, with a to-infinitive.

*Jim was foolish to give up his job. I'm sad to say I agree.*

*You were wrong to say that. She's silly to spend so much.*

For it's easy / hard see above, adjective + to-infinitive

**(it) makes me + adjective**

a) (it +) make + person + adjective + to-infinitive

Use to describe how something makes us feel, with adjectives describing feelings: angry, ashamed, aware, embarrassed, furious, glad, happy, miserable, nervous, sad, tired, uncomfortable, unhappy etc.

b) We can also use it makes me feel + adjective + to-infinitive.

*This news makes me feel embarrassed to be a member of this company.*

*Knowing that you love me makes me glad to be alive.*

c) We can turn the it-infinitive into an ing-form and use it as the subject.

*Knowing that you feel you way you do makes me sad.*

d) Informally we can also use it makes me + adjective + -ing, especially with sad, happy, unhappy.

*It makes me sad knowing that you feel you way you do.*

**be, seem, appear, look**

Seem look, appear can also be used instead of be in the constructions above.

**Adjective + preposition**

example of adjective	preposition
angry, annoyed, anxious, certain, confident, excited, happy, pleased, right, sorry, upset, nervous	about
amazed, angry, annoyed, bad, excellent, good, hopeless, lucky, skilled, skilful, surprised, useless <i>I am surprised at his behaviour.</i>	at
amused, bored, impressed, shocked, surprised	by
famous, late, ready, sorry, responsible, suitable	for
absent, different, safe, tired	from

interested, involved <i>I am interested in buying a new computer</i>	in
keen, reliant	on
afraid, ashamed, aware, capable, certain, confident, critical, envious, fond, full, guilty, incapable, jealous, kind, nice, proud, scared, short, stupid, sure, suspicious, terrified, tired, typical <i>I am proud of my son. I am tired of my job.</i>	of
accustomed, engaged, generous, inferior, kind, married, polite, possible, rude, superior, similar <i>She is married to him.</i>	to
friendly, patronising	towards
angry, annoyed, bored, busy, content, crowded, delighted, disappointed, familiar, friendly, furious, happy, occupied, pleased, satisfied	with

Some adjectives can combine with more than one preposition, for example:

angry **about** = angry because of a situation or action

angry **at** = angry with someone

angry **towards** = angry with someone

tired **from** = physically tired as a result of

tired **of** = bored or irritated by

friendly **towards** = behaving in a friendly way towards

friendly **with** = having a friendly relationship with

sorry **for** = feeling pity or sympathy for

sorry **about** = feeling ashamed or unhappy about

# PRACTICE

## PRACTICE. PART ONE. EXERCISES

**Exercise 1. Read through this magazine article and find:**

**a) another example of an adverb modifying an adjective**

**b) a set of three adjectives before a noun**

THE ANCIENT CHINESE ART of Feng Shui has been adopted by modern designers as a way of creating environments which feel comfortable and harmonious. Originally developed as a means of planning the perfect agricultural system in harmony with the forces of nature, Feng Shui has been used for centuries to improve the physical surroundings in which people live and to maintain balance in their lives.

Those principles of Feng Shui that are beneficial in the organization of outdoor environments can also be used in the design of areas inside the house such as the bedroom, which is considered to be the most important room in the house.

Finding the best position for the bed is very important. The main rule of bed positioning is never to have the foot of the bed directly facing the door. That is what is known as the 'death position'. Traditionally, the dead were laid out with their feet pointing towards the door to give them better access to heaven. (It also made it easier for the living to carry them out.)

Ideally, you should position the bed diagonally opposite the door, with the head against a wall, not a window, Avoid putting the bed directly under a horizontal beam that seems to cut across the sleeper. Such a position is believed to cause headaches and even illness.

Small tables on both sides (not just one side) at the head of the bed help maintain balance, but it is best to avoid cluttering the room with a lot of furniture. Let air flow easily through the space. Those large heavy

wooden wardrobes, often with boxes or suitcases stored on top, are a really bad idea.

As they tower over the bed, they can make the sleeper feel vulnerable and cause a restless sleep. Do not position tables or other furniture with pointed edges facing the sleeper as their negative energy will cause health problems.

The bedroom should be kept as a relaxing space and should not be used for work or as an office. There should be a feeling of lightness, not seriousness, in the air. Blue curtains and bedcovers are more soothing than brown ones. Soft natural materials are recommended. With Feng Shui in your bedroom, you can create a peaceful sanctuary from the stresses of contemporary living.

**Exercise 2. Fill in an appropriate adjective derived from the words in brackets.**

The Kingsley is a(n) 1) *luxurious* (luxury) hotel situated in the 2) \_\_\_\_\_ (picture) Kent countryside. Its 3) \_\_\_\_\_ (style) interior make it a highly 5) \_\_\_\_\_ (beauty) gardens and 4) \_\_\_\_\_ (desire) destination for visitors from both Britain and abroad. The Kingsley offers a huge number of facilities including a gym and a(n) 6) \_\_\_\_\_ (attract) 18-hole golf course. The Kingsley is also of 7) \_\_\_\_\_ (history) interest as it was built in the early 17th century Visitors of all tastes are sure to have a(n) 8) \_\_\_\_\_ (enjoy) stay at this 9) \_\_\_\_\_ (wonder) hotel.

**Exercise 3. Complete the sentence with a compound adjective made from a form of the two words in brackets.**

Ticino is in the _____ area of Switzerland.	(Italy, speak)
I usually buy a _____ loaf from the local baker's.	(bake, fresh)
The dog fell into a _____ river and was swept away.	(flow, fast)
We let our flat to a _____ couple.	(new, marry)

The school believes it should educate children to be _____.	(mind, open)
All we could see was a bare _____ landscape.	(sweep, wind)
The building fell to the ground with a/an _____ crash.	(shatter, earth)
I particularly like _____ nuts.	(coat, chocolate)
It was a _____ decision, but we had to make it.	(break, heart)
The _____ hills stretched into the distance.	(cover, tree)
The automatic ironing machine is described as a _____ device.	(save, time)
The _____ tomb is being examined by archaeologists.	(discover, new)

**Exercise 4. Choose the best option, A, B or C, to complete the sentence.**

1. Fortunately the surgeon was able to perform a \_\_\_\_\_ operation.
2. Two \_\_\_\_\_ children gave flowers to the president.
3. The historic centre of the city is a \_\_\_\_\_ area.
4. This kind of gambling machine is often called a \_\_\_\_\_ bandit.
5. The narrow streets were lined with \_\_\_\_\_ shops.
6. Julia's visit to India was a \_\_\_\_\_ experience.
7. Brian looked out of the window at the \_\_\_\_\_ street.
8. A spokesperson explained that there was a \_\_\_\_\_ situation.
9. Please send me a \_\_\_\_\_ copy.
10. It's a \_\_\_\_\_ journey from here to the other side of the island.
11. There was an \_\_\_\_\_ explosion, followed by a thick cloud of smoke.
12. Dogs used for hunting have a \_\_\_\_\_ sense of smell.

1.	A life-saver	B life-saving	C life-saved
2.	A seven-year-old	B seven-years-old	C seven-year-olds
3.	A traffic-freed	B traffic-freely	C traffic-free



4.	A one-arm	B one-armed	C one-arm's
5.	A bright-lit	B bright-lighting	C brightly lit
6.	A life-changing	B life's-changing	C life-changer
7.	A rain-soaking	B rained-soak	C rain-soaked
8.	A rapid-changing	B rapidly changing	C rapid-change
9.	A typewriting	B typewriter	C typewritten
10.	A three-hours	B three-hour	C three-hourly
11.	A car-shattering	B cars-shattering	C car-shattered
12.	A high-developed	B highly-developing	C highly developed

**Exercise 5. Match items from the two lists to make 20 compound adjectives. You need to use some words more than once.**

broad, narrow, well, one, blond, red, good, bad, left, absent, light, open, thin, long, kind	minded, built, dressed, eyes, haired, looking, handed, tempered, hearted, behaved, known, lipped, fingered, legged
--	--

**Exercise 6. Put the compound adjectives in Exercise 5 above into groups under these headings.**

physical appearance	personality

**Exercise 7. Fill in each space with an appropriate compound adjective formed from the words in Exercise 5.**

1. Although my grandmother is eighty, she's not at all \_\_\_\_\_. She even thinks our modern habits are better than those in her youth.

2. Change those awful clothes you're wearing. You must be \_\_\_\_\_ for your interview.
3. You may think he's ugly but I find him quite \_\_\_\_\_.
4. When he doesn't like something he starts shouting; he's very \_\_\_\_\_.
5. Our children are very \_\_\_\_\_ at school. The teacher never has to tell them off.
6. He never remembers anything – he's very \_\_\_\_\_.
7. She's such a \_\_\_\_\_ television personality that almost everybody recognises her in the street.
8. I was forced to write with my right hand even though I was \_\_\_\_\_.
9. He is very \_\_\_\_\_ – perhaps it comes from doing all that weightlifting in the gym.
10. He's not blond at all. In fact, I would say he's almost \_\_\_\_\_.

**Exercise 8. Fill in each space in the following sentences with an appropriate compound adjective formed from a word in the list.**

free, distance, up, built, made, going, up, off, conditioned, class, badly, sighted, headed

*Example: I bought this CD duty-free as I was coming back from London.*

1. I made a long- \_\_\_\_\_ call to England and it cost me a fortune.
2. They seem to be very well- \_\_\_\_\_ – at least they have a great big house and two expensive cars.
3. I'm fed \_\_\_\_\_ with this exercise – can't we do something else?
4. On the train I travel second- \_\_\_\_\_ because it's cheaper.
5. You can see this vase is hand- \_\_\_\_\_ and wasn't produced in a factory.

6. He's a really relaxed guy – so easy- \_\_\_\_\_ .
7. I live in a built- \_\_\_\_\_ area of the city which is very noisy and full of traffic.
8. The office is air- \_\_\_\_\_ so it's very cool, even in the summer.
9. He's so proud – I've rarely met anyone so big- \_\_\_\_\_. He has a really high opinion of himself.
10. I want to get my eyes tested – I've become really short- \_\_\_\_\_ lately. \_\_\_\_\_-maintained car won't have a reliable engine.
11. There isn't much grass in the \_\_\_\_\_ -up areas of the city.

**Exercise 9. Add commas or the word and where necessary to these sentences.**

1. The flags of Britain and the USA both have red white blue designs.
2. He described the wonderful friendly outgoing people who worked in the little Italian cafe.
3. You immediately notice the large plastic vases with pink purple flowers on every table.
4. There are many industrial agricultural applications of the new chemical compounds.
5. What are the cultural religious historic origins of these current regional conflicts?

**Exercise 10. Most of these sentences have adjectives in the wrong position. Write correct versions.**

*Examples: I was looking for a plastic little spoon. – I was looking for a little plastic spoon.*

*There are excellent indoor facilities here. - Correct*

1. The German entire team played well.
2. The wine made a red small stain.
3. There's new nothing in the Christian main values.

4. You'll need hiking leather comfortable boots.
5. It has a pointed long stem with tiny pink flowers.
6. The windows are in circular wooden huge frames.
7. They are the northern industrial major nations.
8. I love those marvelous new Italian designs.
9. They found a rocking beautiful antique chair.
10. Her alone mother was in the chaos total.
11. The old public swimming pool is closed.
12. We like economic recent American policies.

**Exercise 11. Using a dictionary if necessary, add one set of adjectives in the best order to each definition.**

northern / sharp / cool / thin

prickly / juicy / large / tropical / yellow

similar / white / rare / large / black

bluish-grey / great / hard / shiny white / small

1) panda: a 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ and 4. \_\_\_\_\_ animal 5. \_\_\_\_\_ to a bear.

2) pearl: a 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ or 9. \_\_\_\_\_ ball that forms inside some oysters and is of 10. \_\_\_\_\_ value as a jewel.

3) pine: a tree that produces cones and has 11. \_\_\_\_\_ 12. \_\_\_\_\_ leaves throughout the year. Pines grow in 13. \_\_\_\_\_ 14. \_\_\_\_\_ regions.

4) pineapple: a 15. \_\_\_\_\_ 16. \_\_\_\_\_ fruit with 17. \_\_\_\_\_ 18. \_\_\_\_\_ flesh and a 19. \_\_\_\_\_ skin.

**Exercise 12. Replace the italicised parts of these sentences with present or past participle adjectives formed from the verbs in the box. Give alternative positions for the adjective if possible..**

cause identify include interest provide remain result

1. I offered to pay for any damage *that was the result*. **caused** (not ~~any caused damage~~.)

2. Steps are being taken by telephone engineers to solve the problems *which have been noticed*.

3. Visitors *who want to find out more* can buy a booklet with further information.

4. Please answer the questions on the sheet *that has been given to you*.

5. The holiday cost £1,200, with flights *which were part of the total*.

6. I didn't want to be on TV but the publicity *that was the consequence was good for business*.

7. Just before serving the pasta, sprinkle over any cheese *that is leftover*.

**Exercise 13. Fill in: *the + adjective or the + adjective + people*.**

1. The government is cutting back on benefits for *the unemployed*.  
**(unemployed)**

2. A nurse is a person who looks after \_\_\_\_\_. **(sick)**

3. Some of \_\_\_\_\_ in the neighbourhood remember when it was bombed during the war. **(old)**

4. A new hostel is to be opened for \_\_\_\_\_. **(homeless)**

5. Mother Teresa worked to help \_\_\_\_\_ of Calcutta. **(poor)**

6. The survey showed that \_\_\_\_\_ control 90% of the country's wealth. **(rich)**

**Exercise 14. Correct the mistakes in this text.**

Sometimes I wonder what people in other countries think about us. We are no longer among the rich and powerfulls of Europe. In a very short period, we seem to have turned into the poor and weaks. The situation is appalled. You cannot walk down a street in our cities

without seeing a homeless. The unemployed stand around on our street corners. The old and sick receives no help. Why are we no longer shocked that this is going on? Is it like this everywhere? Does the Japanese and the Canadian have the same problems? I doubt it. The unthinkable have happened here and we must do something about it soon.

**Exercise 15. Fill in each space with a word from the list. You may use the words more than once. The first (0) has been given as an example.**

lot, youngest, eldest, livelier, expensive, more, most, (much), than, the, as, better, less, older

### Woof or Miaow?

Cats, as we all know, are **much** (0) quieter than dogs and a \_\_\_\_\_ (1) smaller, so when my wife and I were debating whether to buy our \_\_\_\_\_ (2) son a pet it seemed \_\_\_\_\_ sensible to choose a kitten \_\_\_\_\_ (4) a puppy. Our \_\_\_\_\_ (5) son, who is now sixteen, had a tortoise when he was little but found it the \_\_\_\_\_ (6) boring pet on earth. At least a kitten would do \_\_\_\_\_ (7) interesting things \_\_\_\_\_ (8) a tortoise.

However, the little spaniel we saw in one shop was, my wife said \_\_\_\_\_ (9) cutest thing she had ever seen. I didn't argue because, although cats are not \_\_\_\_\_ (10) noisy as dogs. they are much \_\_\_\_\_ (11) entertaining. Dogs, they say, are also \_\_\_\_\_ (12) intelligent. Cats, like tortoises, don't do much: they tend to just sit around all day, looking as enigmatic \_\_\_\_\_ (13) a sphinx – and just as dull. Dogs are much \_\_\_\_\_ (14) and we both felt young Edward would learn more from that frisky little spaniel \_\_\_\_\_ (15) he would from any cat. The \_\_\_\_\_ (16) Edward grew \_\_\_\_\_ (17) more difficult it became to keep him occupied and we both felt a dog would be a \_\_\_\_\_ (18) companion for him from that point of view. Admittedly, cats are \_\_\_\_\_ (19)

demanding and also less \_\_\_\_\_ (20) to look after but we thought that such a beautiful spaniel was worth it.

**Exercise 16. Complete the sentences with a comparative or superlative form, adding any words that are needed. You may use some words twice.**

boring, warm, simple, good, wonderful, lucky, intelligent, comfortable, hot, old, far, difficult, cheap, bad, interesting

1. This exercise is too easy – can't we try a \_\_\_\_\_ one?
2. England's too cold in the spring – let's go to Spain where it's \_\_\_\_\_.
3. She comes top in all the exams – she must be \_\_\_\_\_ girl in the class.
4. The temperature in July reaches forty-four degrees – it's \_\_\_\_\_ month of the year.
5. Let's buy this video – it doesn't cost that much – it's \_\_\_\_\_ the other one.
6. This pen's not very good – I'd like a \_\_\_\_\_ one, please.
7. When I passed my driving test, it was the \_\_\_\_\_ day of my life.
8. Lying down in bed is \_\_\_\_\_ sitting on a hard chair.
9. Our youngest son doesn't want to be a teacher unlike his \_\_\_\_\_ brother.
10. Australia is much \_\_\_\_\_ from Europe than I thought.
11. I could hardly keep awake – it was \_\_\_\_\_ film I've ever seen.
12. The rules of this game are too complicated. Can we play something \_\_\_\_\_?
13. She's \_\_\_\_\_ person I know – she is always winning prizes in lotteries.
14. A couple of miles is \_\_\_\_\_ I can walk. Then we'll have to catch the bus.
15. I have a \_\_\_\_\_ headache today than I did yesterday.

16. This is \_\_\_\_\_ restaurant in town; I'm never coming here again.
17. I can't do this test — can you give me a \_\_\_\_\_ one?
18. She was the \_\_\_\_\_ person at the party and I sat next to her all evening. It was awful!

**Exercise 17. Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.**

1. A: Did you enjoy the film?  
B: Not at all . It was **the worst (bad)** film I've ever seen.
2. A: Craig is very intelligent.  
B: Yes. He's \_\_\_\_\_ (**clever**) student in our class.
3. A: How much did you pay for that woollen hat?  
B: £3. It was \_\_\_\_\_ (**cheap**) one I could find.
4. A: Did you enjoy your holiday?  
B: Oh, yes. It was \_\_\_\_\_ (**good**) holiday I've had in years.
5. A: Did you like the red shirt you tried on?  
B: Yes, but it was far \_\_\_\_\_ (**expensive**) the white one.
6. A: Whales are \_\_\_\_\_ (**big**) dolphins.  
B: I know. They are huge!
7. A: What time is \_\_\_\_\_ (**early**) train to Oxford in the morning?  
B: The first train leaves at 6 am.

**Exercise 18. Complete these sentences with as ... as or not as / such ... as (or both if possible). Use the words in brackets and add any other necessary words.**

1. It's *not such a polluted city now as / not as pulled a city now* as it was ten years ago. (*not / polluted / city now*)
2. The Downtown Hotel is \_\_\_\_\_ Strand Hotel. (*not / pleasant / place to stay*)
3. The President's address to the nation is \_\_\_\_\_ he is ever likely to make in his career. (*important / speech*)



4. It was \_\_\_\_\_ I first thought. (*not / big / problem*)
5. Theresa's dog is \_\_\_\_\_ I've ever seen. (*ferocious / animal*)
6. She's \_\_\_\_\_ she claims to be. (*not / fluent / Greek speaker*)

**Exercise 19. Complete these sentences with as much as, as many as, as little as, or as few as.**

1. When it was really hot I was having \_\_\_\_\_ four showers a day.
2. The elephant population may soon fall to \_\_\_\_\_ 1,000 from 5,000 ten years ago.
3. At the end of the 200-metre race there was \_\_\_\_\_ 50 metres between the first and second runners.
4. \_\_\_\_\_ 5,000 people phoned in to complain about last night's TV programme.
5. Lit continuously, the life of a light bulb varies from \_\_\_\_\_ two weeks to three months.
6. Some days there were \_\_\_\_\_ three or four students at his lectures.
7. We don't use much electricity. Sometimes our bill is \_\_\_\_\_ £40 a month.
8. The country spends \_\_\_\_\_ 25% of its income on defence.

**Exercise 20. Join the sentences using so + adjective + as + to-infinitive.**

The noise from the factory was loud.	It was nearly illegible.
Her handwriting was untidy.	It was insignificant.
The bookcase was heavy.	It was unplayable.
The CD was badly scratched.	It prevented me sleeping.
The plot of the novel was complicated.	It was almost impossible to move it.
The difference between the results was small.	It was completely incomprehensible.

*eg. The noise from the factory was so loud as to prevent me sleeping.*

**Exercise 21. Rewrite the sentences putting the adjectives into the correct order, then identify what kind of adjectives they are.**

1. I love chocolate. (milk, Belgian, tasty)  
*I love tasty Belgian milk chocolate (opinion, original, material)*
2. The dog is sitting by a fireplace. (French, marble, lovely)
3. They visited a temple. (stone, ancient, huge)
4. Frank is looking for a pair of socks. (grey, woollen, football)
5. She is wearing a dress. (blue, beautiful, velvet)
6. Lisa has a table. (dining-room, round, large)

**Exercise 22. Some of the following are in the wrong order. Tick those which are correct and rewrite the others in the correct order.**

1. A young black man
2. A dark tall man
3. A wooden big spoon
4. A long wooden spoon
5. A birthday big delicious cake
6. A big fat Italian opera singer
7. A frying large old pan
8. A pair of black leather riding boots
9. A pink silk beautiful blouse
10. A round large ball
11. An old big brick factory
12. An old wooden ugly desk

**Exercise 23 Underline the correct form.**

1. Sorry, hilt I'm unable to help / *helping* you.
2. It made me really angry to find out / *finding out* I'd been cheated.
3. I think it's better to leave / *leaving* early.
4. I'm sorry, but it wasn't clear that you wanted / *to want* the projects finished today.
5. It's hard for some people understanding / *to understand* maths.

6. It makes me angry *to see /see* so many people wasting their time.

7. Helen is busy *getting / to get* things ready for her party.

8. You are free *to go /going* whenever you want.

9. This book about astrophysics is impossible *to understand / understanding*.

10. I was surprised *that I found out / to find* out what happened at the end of the film.

**Exercise 24. Write a new sentence with the same meaning, containing should.**

1. You are here at the same time! How odd!

*It's odd that you should be here at the same time.*

2. Why talk to me like that! It makes me angry!

3. Maria has won first prize. And that's right.

4. We have to work until 10.30! That's unfair!

5. No repetition of today's unfortunate events! I'm determined about that.

6. There's no security at all in the building! That's alarming!

7. The employees feel badly treated. That's only natural.

8. You have the same initials as me! That's strange!

**Exercise 25. Fill in each space in the following sentences with an appropriate adjective. Add a preposition to each adjective. The first one has been done for you.**

guilty, involved, disappointed, engaged, typical, interested, amused, good, right, shocked, absent, proud, ashamed, different, famous, crowded

Example: The jury found him *guilty of* murdering the old lady.

1. Stop hitting that little boy – you should be \_\_\_\_\_ yourself.

2. I used to love watching football but I'm just not \_\_\_\_\_ it anymore.

3. You've been \_\_\_\_\_ so many classes that you'll have to repeat the year.
4. It's \_\_\_\_\_ him to arrive late – he's always doing it.
5. I'm afraid I'm not \_\_\_\_\_ his jokes – I find them in bad taste.
6. We were \_\_\_\_\_ this restaurant – the service was so slow.
7. He got \_\_\_\_\_ many clubs and societies and had no time to study.
8. He used such bad language I was really \_\_\_\_\_ what I heard.
9. Life in the south countries is very \_\_\_\_\_ life in the north countries. I prefer it.
10. He's very \_\_\_\_\_ maths and physics but hopeless at languages.
11. Greece is \_\_\_\_\_ the Parthenon and its beautiful islands.
12. The streets were \_\_\_\_\_ shoppers and you could hardly move.
13. You were \_\_\_\_\_ the party — you said it would be great fun.
14. She was \_\_\_\_\_ John for a long time but then she married someone else!
15. Well done for passing the exam! We're so \_\_\_\_\_ you.

**Exercise 26. Underline the correct answer A, B, C or D to fill the spaces 1-5.**

1. I'm so sorry \_\_\_\_\_ your bereavement.  
A about                      B by                      C at                      D with
2. Jackie was furious \_\_\_\_\_ Gary for being late again.  
A towards                      B at                      C for                      D with
3. Don't ask me to play – I'm useless \_\_\_\_\_ computer games.  
A with                      B at                      C in                      D about
4. This new washing machine is completely different \_\_\_\_\_ the other one.  
A from                      B to                      C on                      D with
5. I'm afraid I'm not very keen \_\_\_\_\_ boiled cabbage.  
A towards                      B to                      C on                      D for

## **PRACTICE. PART TWO. ADJECTIVES IN CONTEXT**

**Paula Hawkins. The Girl on the Train**

### **SECTION ONE (pp.1-7)**

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

swarm, velour, blur, suburbia, grimy, paragraph, parenthesis, realm, ally, scrutinize, colleague, humiliate, sobriety, ooze

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. the most seasoned commuter (1)
2. a tracking shot (2)
3. a makeshift terrace (3)
4. to burnish the trees with gold (3)
5. my heart twitches (3)
6. to inch forward (3)
7. subject to her grace and favour (4)
8. in a forceful sort of way (4)
9. jostle for space (4)
10. plenty of artistic flair (5)
11. cock the head to one side (6)
12. cut to the numb of a problem (7)

**3. Give the English equivalents to the following phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. бесконечные работы по ремонту ж.-д. путей (1)
2. неисправный сигнал (2)
3. коротко остриженные светлые волосы (3)

4. съемная квартира (4)
5. выпячивающийся живот (4)
6. переходить в жилые кварталы на окраинах (4)
7. в трудную минуту (4)
8. засидевшийся гость (4)
9. воспользоваться тем, что... (6)
10. у него челюсть «отвисла» (7)

**4. Find in the text and translate the following verbs describing the way the train moves:**

jolt, scrape, screech, trundle, crawl, judder, lurch, sway, rattle, roll, whip, shudder, jolt, slog.

**Try to explain the meaning of these words in English. Why does the author use these words to characterize the movement of the train? What image does the author want to convey?**

**5. Google additional information on the following place names and proper names:**

Ashbury, Euston, Chenin Blanc, JD Sports, Tesco, Firth, Jason Isaacs, Breitling. **Be ready to explain what they refer to.**

**6. Match the following phrasal verbs to their meanings. Use them in the sentences of your own.**

jumble up	to sparkle and bubble with many tiny bubbles
fizz up	to physically attack someone with great ferocity or hostility
pick up	to insult, mock, belittle, or disparage
go for somebody	to disorganize, mix together, or confuse someone or something

put each other down	to be away from one's home or normal environment, especially to socialize, run errands, visit various places, etc.
sort oneself out	to understand, organize, or resolve some issues or problems one is facing
fit into	to be able to be placed within something because there is sufficient space
be out and about	be oppressive or disheartening to
join in	to cut, tear apart, or tear away roughly or energetically
rip off	to fatigue, weary, or exhaust
pick at	to increase
weigh down	to poke and pull at (something) with the fingers
wear out	to start participating in something

**7. Fill in the gaps with phrasal verbs from the previous exercise in the correct form.**

1. They started a bit slow, but sales \_\_\_\_\_ around the holiday season.
2. \_\_\_\_\_ for that bull in the back field – he'll go for you if you get too close.
3. A: "Oops, I dropped the soda." B: "Well, don't open it now, or it'll really \_\_\_\_\_."
4. I \_\_\_\_\_ just \_\_\_\_\_ with Mary if you would like to come join us.
5. Just because the other kids were making fun of him doesn't mean you should have \_\_\_\_\_.
6. The parrot \_\_\_\_\_ its seed.
7. The responsibilities of the new job \_\_\_\_\_ him \_\_\_\_\_.
8. The boss is always \_\_\_\_\_ me \_\_\_\_\_ in front of everyone in the office. It's really making my life miserable.
9. The child's pleading finally \_\_\_\_\_ her parents' patience \_\_\_\_\_.

10. I know you're grappling with a lot right now, so please feel free to take some time off from work to \_\_\_\_\_ yourself \_\_\_\_\_.
11. I think you must have \_\_\_\_\_ the message because he and I agreed to meet on Thursday, not Friday.
12. Do these papers \_\_\_\_\_ that file? I know it's practically bulging at the seams.

**8. Complete the gaps with the suitable prepositions if necessary.**

1. My head is leaning \_\_\_\_\_ the carriage window.
2. The others don't see these houses \_\_\_\_\_ this perspective.
3. My house is two-storeys high, overlooking \_\_\_\_\_ a narrow well-tended garden.
4. It's not acceptable to drink \_\_\_\_\_ the train on a Monday.
5. I can see them if there is no train going \_\_\_\_\_ the opposite direction.
6. I lived \_\_\_\_\_ number twenty-three Blenheim Road for five years.
7. I didn't know what to do because I'd never lived \_\_\_\_\_ myself.
8. I have lost control \_\_\_\_\_ everything.
9. I sliced \_\_\_\_\_ the top of my finger while chopping the onions.
10. I humiliated him by shouting abuse \_\_\_\_\_ the wife of one of his friends.
11. It made him laugh to watch me twitch \_\_\_\_\_ irritation.

**9. Study the theoretical material on compound adjectives, find compound adjectives in the text. Analyze their structure**

**10. Find in the text sentences containing adjectives in the comparative and superlative degrees. Read them out, comment on the degree of comparison.**



**11. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**12. Make a summary of the following parts of the text.**

1. Friday, July 5, 2013
2. Monday, July 8, 2013
3. Tuesday, July 9, 2013
4. Wednesday, July 10, 2013
5. Thursday, July 11, 2013 (morning)
6. Thursday, July 11, 2013 (evening)

**13. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Friday, July 5, 2013

1. Who is the narrator? What do we learn about her?
2. Prove that she has an overactive imagination.
3. Where did she travel every morning and evening?
4. What did she do on the morning train journey?
5. What made her recollect the past on the train back home?

Monday, July 8, 2013

6. Why was she relieved to be on the train on Monday morning?
7. Why did she always choose to sit in carriage D?
8. Describe Rachel's favourite trackside house. What do we learn about its residents?
9. Why was Rachel so much interested in watching them? What guesses did she make about them?
10. What did Rachel do on the way home? What was the attitude of the fellow-travellers to her? What emotions does the author want to arouse from the reader?

Tuesday, July 9, 2013

11. What do we learn about the house which Rachel does not want to see?
12. What can we figure out about Rachel's past?
13. Why isn't she in a hurry to get back home in the evening?
14. What kind of person is Cathy? Does Rachel get on well with her?

Wednesday, July 10, 2013

15. Could Rachel see Jess and Jason that morning? What did she imagine about their life?
16. What happened to Rachel in the evening on July 10?

Thursday, July 11, 2013 (morning)

17. What does she think about on the morning train on July 11?
18. How is Rachel's condition different this evening? Why?
19. Who does she receive a call from?
20. What does the caller want her to do?

**SECTION TWO (pp. 8-19)**

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

accelerate, gawk, suburbanite, Catholic, unburden, swarm, au pair, Pilates, triumvirate, sycamore, cathartic, innocuous, duvet

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. to bawl one's head off (8)
2. a yummy mummy (8)
3. to rearrange a pout to a smile (9)
4. an articulated lorry (10)
5. to feel at loose end (11)

6. give smb the creeps (12)
7. my head thick with sleep (13)
8. blithely disregard the damage (14)
9. tentative air-kisses (14)
10. steadfast (16)
11. to exacerbate (18)
12. to begrudge smb happiness (19)
13. elusive fragment of memory (19)

**3. Give the English equivalents to the following phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. одарить улыбкой (9)
2. сходить на исповедь (10)
3. немного за сорок (11)
4. размять ноги (11)
5. в непосредственной близости от (13)
6. загладить вину (13)
7. никто не купился на это (14)
8. подавить нарастающую панику (17)
9. чуть-чуть приоткрыть дверь (18)
10. крик о помощи (19)

**4. Find in the text all the words and phrases the author uses to convey the feeling of being nervous. Translate them into Russian. Make up a story trying to use as many expressions from the text as possible.**

**5. Google additional information on the following place names and proper names:**

Cinque Terre, Holkham, Che Guevara, Sweaty Betty, Starbucks

**Be ready to explain what they refer to.**

**6. Match the following phrasal verbs to their meanings. Use them in the sentences of your own.**

sort out	to pursue someone or something until found or captured
put on	to do something to make amends to one for a transgression against them or some disappointment
run over	to have been used to completion, used especially of time
catch smb out	to purchase full ownership of something from someone or a group
drop by	to speak about something tediously and at great length
track down	to understand, organize, or resolve some issues or problems one is facing
make up to smb	to pay a casual visit to some place
be up	to detect or expose the error, wrongdoing, or shortcoming of someone
cast around for	to tease or joke with one, often by trying to convince them of something untrue
pass out	to go beyond a particular time limit
hold out	to search for or seek something by looking randomly or in many places
sleep through	to sleep the entire night without waking
buy smb out	to continue to survive or endure
be on about	to fall asleep, faint, or lose consciousness

**7. Fill in the gaps with phrasal verbs from the previous exercise in the correct form.**

- Quit \_\_\_\_\_ me \_\_\_\_\_, I know there isn't a Hollywood director calling me right now.

2. I've spent nearly an hour on this math problem, but I still can't \_\_\_\_\_ it \_\_\_\_\_.
3. Our first baby was nearly nine months old before she finally started \_\_\_\_\_.
4. She \_\_\_\_\_ always \_\_\_\_\_ some new show she has started watching.
5. The police \_\_\_\_\_ the fugitive to an abandoned warehouse on the outskirts of town.
6. I'm so sorry for missing your recital. I promise that I'll \_\_\_\_\_ it \_\_\_\_\_you somehow.
7. Tell Human Resources to \_\_\_\_\_ a new assistant for our department.
8. My meeting \_\_\_\_\_ a bit, so I'm going to be a little late.
9. I've been up since 5 a.m., so I'm just going to \_\_\_\_\_ after dinner.
10. The teacher \_\_\_\_\_ the student and punished him immediately.
11. She \_\_\_\_\_ the office during her vacation to see if she had received any important mail.
12. Our food and water are starting to run low, so I don't think we can \_\_\_\_\_ much longer if help doesn't arrive soon.
13. Please get off the computer; your time \_\_\_\_\_.

**8. Complete the gaps with the suitable prepositions if necessary.**

1. Scott was \_\_\_\_\_ the moon when I suggested it.
2. I feel as if I'm playing \_\_\_\_\_ real life instead of actually living it.
3. There was no point \_\_\_\_\_ my being there.
4. I am talking about the kind of specialist you get referred \_\_\_\_\_ on the National Health Service.
5. I slept for a few hours, which is an improvement \_\_\_\_\_ last week.
6. That smell of cold and damp always sends a little shiver \_\_\_\_\_ my spine.
7. I snatch air \_\_\_\_\_ my lungs and realize that I've been holding my breath.

8. I managed to delete all his contacts in his email address book \_\_\_\_\_ mistake.
9. He is worried I might click on something I shouldn't and let \_\_\_\_\_ a virus or a Trojan.
10. I'm furious, sitting on the train with nails digging \_\_\_\_\_ my palms, tears stinging \_\_\_\_\_ my eyes.
11. Fortunately, I have a seat, but \_\_\_\_\_ the aisle, not next to the window.
12. There are bodies pressed against my shoulder, my knee, invading \_\_\_\_\_ my space
13. Harriet and Sasha were embarrassed \_\_\_\_\_ me, they wanted a way out.
14. We couldn't find a buyer \_\_\_\_\_ a decent price.
15. I walked to the station and got \_\_\_\_\_ the train.
16. The words keep vanishing \_\_\_\_\_ my tongue before I have the chance to say them.
17. I open my laptop and log \_\_\_\_\_ my email account.
18. Every time I think I'm about to seize \_\_\_\_\_ the moment, it drifts back into the shadow.

**9. Find in the text as many adjectives as possible, put them in the degrees of comparison.**

**10. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**11. Make a summary of the following parts of the text.**

1. Wednesday, May 16, 2012 Megan
2. Tuesday, August 14, 2012 Megan
3. Thursday, August 16, 2012 Megan

4. Thursday, September 20, 2012 Megan
5. Tuesday, September 25, 2012 Megan
6. Friday, July 12, 2013 (morning) Rachel
7. Friday, July 12, 2013 (evening) Rachel
8. Saturday, July 13, 2013 Rachel
9. Sunday, July 14, 2013 (morning) Rachel
10. Sunday, July 14, 2013 (evening) Rachel

**12. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Wednesday, May 16, 2012

1. Who is the narrator in this part? What do we learn about her?
2. What's her attitude to trains?
3. What incident did she witness that day? Why did it affect her so much?

Tuesday, August 14, 2012

4. What was her current job? Was she happy about it? Why?

Thursday, August 16, 2012

5. Why did she quit? How did she feel about it?

Thursday, September 20, 2012

6. What medical condition does she suffer from?
7. What was her insomnia caused by?
8. Why is she so excited about seeing a therapist?
9. Speak about Megan's visit to the therapist.

Tuesday, September 25, 2012

10. Why does Megan go for a walk in the morning?
11. What does she think about during her walk?
12. Why is she so much afraid of bumping into the Watsons?
13. Why does she go for a walk in the evening?

Rachel

Friday, July 12, 2013

14. What was Rachel's mood like that morning?
15. Who did she notice when the train stopped at the signal?
16. What emotions did she have?
17. Speak about the way she found out that she had been cheated on.
18. How did the incident with Jess affect her day? Who did she meet in the coffee shop?
19. Where did she go after that?
20. Who called her? Why?
21. Did Rachel answer the phone? Why did she need gin?
22. What can we learn about Rachel's ex-husband and his new wife from Rachel's recollections?

#### Saturday, July 13, 2013

23. How did Cathy usually spend her Saturday mornings?
24. What was Rachel's attitude to this habit of hers?
25. What possible way to spend the day did Rachel have? Which of them did she choose?
26. Why did she decide to see Jason? Was it a good idea? Why?

#### Sunday, July 14, 2013

27. What condition was Rachel in when she woke up?
28. Why was she in panic?
29. Could she explain the injuries she found on her body?
30. What messages did she find on her answer phone?
31. Could she remember what had happened to her?
32. What woke Rachel up in the evening?
33. Who was Rachel going to ask for help?
34. What message did she receive from Tom that evening?
35. Why did she start crying?



## SECTION THREE (pp. 20-27)

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

cleansing, haul, howl, enticing, tempting, lurch, atmospheric, patio, brusque, gauge, haven, vague, leonine, intrigue, delete, exquisite, subtly

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. to rev the engine (20)
2. intoxicating (21)
3. to make a beeline straight for smb (22)
4. to hear an edge in smb's voice (22)
5. eviction (22)
6. drenched in bliss (22)
7. to relish smth (22)
8. a test-of-the-waters email (23)
9. a sleazy creep (24)
10. to buzz (25)
11. to anticipate the force of smb's anger (26)

**3. Give the English equivalents to the following phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. заметить следы (20)
2. намекать на что-либо (21)
3. была «на взводе» (21)
4. внимательно всматриваться (23)
5. совершенно не в ее стиле (24)
6. не справиться с управлением (24)

7. сущие пустяки (25)
8. вторгаться в личное пространство (26)
9. кайфовать (26)
10. бросить предупреждающий взгляд (27)
11. вне моего поля зрения (27)

**4. Find in the text all the words and phrases the author uses to describe car accidents. Translate them into Russian. Make up a story describing a similar situation trying to use as many expressions from the text as possible.**

**5. Google additional information on the following place names:**  
Northcote, SantaMargherita, Ligurian Sea, Ipswich

**Be ready to explain what they refer to.**

**6. Match the following phrasal verbs to their meanings. Use them in the sentences of your own.**

duck down	to rehearse or practice something
point out	to become or develop into something gradually
hole up	to stay in a particular place as a refuge from something, to hide somewhere
go through smth	to calm oneself down and begin to think or act appropriately
build up to	to crouch in an attempt to hide or protect oneself
pull oneself together	to bring something to the attention of others; indicate something

**7. Fill in the gaps with phrasal verbs from the previous exercise in the correct form.**

1. He \_\_\_\_\_ when he heard the gunshot.

2. We just \_\_\_\_\_ at home with some good movies while it snowed all weekend.
3. She always \_\_\_\_\_ my mistakes in front of the boss to make me look bad.
4. The issues that you're trying to ignore in your relationship will \_\_\_\_\_ serious problems in time.
5. I know you're stressed out, but you need to \_\_\_\_\_ and get this report done!

**8. Complete the gaps with the suitable prepositions if necessary.**

1. My teeth are clattering \_\_\_\_\_ my head.
2. I got voice mail, bland and businesslike, promising to call me back \_\_\_\_\_ his earliest convenience.
3. I can't really be angry \_\_\_\_\_ him.
4. I asked Tara if she'd cover \_\_\_\_\_ me.
5. The thing I most like about it is having power \_\_\_\_\_ someone.
6. We sat side \_\_\_\_\_ side on the edge of the patio.
7. She was diagnosed \_\_\_\_\_ a terminal illness.
8. I thought she might take pity \_\_\_\_\_ me and forgive me \_\_\_\_\_ what had happened the day before.
9. Anyone with information regarding the missing woman is requested to contact \_\_\_\_\_ Buckinghamshire Police.
10. He was sitting with his hands folded together on his lap, long legs crossed \_\_\_\_\_ the knee.
11. It's not normal to invade someone's privacy \_\_\_\_\_ that degree.

**9. Find in the text as many adjectives as possible, put them in the degrees of comparison.**

**10. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**11. Make a summary of the following parts of the text.**

1. Tuesday, October 2, 2012 Megan
2. Saturday, October 13, 2012 Megan
3. Monday, July 15, 2013 Rachel
4. Thursday, January 10, 2013 Megan
5. Friday, February 8, 2013 Megan

**12. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Megan

Tuesday, October 2, 2012

1. What happened to Megan on the way home?
2. Did she tell Scott about her panic attack? Why?
3. Who did she try to call at night? Did he call back?
4. What was she planning to do in the morning? Why?
5. Why was she apprehensive of keeping a diary?
6. Did Megan mind Scott being suspicious?

Saturday, October 13, 2012

7. What meeting did she have in Corly the day before?
8. What did they talk about?
9. What was the intoxicating thing for her?
10. How did Megan avoid inviting Scott to the cinema?
11. Who did they talk about after that?
12. Why did they nearly quarrel?

Rachel

Monday, July 15, 2013

13. Speak about Rachel's conversation with Cathy in the morning.

14. What was Rachel thinking about on the train?
15. Did she manage to pull herself together?
16. Did she look at Jess and Jason's house? What emotions did she feel?
17. Why did she go to the library?
18. What happened to her in the city?
19. Why was she distracted so much?
20. What did she learn about Jess?
21. Was Rachel sober at the time of the accident?
22. Why was she so much concerned about proving her sobriety to Cathy?
23. What injuries did the doctor mention?
24. Why did he suspect Rachel of being a battered wife?

### Megan

#### Thursday, January 10, 2013

25. In what way was Megan's morning mood unusual for her?
26. Which event in her life taught her to understand the transience of human life?
27. Was she telling the therapist the whole truth? Why?
28. What did she tell Kamal about her life with Mac?
29. Why did they split up?

#### Friday, February 8, 2013

30. Why did Scott and Megan fight?
31. Why was Megan so protective towards Scott when Kamal started talking about abuse?
32. What did Megan do after the session? Why?
33. Why did she go for a walk early in the morning?
34. What made Megan feel guilty and uneasy that day?

## SECTION FOUR (pp.27-38)

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

deceased, guilty, slouch, sergeant, vulpine, imperceptible, pompous, asphalted, colleague, appendectomy, traumatic, mourn, distraught, maniac, exasperation

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. to jog one's memory (27)
2. to glean (27)
3. a strong contender (28)
4. a pedestrian underpass (28)
5. to stand stock-still (29)
6. to keep the waver out of one's voice (30)
7. a rubbernecker (32)
8. to be completely deranged (33)
9. to change tack (33)
10. to scold one's charges (34)
11. to cloak somebody like a mantle (34)
12. to behave erratically (36)
13. to harass smb (36)

**3. Give the English equivalents to the following phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. клочок бумаги (28)
2. проветриться (28)
3. страх разоблачения (28)

4. сердце колотилось в груди (29)
5. избавиться от тела (29)
6. кровь стыла в жилах(29)
7. зверски убить (30)
8. полицейский в штатском (30)
9. переминаясь с ноги на ногу (30)
10. дрожь в голосе (31)
11. снимок лица крупным планом (31)
12. выдержать взгляд (33)
13. смириться с этим (35)
14. пустить в ход козырную карту (37)

**4. Match the following phrasal verbs to their meanings. Use them in the sentences of your own.**

hold out	to silence or drown out someone, as in an argument or debate, especially by talking more loudly or persistently than them
black it out	to become a topic of discussion
come up	to swell or expand in size or to cause something to expand or swell
tail off	to continue to survive or endure
tip over	to lose consciousness or to experience a period of time about which one does not remember anything, despite having been fully conscious at the time
move on	to cause something to totter and fall; cause something to overturn
talk down	to dwindle, diminish, or fade away; to become fainter or weaker
puff out	to stop focusing on someone or something in order to progress with other tasks or one's life

**5. Fill in the gaps with phrasal verbs from the previous exercise in the correct form.**

1. Our food and water are starting to run low, so I don't think we can \_\_\_\_\_ much longer if help doesn't arrive soon.
2. My blood sugar dropped so low during the meeting that I \_\_\_\_\_ and woke up on the floor.
3. Unfortunately, the idea of a raise never \_\_\_\_\_ in our meeting.
4. He started talking about the tax code, but he \_\_\_\_\_ when he realized no one was listening.
5. The vase \_\_\_\_\_ and water poured out across the table.
6. We don't have a lot of time left, so let's \_\_\_\_\_ to the last items on the agenda.
7. Even though she made much stronger points, her opponent was able to \_\_\_\_\_ her \_\_\_\_\_ during the debate and was deemed the winner.
8. Some male birds \_\_\_\_\_ their colorful plumage to try to attract a mate.

**6. Complete the gaps with the suitable prepositions if necessary.**

1. She was desperate \_\_\_\_\_ a drink after what had happened in Whitney.
2. "Are you all right?" he motioned \_\_\_\_\_ the cut above my eye.
3. Helping Scott was not my sole reason \_\_\_\_\_ going to the police.
4. I lied to you yesterday and I apologize \_\_\_\_\_ that.
5. I was getting the feeling that Gaskill wasn't \_\_\_\_\_ my side after all.
6. Megan did some childminding \_\_\_\_\_ the Watsons.

**7. Find in the text as many adjectives as possible, put them in the degrees of comparison.**



**8. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**9. Make a summary of the following parts of the text.**

1. Tuesday, July 16, 2013 (morning) Rachel
2. Tuesday, July 16, 2013 (evening) Rachel
3. Wednesday, July 17, 2013 (morning) Rachel
4. Wednesday, July 17, 2013 (evening) Rachel

**10. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Tuesday, July 16, 2013 (morning)

1. What information about Megan did Rachel manage to glean?
2. What possible explanations for Megan's disappearance could she offer?

Tuesday, July 16, 2013 (evening)

3. What emotions did Rachel experience in Witney that day?
4. Could she remember anything?
5. Why did she believe that she could help the police?
6. Why did Cathy call Rachel?

Wednesday, July 17, 2013 (morning)

7. Why was Rachel in panic getting back to the flat?
8. What kind of book had Tom given her?
9. Describe the police officers.
10. What did they question Rachel about?
11. What did Rachel lie about? Why?
12. Why had her name come up in connection with the case of the missing woman?
13. Why did she decide to go to the police station?

Wednesday, July 17, 2013 (evening)

14. Prove that Rachel needed a lot of courage to go to the police station.
15. Speak about the policemen who questioned her.
16. Why did Rachel talk about the man at the station?
17. How did Rachel explain her daily trips to London?
18. Why did she start getting more and more nervous?
19. What charge did the policemen bring against Rachel?
20. Could Rachel explain her behavior?
21. What did Detective Gaskill advise her to do?
22. Where did Rachel go?
23. What do we learn about from her recollections about the past?
24. Had her friends understood her misery? Could they have helped her?
25. What had provoked Rachel to get into Tom's house?
26. What did she tell the police about that incident?
27. Which accusation connected with Tom mentioned by the policemen infuriated Rachel?
28. Did the police suspect Rachel of attacking Megan?
29. Did Rachel play her trump card?
30. Was Rachel a rubbernecker? Prove.
31. What did Gaskill warn Rachel about when she was leaving?
32. What did Rachel think about when she was on the train?

## **SECTION FIVE (pp. 38-49)**

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

shove, leaden, hypnotherapy, monsoon, psychopath, wary, quinine, squat, accusatory, dossier, wander, ethereal, cipher, onyx, cul-de-sac, squeal

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. to pursue several lines of enquiry (38)
2. to question under caution (39)
3. to feel encumbered (42)
4. to warm to smb (42)
5. not to be at liberty to say(42)
6. to know what smb's baseline is (43)
7. to conjure up the image (43)
8. to be hollowed out (44)
9. to relegate smb/smith to fifth place (44)
10. to salvage (45)
11. to scoot (47)
12. to scuttle along the pavement (49)

**3. Give the English equivalents to the following phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. помириться с (38)
2. прижать к груди сумочку (39)
3. резко затормозить (40)
4. «перерыть» интернет (42)
5. косо поглядывать на (44)
6. посмотреть беглым взглядом (44)
7. расхныкаться (45)
8. улыбка не сходила с губ (48)

**4. Find in the text all the adjectives the author uses to describe personality traits. Translate them into Russian. Make up a story describing a person you know or a book or film character trying to use as many expressions from the text as possible.**

**5. Google additional information on the following place names and proper names:**

Rochester, Norfolk, Costa de la Luz, Egadi Islands, Orla Kiely

**Be ready to explain what they refer to.**

**6. Match the following phrasal verbs to their meanings. Use them in the sentences of your own.**

hit it off	to wear someone down by constant requests; to wear someone down by constant nagging
stay off	to not move or leave; to remain in same location or position
open up	to speak candidly; to reveal one's inner thoughts or emotions
build up to	quickly form or have a good relationship with somebody
stay put	to leave (some place) for a brief period of time
potter round	to lead up to something or advance to doing or saying something
grind down	to refrain from indulging in something unhealthy, such as food or drugs
pop out	to move from place to place, doing trivial, random, or aimless tasks or activities

**7. Fill in the gaps with phrasal verbs from the previous exercise in the correct form.**

1. It makes me sad thinking of my granddad \_\_\_\_\_ that big old house all by himself.
2. I'm \_\_\_\_\_ all chocolates and candies until my wedding day.
3. I've been trying to get Jeff to \_\_\_\_\_ a bit, but he just likes to keep things to himself.
4. I met a girl at the party, and we \_\_\_\_\_ straight away.
5. You can't just walk into the gym and grab the 50-pound weights – you need to \_\_\_\_\_ that!
6. Dan just \_\_\_\_\_ to get some hamburger meat from the butcher.

7. I want you kids to \_\_\_\_\_ while I go into the store, OK?
8. If you think you can \_\_\_\_\_ me \_\_\_\_\_ by bothering me all the time, you are wrong.

**8. Complete the gaps with the suitable prepositions if necessary.**

1. This evening the rush hour began \_\_\_\_\_ earnest, leaving the roads gridlocked.
2. I used to subsist for weeks \_\_\_\_\_ thirteen hundred calories a day.
3. The train judders off, and in seconds we are pulling \_\_\_\_\_ Witney station.
4. A stupidly risky idea, given that Gaskill warned \_\_\_\_\_ me to stay away from the area.
5. There is an understanding \_\_\_\_\_ us that I haven't felt before.
6. The danger is that I could see Tom or Anna and they would report \_\_\_\_\_ me.
7. She is not a figure who wanders \_\_\_\_\_ the tracking shot at the beginning of a film.
8. I felt like an excited child caught up \_\_\_\_\_ an adventure.
9. Its pavements are busy with mothers just like me, with dogs \_\_\_\_\_ leads and toddlers \_\_\_\_\_ scooters.

**9. Find in the text as many adjectives as possible, put them in the degrees of comparison.**

**10. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**11. Make a summary of the following parts of the text.**

1. Thursday, July 18, 2013 (morning) Rachel
2. Thursday, July 18, 2013 (evening) Rachel
3. Thursday, March 7, 2013 Megan

4. Friday, March 8, 2013 Megan
5. Friday, July 19, 2013 Rachel
6. Saturday, July 20, 2013 Rachel
7. Saturday, July 20, 2013 Anna

**12. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Rachel

Thursday, July 18, 2013 (morning)

1. What information about Megan's family and her past did Rachel get from the newspapers?
2. How did Megan's acquaintances characterize her?
3. Why did Rachel feel so desperately involved in this case of the missing woman?

Thursday, July 18, 2013 (evening)

4. What assumptions did Rachel have as to Megan's whereabouts?
5. What kind of e-mail did she send Scott?
6. Did she expect him to answer her?
7. What was she desperate for travelling by train that evening?
8. What emotions did she experience when she saw a familiar man on the train?
9. What did she regret about afterwards?

Megan

Thursday, March 7, 2013

10. What plans was Megan talking about to her lover?
11. What seemed unusual to her in his behavior?

Friday, March 8, 2013

12. What did Megan think about her relationship with Scott?

## Rachel

### Friday, July 19, 2013

13. How did Rachel spend the previous evening? Why?
14. How did Cathie's attitude towards Rachel change?
15. Speak about Rachel's meeting with Detective Gaskill. How was it different from the previous ones?
16. What did the policeman ask Rachel do?
17. Who did she see in the police station? Did he recognize her?
18. What did Rachel do during the rest of the day?

### Saturday, July 20, 2013

19. Why did Rachel feel so much ashamed in the morning?
20. What kind of memories crowded into her head at times like that?
21. Which details about her visit to Tom and Anna's house did Rachel conceal from the police?
22. Did she know what she had intended to do that day?
23. Why did she stop herself from going to the bar?
24. Could she do anything to salvage the situation with Tom?
25. Why was Rachel surprised when she found an email from Scott?
26. Why was Rachel apprehensive going to meet Scott?

## Anna

### Saturday, July 20, 2013

27. What did Anna do in the morning on her birthday?
28. What did she think about the place where she lived?
29. Did Tom tell Anna what had upset him when she returned from the shop? Why?
30. Speak about Anna's evening routines. Was she happy?
31. Who did she notice when she looked out of the window?
32. Why didn't she tell Tom the truth?

## SECTION SIX (pp. 49-61)

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

scepticism, squirm, ally, maul, rationale, liaison, coax, callous, pint, flooded, thigh, triumphant, yank

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. intimidating (49)
2. to be matted against smth (49)
3. to blurt smth out (50)
4. platitude (51)
5. to move on (53)
6. to be at loose end (53)
7. a family liaison officer (54)
8. to snoop (54)
9. to become a sounding board (54)
10. a note of wistfulness (55)
11. cctv (55)
12. befuddled (56)
13. to give smb the creeps (60)

**3. Give the English equivalents to the following phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. молчание затянулось (50)
2. пристально смотреть в глаза (50)
3. руки, сжатые в кулаки (51)
4. сидеть, не двигаясь от напряжения (52)



5. не всё будет так гладко (53)
6. ломать голову (54)
7. переполненный чувством вины (55)
8. много мертвых зон (55)
9. звучать неправдоподобно (56)
10. ошибаетесь! (будете неприятно удивлены) (57)
11. задумать отомстить (59)
12. смерить взглядом с головы до ног (59)

**4. Match the following phrasal verbs to their meanings. Use them in the sentences of your own.**

trip smb up	to appear on the screen, to load up
light up	look at thoroughly, to view and study something
come up	become or cause to become more animated or cheerful
take smb/smith in	to leave or exit (some place) in a very angry and animated manner
cast out	to cause someone to make a mistake
storm out	to forcibly expel or dismiss someone or something

**5. Fill in the gaps with phrasal verbs from the previous exercise in the correct form.**

1. She \_\_\_\_\_ when we told her about our team's success.
2. I told Mark that we should break up, and he \_\_\_\_\_ of the restaurant without saying a word.
3. I want to sit here a minute and \_\_\_\_\_ the view.
4. The board of directors \_\_\_\_\_ the company president after a trading scandal.
5. The Internet connection was bad and she couldn't get anything to \_\_\_\_\_ on her phone.
6. They \_\_\_\_\_ him \_\_\_\_\_ with that difficult question.

**6. Study the theoretical material on compound adjectives, find compound adjectives in the text. Analyze their structure.**

**7. Find in the text as many adjectives as possible, put them in the degrees of comparison.**

**8. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**9. Make a summary of the following parts of the text.**

1. Sunday, July 21, 2013 (morning) Rachel
2. Sunday, July 21, 2013 (evening) Rachel
3. Monday, July 22, 2013 Rachel
4. Thursday, March 21, 2013 Megan
5. Monday, July 22, 2013 Rachel
6. Monday, July 22, 2013 Anna

**10. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Rachel

Sunday, July 21, 2013 (morning)

1. Speak about Rachel's preparations for the meeting with Scott.
2. What impression did Scott and his house produce on Rachel?
3. Did Scott believe that Rachel was Megan's acquaintance?
4. How did he react to the news that Rachel told him?
5. Why did Rachel feel wretched?
6. Prove that she could understand what emotions Scott was experiencing.
7. Why couldn't Rachel tell Scott that she had identified the dark-skinned man to the police?

8. Why was Scott devastated when he understood who that dark-skinned man was?

Sunday, July 21, 2013 (evening)

9. What did Rachel and Cathy talk about at lunch?
10. What did Rachel dislike about Cathy and Damien's relations?
11. Why did Scott call Rachel?
12. Why did Rachel have a feeling that he was talking not to her, but to himself?
13. What did Scott tell about that evening when Megan went missing?

Monday, July 22, 2013

14. What news did Rachel read on the train?
15. What suspicion did she have?
16. Why did she get off at Whitney?
17. Was Scott waiting for her?

Megan

Thursday, March 21, 2013

18. Why was Megan furious?
19. Why does Scott's request add up to her anger?
20. Speak about Megan's behavior during her session with the therapist.
21. Why didn't she want to take revenge on him?

Rachel

Monday, July 22, 2013

22. How did Rachel explain the reason of her coming to Scott?
23. Was Scott alone in his house?
24. How did Rachel find herself on the doorstep again?
25. Who did she see from the doorstep?

Anna

Monday, July 22, 2013

26. What was Anna thinking about when they went for a walk that morning?

27. How did the unexpected meeting change their plans?
28. Was Tom interested in discussing the missing woman with Anna?
29. Why did Anna insist they should contact the police and tell them about seeing Rachel?
30. Was Tom willing to involve the police? Why?

## **SECTION SEVEN (pp. 61-70)**

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

knuckles, interminable, relentless, ache, riposte, deluge, soaked, blanched, wrinkled, suffocate, duvet, wretched

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. a rush of elation (61)
2. to temper with smth (61)
3. a mug shot (61)
4. a candid shot (61)
5. to muse on smth (62)
6. at smb's behest (62)
7. to jolt upright (63)
8. to thwart (64)
9. to be on the back foot (65)
10. smb's last roll of the dice (66)
11. trepidation (66)
12. to swear blind (67)
13. day in, day out (68)
14. to flinch (68)
15. to fend off (70)

**3. Give the English equivalents to the following phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. одуматься, передумать (61)
2. не должен объяснять (62)
3. недостаточно доказательств для предъявления обвинения (62)
4. троиться (62)
5. звучать фальшиво (63)
6. притворяться больным (64)
7. на вашем счете недостаточно средств (65)
8. отчитывать кого-л. (66)
9. взять себя в руки (66)
10. беженец, страдающий от притеснений (67)
11. искать утешения в другом месте (68)
12. спрятать, занюхать (69)
13. довести, заставить понервничать (70)

**4. Find in the text the following proverbs, comment on their meaning.** Appearances can be deceptive, speak of the devil.

**5. Google additional information on the following place names and proper names:**

Ted Bundy, Gary Grant, Srebrenica

**Be ready to explain what they refer to.**

**6. Match the following phrasal verbs to their meanings. Use them in the sentences of your own.**

grasp at	to prevent access to a particular area, person or thing
hold on to	to begin working or becoming effective
cut off	to turn or spin very rapidly in or toward the opposite direction

kick in	to come to understand someone or something
figure out	to try to seize someone or something
wheel round	to maintain one's grip, cling

**7. Fill in the gaps with phrasal verbs from the previous exercise in the correct form.**

1. Can you \_\_\_\_\_ these instructions? What do you think we're supposed to do next?
2. The early Christians \_\_\_\_\_ to their beliefs despite strong opposition.
3. She \_\_\_\_\_ with an angry look on her face when I said her name.
4. I had to take a detour because the water department had blocked a bunch of streets, \_\_\_\_\_ me \_\_\_\_\_ from my house.
5. Liz and I \_\_\_\_\_ the sides of the raft as we hit rough waters.
6. You'll feel a lot better when the medication \_\_\_\_\_.

**8. Complete the gaps with the suitable prepositions if necessary.**

1. The police held a press conference last night; they are showing clips from it \_\_\_\_\_ Sky News.
2. He had no conviction \_\_\_\_\_ domestic violence.
3. I've been trying to get hold \_\_\_\_\_ you since Monday.
4. Please tell me so that I can put Anna's mind \_\_\_\_\_ ease.
5. I'm going to contact Martin Miles and beg \_\_\_\_\_ a reference.
6. When I surface into wakefulness, I'm gasping \_\_\_\_\_ air and my chest hurts.
7. The rain of the last several days is battering \_\_\_\_\_ the window.

**9. Make a summary of the following parts of the text.**

1. Tuesday, July 23, 2013 Rachel
2. Wednesday, July 24, 2013 Rachel

3. Friday, July 26, 2013 Rachel
4. Monday, July 29, 2013 Rachel
5. Thursday, August, 2013 Rachel

**10. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Tuesday, July 23, 2013

1. What emotions did Rachel experience that morning?
2. What information did she learn about Kamal?
3. What news frustrated Rachel that evening? Why?
4. What did she do as soon as she learnt that news?

Wednesday, July 24, 2013

5. What was Rachel's mood like in the morning?
6. Did she have any missed calls?
7. Why was Scott angry with Rachel?

Friday, July 26, 2013

8. Why did Rachel stop going to the imaginary office?
9. What were Rachel's nightmares about?
10. Why did she call Tom?
11. What did Tom tell Rachel about the events of that Saturday night?
12. Why was Tom interested in Rachel's visit to the Hipwell's house?

Monday, July 29, 2013

13. Why did Rachel get off at Whitney that morning?
14. Who did she meet at the station?
15. What did she talk about with Scott?
16. Did anything in Scott's behavior seem strange to Rachel?
17. Why did she tell him her story?
18. How did Cathy find out about Rachel's being out of work?
19. How did Cathy react to the news?

Thursday, August, 2013

20. Why did Rachel wake up early in the morning?

21. What news did she get from the TV broadcast?
22. Why hadn't Megan's body been discovered earlier?
23. Did the police establish the cause of Megan's death?
24. Why was Rachel so much involved in this case?

## **SECTION EIGHT (pp. 70-81)**

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

suffocating, overwhelming, plunge, tumbler, disentangling, quieten, postmortem, submerge, calloused, sweltering, rubbernecker, transgression, psychiatrist, therapist, astringent, pursue

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. to run into dead ends (71)
2. stifling attentions (71)
3. a force to be reckoned with (71)
4. to be piled high with smth (72)
5. to say the words out loud (72)
6. to be off smb's face (72)
7. a knee is jerking (73)
8. to recoil from smb (74)
9. to do a spot of shopping (74)
10. to test the willpower of a lifelong teetotaler (75)
11. a heart is racing (76)
12. army buddies (77)
13. to pin hopes (80)



**3. Give the English equivalents to the following phrases. Give sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. остаться на месте (71)
2. добраться до сути (71)
3. спортивные штаны (71)
4. склонить голову (2 variants) (72)
5. произнести вслух (72)
6. говорить разозленно (74)
7. поднять жалюзи (75)
8. около тридцати лет (76)
9. прикусить нижнюю губу (76)
10. глазница (76)
11. смутное воспоминание (77)
12. готовиться к удару (79)
13. ни в чем не бывало (80)

**4. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**5. Google additional information on Cockney and Estuary accents. Make a report.**

**6. Match phrasal verbs with their meanings. Use them in the sentences of your own.**

to psych up	to succeed in saying something, especially with difficulty
to hear out	to help someone to work or operate normally through a difficult period, usually by lending them money

to crash out	to become gradually quieter and then silent
to reach out	to listen to someone until they have said everything they want to say
to venture out	to act as if you are not interested and do not care about something
to tide over	to try to make yourself feel confident and ready to do something difficult
to duck down	to proceed bravely out into some unknown or dangerous place
to be up for	to do smth in an unusual manner
to feel off	to go to sleep very quickly because you are very tired
to spit out	to crouch in an attempt to hide or protect oneself
to shrug away	to offer help and support to someone
to tail away	to be ready and willing for something

**7. Fill in the gaps with correct phrasal verbs from the previous exercise.**

1. I went up to my room, \_\_\_\_\_ for about an hour and the I felt much better later.
2. The loud music from the radio \_\_\_\_\_ as the car drove off.
3. Please just \_\_\_\_\_ his arguments before you make any final decisions.
4. Could you kindly loan me \$10? I just need it to \_\_\_\_\_me \_\_\_\_\_until I get paid on Wednesday.
5. I was trying to \_\_\_\_\_an answer \_\_\_\_\_, but my nervousness made me stutter too badly.
6. Before the match all the team members get \_\_\_\_\_ and start shouting.
7. Hi, what's up? -I \_\_\_\_\_ but I'll get through it, I promise!

8. Are you brave enough to \_\_\_\_\_ into such a black night?
9. Branden \_\_\_\_\_ every attempt to comfort him.
10. I \_\_\_\_\_ always \_\_\_\_\_ a challenge, if it is not against a law.
11. She set up her charity program to \_\_\_\_\_ to the children with incurable illnesses.
12. She \_\_\_\_\_ just in time as she heard the gunshot nearby.

**8. Write the degrees of comparison of the following adjectives.**

<b>Positive degree</b>	<b>Comparative degree</b>	<b>Superlative degree</b>
suffocating		
overwhelming		
damp		
stifling		
tedious		
odd		
oblivious		
rank		
weird		
aromatic		
intolerable		
desperate		
even		
unrelenting		
stuffy		

**9. Find adjectives in comparative and superlative degrees of comparison in the text. Retell the sentences or situations from the text in which they are used.**

**10. Complete the gaps with the suitable prepositions.**

1. When I close my eyes, my head is filled \_\_\_ images of past and future lives.
2. I don't want that to be his final impression \_\_\_ me.
3. He thinks that if he lets me back in now, he'll never be rid \_\_\_ me.
4. It's darker still, I'm sure \_\_\_ it, but I look up and Kamal is there.
5. It was freezing cold, the wind driving \_\_\_ the sea.
6. The hairs are standing \_\_\_ \_\_\_ the back \_\_\_ my neck.
7. I felt a horrible pang \_\_\_ envy then.
8. Tom looked \_\_\_ her \_\_\_ ages, but he couldn't find her.
9. After I got \_\_\_ the train yesterday, I hung \_\_\_ outside Ashbury station.
10. I shake my head and he throws his arms \_\_\_ \_\_\_ frustration.
11. Blinking \_\_\_ the sunlight, I try desperately to piece together what I saw.

**11. Make a summary of the following parts of the text.**

1. Thursday, June 13, 2013 (morning) Megan
2. Thursday, June 13, 2013 (evening) Megan
3. Saturday, August 3, 2013 (morning) Rachel
4. Saturday, August 3, 2013 (evening) Rachel
5. Saturday, August 3, 2013 (evening) Anna
6. Sunday, August 4, 2013 (morning) Rachel
7. Sunday, August 4, 2013 (evening) Rachel

**12. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Megan

1. What are Megan's feelings about her home?
2. What are her thoughts about Kamal and thing that he has done for her?
3. Why did Megan come to Kamal?
4. Speak about Megan's relations with Mac.
5. Comment on Megan's pregnancy.
6. What happened to Megan's daughter?
7. How did Kamal behave during the talk?

Rachel

8. Speak about relations between Rachel and her mum.
9. What were the relations between Rachel and Cathy?
10. Comment on the situation on a train between Rachel and a red-haired man.

Anna

11. What question made Anna keep worrying?

Rachel

12. Comment on the telephone talk between Rachel and Scott.
13. What was the purpose of Rachel's visit to Scott?
14. Why did Scott become anxious?
15. What happened between Rachel and Scott during their talk?
16. Did Scott trust her?

**SECTION NINE (pp. 81-89)**

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

footage, speculator, circumspect, traumatized, refugee, bereavement, exude, coax, insufferable, smear, despicable, unenviable, presumably, demeanour, treacherous

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. heart battering smb's ribs (81)
2. a botched investigation (81)
3. a twentysomething man (82)
4. a jolt of electricity (82)
5. to envelope the whole of smb (82)
6. to long for a baby (83)
7. to prompt smb to do smth (83)
8. the breakdown of a marriage (83)
9. the space between dreaming and wakefulness (83)
10. to cut off a limb (84)
11. to put down to the trains (85)
12. to have half an eye on smb (85)
13. to jolt smb to life (87)
14. to twist the doorknob (87)
15. to struggle to do smth (89)

**3. Give the English equivalents to the following phrases. Give sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. скриншот (81)
2. понять что-то (81)
3. дыхание затрудняется (82)
4. поблизости (82)
5. быть полностью спокойным (83)
6. выдуманные трудности (83)
7. целеустремленно идти домой (84)
8. рыться в ящиках стола (84)
9. не могу не думать (85)
10. ипотека (86)

11. мечтать о чем-то (87)
12. болтовня (87)
13. нахмурить брови (87)
14. переместить подозрения с кого-то (88)
15. заставить кого-то что-то сделать (88)

**4. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**5. Match phrasal verbs with their meanings. Use them in the sentences of your own.**

to cast down	to begin to do something in business or a job
to flick through	to leave for a particular place
to shuffle off	to diverge or deviate suddenly from some established plan, idea, topic, or purpose
to black out	to read through a document, magazine, or book without paying close attention to it
to piss off	to seek within some place by or as if by probing
to hold out	to leave or depart, especially slowly, gradually, or reluctantly
to start out	to appear or arrive
to veer off	to stop oneself from saying something that is potentially inappropriate, hurtful, or offensive
to break down	to lower something (typically one's gaze)
to open up	to make angry
to bite back	to offer or consider something as a possibility
to head off	to make oneself mentally or emotionally prepared (to do something)

to work up	to start to talk more about yourself and your feelings
to show up	to stop working or not be successful
to fish around	to experience a period of time about which one does not remember anything, despite having been fully conscious at the time

**6. Fill in the gaps with correct phrasal verbs from the previous exercise.**

1. She \_\_\_\_\_ for compliments after speech about a new product.
2. Few people \_\_\_\_\_ any hope of finding more survivors after a terrible earthquake.
3. Many trauma victims try to \_\_\_\_\_ the horrific things that have happened to them.
4. Naomi \_\_\_\_\_ to the store, but you can probably still catch her, if you leave now.
5. You should learn to \_\_\_\_\_ to your wife, or your relations will become a failure.
6. May \_\_\_\_\_ with the hobby, but she's really enjoying it so far.
7. Bob is \_\_\_\_\_ himself \_\_\_\_\_ to telling Jane the truth, but he's not quite ready yet.
8. The little boy usually \_\_\_\_\_ his eyes whenever he meets someone as he's too shy.
9. Negotiations \_\_\_\_\_ again, and I'm starting to worry that we'll never reach an agreement for a new contract.
10. The party was so cool that people didn't start \_\_\_\_\_ until nearly dawn.
11. Lucy had to \_\_\_\_\_ unfavourable comments as she is tolerant enough.



12. You are to fill in your exam papers with only black ink—pencil \_\_\_\_\_ correctly when we scan the papers.
13. Tracy was so \_\_\_\_\_ when she found out that someone had bumped into her car and escaped.
14. I had just started \_\_\_\_\_ an article when the stranger called my name.
15. The debate \_\_\_\_\_ into an argument about the senators' personal lives.

**7. Find adjectives that show a manner of speaking. Retell the sentences or situations from the text in which they are used.**

**8. Write the degrees of comparison of the following adjectives.**

<b>Positive degree</b>	<b>Comparative degree</b>	<b>Superlative degree</b>
dizzy		
reassuring		
thrilling		
sincere		
messy		
uncomprehending		
reckless		
shabby		
flat		
depressive		
disgusting		
silent		
stale		
unnatural		
bland		

**9. Complete the gaps with the suitable prepositions.**

1. I picked up a copy of Vogue and flicked through it, trying to focus my mind \_\_\_\_\_ the task ahead.
2. That you don't feel bad enough \_\_\_\_\_ your mistakes?
3. I think perhaps you are being rather hard \_\_\_\_\_ yourself.
4. He met another woman and fell \_\_\_\_\_ love \_\_\_\_\_ her.
5. I hate myself \_\_\_\_\_ crying in front of him.
6. Do you think you can point \_\_\_\_\_ an underlying cause?
7. I didn't want to bump \_\_\_\_\_ anyone I might see on the street.
8. He must be alert to the possibility of people trying to get stories \_\_\_\_\_ him.
9. I just stared \_\_\_\_\_ it and, ridiculously, burst \_\_\_\_\_ tears.
10. His voice comes to me \_\_\_\_\_ snatches.
11. He has a hunted look \_\_\_\_\_ him: he's shaken, pale, his skin slick \_\_\_\_\_ sweat.
12. How the tabloids got hold \_\_\_\_\_ that story is hotly disputed.
13. He wouldn't be the first man to get rid \_\_\_\_\_ an unwanted child by getting rid \_\_\_\_\_ its mother.
14. I am struggling to see him as a man capable \_\_\_\_\_ beating a woman.

**10. Make a summary of the following parts of the text.**

1. Tuesday, August 6, 2013 (morning) Rachel
2. Tuesday, August 6, 2013 (evening) Rachel
3. Wednesday, August 7, 2013 (morning) Rachel
4. Wednesday, August 7, 2013 (morning) Anna
5. Wednesday, August 7, 2013 (evening) Anna
6. Wednesday, August 7, 2013 (evening) Rachel
7. Thursday, August 8, 2013 (morning) Rachel

**11. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Rachel

1. Why did Rachel intend to make an appointment with Dr. Kamal?
2. What are Rachel's ideas connected with the information in mass media telling about Scott?
3. What was Rachel's first impression of Dr. Kamal?
4. How did Rachel behave during the talk with Dr. Kamal?
5. Did she tell him all the truth?
6. Comment on the talk between Rachel and Dr. Kamal.
7. What was the argument between Rachel and Tom?
8. Was Rachel satisfied with Tom's trip to Vegas? Why?
9. Who wanted to have a baby – Tom or Rachel? Why?
10. What did Rachel think about sessions with Dr. Kamal?

Anna

11. How did the headline in a newspaper influence Anna?
12. What did Anna think of Megan?
13. Did Tom support Megan? Why?
14. Did Anna love their house? Why?
15. Did Anna trust Megan?
16. Was Tom for changing their place of living?

Rachel

17. Why did Scott visit Rachel?
18. What did Scott do at Rachel's?
19. What shocking information did Scott find out?
20. What was Rachel's reaction on this news?
21. What did the police ask Scott about?
22. Was Scott sure about the father of Megan's baby?
23. Was Scott against staying at Rachel's? Why?
24. What were Rachel and Dr. Kamal discussing?
25. What is Rachel's opinion of Dr. Kamal?
26. Was Rachel sure that Dr. Kamal was the killer?

## SECTION TEN (pp. 89-99)

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

anticipation, shatter, implication, botching, trundle, contempt, revulsion, commotion, squint, harassment, glacially, illusory, hypnosis, retrieved, moisturizer, plasterwork, nomadic

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. a commuter throng (90)
2. the beams in the roof creaking (91)
3. a therapy mode (92)
4. the words slip seductively off smb's tongue (92)
5. to sink into dread (93)
6. a figment of my imagination (93)
7. a marital bed (94)
8. to turn sideways (94)
9. a legal advice (95)
10. a restraining order (95)
11. a perfectly decent bloke (96)
12. shoulder blades (96)
13. to retrace steps (98)
14. grilled prawns (98)

**3. Give the English equivalents to the following phrases. Give sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. его рука коснулась мою (90)
2. это то, чего я опасаясь (91)

3. расставить точки над и (92)
4. быть обязанным кому-то (92)
5. мои губы измазаны кровью (92)
6. гложет изнутри (93)
7. баночка бальзама для губ (94)
8. оттолкнуть (94)
9. стоять неподвижно (94)
10. похмелье (94)
11. брать дело в свои руки (95)
12. равнодушный (97)
13. иметь в виду (97)
14. это ничего не значит (99)

**4. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**5. Find as many adjectives as you can with positive and negative connotation. Retell the sentences or situations from the text in which they are used.**

**6. Write the degrees of comparison of the following adjectives.**

<b>Positive degree</b>	<b>Comparative degree</b>	<b>Superlative degree</b>
carefree		
wrong		
decent		
long		
beautiful		
hazy		
comfortable		

bright		
horrifying		
sleepy		
late		
sympathetic		
good		
awful		
distressed		

**7. Find adjectives in comparative and superlative degrees of comparison in the text. Retell the sentences or situations from the text in which they are used.**

**8. Complete the gaps with the suitable prepositions.**

He was calling \_\_\_\_\_ me.

1. What if—I can't say this \_\_\_\_\_ loud, can't even whisper it.
2. I can't shift the blame \_\_\_\_\_ him.
3. She is dead, a body battered and left \_\_\_\_\_ rot.
4. I'm repulsed \_\_\_\_\_ him.
5. I went downstairs and there he was, leaning \_\_\_\_\_ his car.
6. He's turned \_\_\_\_\_ face me, but he isn't actually looking \_\_\_\_\_ me.
7. Instead he chews \_\_\_\_\_ the nail of his left forefinger.
8. I can hardly see \_\_\_\_\_ joy.
9. I have to keep \_\_\_\_\_ mind the things Tom said about Scott and Megan.
10. He's almost stooped \_\_\_\_\_, as though he's \_\_\_\_\_ pain.
11. I lay \_\_\_\_\_ my back, playing it over.
12. I kept thinking \_\_\_\_\_ that night.
13. The memory doesn't fit \_\_\_\_\_ the reality.
14. I've been thinking \_\_\_\_\_ what Kamal said.
15. Tom came to look \_\_\_\_\_ me in the car.

**9. Match phrasal verbs with their meanings. Use them in the sentences of your own.**

to take back	to assist someone in rising or standing up from something
to reach out	to relax or become less intense.
to pull back	to stop living in a particular home
to cry out	to remove something from its current location
to roll over	to try to communicate with a person or a group of people
to take away	to remember a period or an event
to move out	to stop doing or being involved with something
to bail out	to mend, repair, or service something to the point of being functional again
to help up	to move backwards or away from someone
to patch up	to shout or make a loud noise because you are frightened, hurt, etc
to calm down	to agree to what someone wants, especially because you are under pressure or under someone's control

**10. Fill in the gaps with correct phrasal verbs from the previous exercise.**

1. That lovely melody really \_\_\_\_\_ me \_\_\_\_\_ to my schooldays.
2. After a quarrel her landlord has given her a week to \_\_\_\_\_.
3. If the bill passes, we're certainly not going to \_\_\_\_\_ and say that's fine," he said.
4. Jane has been babysitting for hours, but she just can't get her \_\_\_\_\_ and stop crying.
5. The soldier \_\_\_\_\_ in pain as the bullet grazed his shoulder.
6. The actor has \_\_\_\_\_ of the film after only three weeks' shooting.

7. George \_\_\_\_\_ his grandfather who was stuck in the chair.
8. Bobby \_\_\_\_\_ from his mother and murmured something.
9. John patched up the hose with an old bike tube.
10. Mr. Rogers has to be more welcoming, and \_\_\_\_\_ more.
11. Let me \_\_\_\_\_ these empty plates.

**11. Make a summary of the following parts of the text.**

1. Friday, August 9, 2013 (evening) Rachel
2. Thursday, June 20, 2019 (evening) Megan
3. Saturday, August 10, 2013 (morning) Rachel
4. Saturday, August 10, 2013 (morning) Anna
5. Monday, August 12, 2013 (morning) Rachel
6. Tuesday, August 13, 2019 (early morning) Rachel
7. Tuesday, August 13, 2019 (morning) Rachel

**12. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Rachel

1. Comment on the telephone talk between Rachel and Scott.
2. What are Rachel's memories about Blenheim Road?
3. What is Rachel's attitude to Megan?

Megan

4. What is Rachel's attitude towards Megan?
5. Comment on Megan's memories about her daughter's death.
6. What did Mac do after their baby's death?
7. Was Mac right in his actions?
8. What were Megan's feelings after the funerals?
9. What is Megan's attitude to Mac?
10. What are Megan's fears?
11. How did Dr. Kamal comment on Megan's behaviour?
12. Why did Dr. Kamal insist on finishing their sessions?



### Rachel

13. Where did Rachel find herself in the morning?
14. How did Rachel and Scott spend the evening before?
15. Did anything recall about Megan?
16. Comment about Scott's behaviour in the morning.
17. Who did Rachel meet?
18. What memories did this meeting refresh?

### Anna

19. What spoiled Anna's day?
20. What Anna's attitude to Rachel?
21. Comment on Tom's behaviour while talking to Anna.

### Rachel

22. Comment on the talk between Rachel and Tom.
23. Was Tom sincere with Rachel?
24. What situation did Rachel witness?
25. Why was she intended to help?
26. What musical strategy did Dr. Kamal discuss?
27. Did he believe in it?
28. What memories did Rachel recall?
29. How did Dr. Kamal react on them? Why?
30. What was awkward in Rachel's memories?
31. What feelings and emotions did Rachel have after bad memories?
32. Why was Anna so catching to Rachel?
33. What was Rachel curious about? Why?

## SECTION ELEVEN (pp. 99-108)

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

neurosurgeon, blotchy, bedraggled, vouched, surveyor, hysterical, cue, frisson, conspiratorially, mercifully, impenetrable, greasy, shrieking, mirthless, wheedling

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. walk-in wardrobes (99)
2. an egg yolk (100)
3. gainful employment (100)
4. to be bloody angry (100)
5. to be overreacting (102)
6. clatter of cutlery against crockery (103)
7. greasy hair (105)
8. slick skin (105)
9. to grip arms (105)
10. the voice little more than a rasp (106)
11. to slam the door (107)
12. a fold-up treadmill (107)
13. to roar with laughter (108)

**3. Give the English equivalents to the following phrases. Give sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. агент по недвижимости (99) an estate agent
2. независимый оценщик (100) an independent surveyor
3. радионяня (101) baby monitor
4. «бабочки в животе» (103) butterflies suddenly swarm in my stomach
5. сушильная машина (104) a tumble dryer
6. стиснуть зубы (104, 107) to clench teeth, to grit teeth
7. гул поезда (105) rumble of the train
8. подмышки (106) armpits
9. сжать руки в кулаки (106) to ball hands into fists
10. кладовка (107) a box room
11. шпалы, покрытые мхом (107) railway sleepers covered in moss
12. найти преступника (107) to spot the culprit
13. осколки стекла (107) glass shards

**4. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**5. Match phrasal verbs with their meanings. Use them in the sentences of your own.**

to pick up	to try to discover what someone is doing in order to be certain that that person is doing what they should be doing
to sort out	to use your fingers to quickly find something that you cannot see
to scabble around	to find something or someone after looking for it, him, or her in a lot of different places
to pull back	to eventually find time to do some task; to come to something or some task after a certain length of time.
to puff out	to separate one type of things from a group of things
to piss off	to move backwards or away from someone
to check up on	to leave or go away; used especially as a rude way of telling someone to go away
to track down	to lift someone or something using your hands
to start out	to defeat or kill someone, or to stop someone from causing harm
to take down	if you help out, you do a part of someone's work or give someone money
to help out	to make your chest or your face become bigger by filling it with air
to get round	to begin your life, or the part of your life when you work, in a particular way

**6. Fill in the gaps with correct phrasal verbs from the previous exercise.**

1. He \_\_\_\_\_ his cheeks and sat back in his sofa.
2. I \_\_\_\_\_ the kids' clothes that were lying on the floor.
3. My uncle \_\_\_\_\_ as a manager in a big company.
4. I have so many books that I don't know how I'll \_\_\_\_\_ to each one!
5. He finally managed to \_\_\_\_\_ the book he wanted.
6. A number of organizations have been trying to \_\_\_\_\_ the senator \_\_\_\_\_ for his ties to the gun lobby.
7. My mum \_\_\_\_\_ me most evenings to see that I've done my homework.
8. \_\_\_\_\_ any clothes you want to throw away and give them to me.
9. Everyone just \_\_\_\_\_ and left me to clean up.
10. Mary was nervously \_\_\_\_\_ in her bag, trying to find her keys.
11. Nancy's parents \_\_\_\_\_ her \_\_\_\_\_ with a £500 loan.
12. Bradley leaned forward to kiss Lizzy but she \_\_\_\_\_.

**7. Find as many adjectives as you can with positive and negative connotation. Retell the sentences or situations from the text in which they are used.**

**8. Write the degrees of comparison of the following adjectives.**

Positive degree	Comparative degree	Superlative degree
jealous		
gainful		
gorgeous		
hard		
serious		
slight		

unstable		
suspicious		
low		
gentle		
fair		
glorified		
unkind		
little		

**9. Complete the gaps with the suitable prepositions.**

1. He crumples \_\_\_\_\_ the paper and throws it at my feet.
2. I'm blind \_\_\_\_\_ tears and terror.
3. Whether I was \_\_\_\_\_ a relationship with you.
4. "Hang \_\_\_\_\_ a minute," he says, picking it up.
5. So she had someone else \_\_\_\_\_ the go.
6. There's something unkind about the set \_\_\_\_\_ his face.
7. I'm doing the things she did: drinking alone and snooping \_\_\_\_\_ him.
8. They'll be centred \_\_\_\_\_ protecting me and Evie.
9. Her little fists pushing \_\_\_\_\_ the bowl in front of her.
10. He flashes his perfect smile \_\_\_\_\_ me.
11. I roll over and kiss him \_\_\_\_\_ the lips.
12. He's trying as hard as he can to get rid \_\_\_\_\_ her.
13. I felt terrible about it, of course I felt bad \_\_\_\_\_ his wife.
14. After Tom left \_\_\_\_\_ work, I sat down \_\_\_\_\_ the kitchen table to do battle with Evie over breakfast.

**10. Find out names of professions in this section. Retell the sentences or situations from the text in which they are used.**

**11. Google some additional information about geographical names in the section.**

**12. Make a summary of the following parts of the text.**

1. Tuesday, August 13, 2013 (morning) Anna
2. Tuesday, August 13, 2013 (evening) Anna
3. Wednesday, August 14, 2013 (morning) Anna
4. Wednesday, August 14, 2013 (evening) Anna
5. Thursday, August 15, 2013 (morning) Rachel
6. Thursday, August 15, 2013 (afternoon) Rachel

**13. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Anna

1. Was Anna satisfied with her life? Why?
2. What's Anna's opinion of Rachel?
3. Comment on Anna's relations with her daughter.
4. What made Anna angry in the evening?
5. How did comment on this situation?
6. Comment on the talk between Tom and Anna about a holiday out.
7. Why was Anna so frightened with Rachel's attendance?
8. What did Anna tell Detective Riley?
9. What memories struck Anna?
10. What kind of a person is Tom according to Anna's memories?
11. Did Anna trust Tom? Why?
12. What sis Anna do, trying to check Tom?
13. Was she successful?

Rachel

14. Who wanted to have a talk with Rachel? Why?

15. What did Scott say about Megan's baby?
16. Why was Scott so anxious at Rachel?
17. Comment on the talk between Scott and Rachel.
18. What did Tom blame Rachel on?
19. Describe baby's nursery.
20. Comment on the situation when Megan found a photo of Megan and Scott.

## **SECTION TWELVE (pp. 108-117)**

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

jeopardize, fantasist, embolden, conceal, brew, disentangle, vicious, soothe, incriminating, innocuous, rummage, explicit, cadence, consciousness, coalesce, scree

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. a great deal of strain (108)
2. crappy pay (109)
3. to head down to the underpass (110)
4. anticipation of hearing his voice (111)
5. fear ebbing and flowing (112)
6. harassment log (113)
7. incriminating emails (113)
8. sordid pictures (113)
9. spare stuff (114)
10. my heart hammering (114)
11. to look sheepish (114)
12. a slow growl (115)
13. to hurl the phone (116)

**3. Give the English equivalents to the following phrases. Give sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. клочок бумаги (108)
2. желудок свело (109)
3. «сбросить груз» (109)
4. быть нервным (109)
5. крутить в животе (111)
6. разорвать связи с кем-то (112)
7. быть пьяным в стельку (112)
8. быть смелым открыться кому-то (113)
9. быть в ярости (113)
10. «вынюхивать» что-то (113)
11. разобрать постель (113)
12. рулетка (114)
13. замышлять что-то нехорошее (115)
14. стационарный телефон (116)
15. стиснуть челюсти (117)

**4. Find adjectives that show a manner of behaviour. Retell the sentences or situations from the text in which they are used.**

**5. Find as many adjectives as you can with positive and negative connotation. Retell the sentences or situations from the text in which they are used.**

**6. Write the degrees of comparison of the following adjectives.**

Positive degree	Comparative degree	Superlative degree
good		
distressed		



helpful		
lazy		
terrible		
unsteady		
harsh		
heavy		
stinking		
ridiculous		
raw		
hungry		
hysterical		
calm		
simple		

**7. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**8. Match phrasal verbs with their meanings. Use them in the sentences of your own.**

to drop off	to gradually fall sleep
to stop off	to leave, depart, or stray (from someone or something) in a meandering, ambling manner
to fall over	to look through, examine, or analyze something with careful attention
to wander off	to make oneself presentable; to fix one's appearance
to snuggle down	to halt or pause for a certain period of time
to drift off	to nestle [into something] with something, such as a blanket, doll, book, etc.

to pick over	to shout in an attempt to draw attention to oneself
to sort out	to fall asleep quickly and/or easily
to tuck away	to bypass or attempt to bypass the control or authority of some person, group, or thing
to sneak around	to hide or store someone or something in a safe or secluded space
to roll down	to travel over the length of something in a rolling motion, on wheels, or atop or inside of something with wheels
to call out	to tip over and fall to the ground after having been upright

**9. Fill in the gaps with correct phrasal verbs from the previous exercise.**

1. If you turn on the baby's mobile, she'll \_\_\_\_\_ without a fuss.
2. I really do want to watch this movie with you, but I'm so tired that I keep \_\_\_\_\_ .
3. One minute, she was talking to me, and the next minute, she just \_\_\_\_\_ !
4. It's really easy to get lost in this town, so please don't \_\_\_\_\_ on your own!
5. We \_\_\_\_\_ for a while at the park.
6. Tell them i just need 15 minutes to \_\_\_\_\_ myself \_\_\_\_\_ first.
7. I \_\_\_\_\_ the charity shop, hoping to find something I might wear.
8. The baby \_\_\_\_\_ with her blanket and was asleep in no time.
9. I \_\_\_\_\_ to my best friend when I saw her walking down the street.
10. They've been \_\_\_\_\_ the approval of the board with their research.

11. I \_\_\_\_\_ all the love letters your father used to write to me when we were young.
12. She kicked the ball so hard that it \_\_\_\_\_ to the other side of the field.

**10. Complete the gaps with the suitable prepositions.**

1. I wake early, check my phone (no calls), wash my hair and dress \_\_\_\_\_ my interview.
2. On the way to the station I can't stop looking \_\_\_\_\_ my shoulder.
3. I sit on my bed looking \_\_\_\_\_ \_\_\_\_\_ the window and wonder why I don't feel better.
4. Did I have a cut \_\_\_\_\_ my head?
5. I hate myself \_\_\_\_\_ crying, it's so pathetic.
6. I you look at the two of us, side \_\_\_\_\_ side, there isn't a man on earth who would pick her over me.
7. I told him I'd thrown it \_\_\_\_\_.
8. I get down \_\_\_\_\_ my knees and rummage through the bag.
9. The coffee table has a couple of drawers underneath it filled \_\_\_\_\_ the kind of domestic junk.
10. But why would she be calling him \_\_\_\_\_ the landline if she had this phone to call?
11. I'd been blundering \_\_\_\_\_ in the dark for days.
12. I drifted \_\_\_\_\_ a half dream and found myself in that underpass.
13. Tom turned his back \_\_\_\_\_ me when I tried to speak to him.
14. He holds me \_\_\_\_\_ a bit, his head bowed against my chest.
15. I didn't hear it," she says, hoisting the child \_\_\_\_\_ onto her hip.

**11. Make a summary of the following parts of the text.**

1. Friday, August 13, 2013 (morning) Rachel
2. Friday, August 13, 2013 (afternoon) Rachel
3. Saturday, August 17, 2013 (evening) Rachel
4. Sunday, August 18, 2013 (early morning) Rachel

5. Saturday, August 17, 2013 (evening) Anna
6. Sunday, August 18, 2013 (early morning) Anna
7. Sunday, August 18, 2013 (early morning) Rachel
8. Sunday, August 18, 2013 (early morning) Anna
9. Sunday, August 18, 2013 (morning) Rachel

**12. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Rachel

1. What was the purpose of Rachel's call to the police?
2. Who did Rachel meet at the station?
3. What did Andy tell Rachel about the accident?
4. What did Rachel think about the accident?
5. Why was it necessary for Rachel to talk to Tom?
6. Comment on Tom's version of the accident.
7. What were Rachel's feelings about it?
8. How did Rachel break up with Tom?
9. What did Tom tell Rachel about his bruises?
10. What did Rachel use to do when she woke up in the morning after being drunk?
11. What has changed in Rachel since she started talks with Tom?

Anna

12. How did Rachel try to contact Anna?
13. What was Tom's reaction on it?
14. Comment on the situation, when Anna came across Tom's sports bag?
15. Was Anna glad with the phone she found? Why?
16. What did Anna find out about the phone from Tom's sports bag?

Rachel

17. What were Rachel's memories about Tom's colleague party?
18. How did Tom comment on that party?
19. What did Rachel do when she became sober?

20. What memories came back to her?
21. Why was she sure that the woman with Tom was Megan?

Anna

22. How did Anna comment to Tom about her being out?
23. Did Tom believe her? Why?
24. Rachel
25. Why did Rachel come to Anna?
26. How did Anna react on Rachel?

### SECTION THIRTEEN (pp. 118-130)

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

squirm, vociferously, immeasurably, grieving, rebellious, muffled, patio, leaden, executioner, ascend, cautiously, relinquish, euphoria, inaudible, rigid, bizarre

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. earnest look on her face (118)
2. to fold hands together (121)
3. to conjure up the feeling (121)
4. blood pulsing at temples (122)
5. reddened skin (122)
6. the mood was off (123)
7. the whine in smb's voice (124)
8. to chat animatedly (125)
9. his arms enveloping her (125)
10. the child starts to grizzle and moan (126)
11. to jerk smb's head (126)

12. to lump smb in with smb (127)
13. swifts swoop (128)
14. hoist smb to feet (128)

**3. Give the English equivalents to the following phrases. Give sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. участок дороги (118)
2. держать в страхе (118)
3. затащить внутрь (119)
4. ненавидеть всей душой (119)
5. сойти с ума от радости (121)
6. бунтующий подросток (122)
7. дорожная сумка (122)
8. покрасневшие глаза (122)
9. край тротуара (123)
10. даже не вздумай закричать (123)
11. набрать номер телефона (124)
12. он пристально смотрел (126)
13. все ее тело было неподвижным (127)
14. неразличимые стоны ярости и мук (128)

**4. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**5. Match phrasal verbs with their meanings. Use them in the sentences of your own.**

to run off	to physically extend something to someone or something.
to sort out	to discuss something in detail

to haul up	to pull or hoist something up from below
to wipe away	to startle or frighten someone
to curl up	to understand, organize, or resolve some issues or problems one is facing.
to freak out	to sit or recline with the knees pulled in close to the chest
to come round	to flee, escape, or depart without the intention of returning
to head back	to stop doing something
to talk through	to work to resolve something or reach an agreement, solution, or favorable or acceptable outcome
to figure out	to make or become more lively, energetic, attentive, cheerful, dynamic
to work out	to visit
to perk up	to moving back to some place
to hold out	to come to understand someone or something
to give up	to clean or dry something away by rubbing or mopping.

**6. Fill in the gaps with correct phrasal verbs from the previous exercise.**

1. The manager just left his team to \_\_\_\_\_ themselves \_\_\_\_\_ whenever they ran into difficulty with the project.
2. I walked to the end of the street and then \_\_\_\_\_ home.
3. He quickly \_\_\_\_\_ the tears \_\_\_\_\_ before entering the room.
4. Bill's wife \_\_\_\_\_ with his accountant.
5. A cold, rainy night like this just makes me want to stay home and \_\_\_\_\_ with a good book.
6. Can you \_\_\_\_\_ these instructions?
7. Let's \_\_\_\_\_ the issue \_\_\_\_\_ and get it decided.

8. The sight of that huge needle completely \_\_\_\_\_ me \_\_\_\_\_.
9. Now that you're living in our neighborhood, please \_\_\_\_\_ whenever you want.
10. The mail carrier \_\_\_\_\_ the mailbag to the second floor.
11. I think I need some coffee to \_\_\_\_\_ me \_\_\_\_\_.
12. If our staff can't \_\_\_\_\_ this problem, we're going to have to hire a consultant.
13. \_\_\_\_\_ it \_\_\_\_\_ – Adam's a better skateboarder than you, and no amount of practice will change that.
14. Can you \_\_\_\_\_ a towel for me to dry my hands?

**7. Write the degrees of comparison of the following adjectives.**

<b>Positive degree</b>	<b>Comparative degree</b>	<b>Superlative degree</b>
difficult		
calm		
silent		
unbearable		
pleased		
cruel		
strong		
exhausted		
bad		
loud		
furious		
simple		
sick		
early		
fine		



**8. Find adjectives in comparative and superlative degrees of comparison in the text. Retell the sentences or situations from the text in which they are used.**

**9. Complete the gaps with the suitable prepositions.**

1. The whole thing seems very funny all \_\_\_\_ a sudden.
2. This is the first time that I've said them \_\_\_\_ loud.
3. I can't get rid \_\_\_\_ her.
4. I have to talk \_\_\_\_ loud just to make it go away.
5. What if I end up \_\_\_\_ my own again?
6. I bumped \_\_\_\_ him in the street.
7. "Don't follow me," I croak \_\_\_\_ him.
8. He tugs \_\_\_\_ my arm.
9. Tom is now just a couple of feet away \_\_\_\_ me.
10. "I saw you," I say \_\_\_\_ last, and I feel euphoria.
11. He walks across to the window, rocking his daughter \_\_\_\_ side to side, murmuring \_\_\_\_ her all the while.
12. But she was so paranoid \_\_\_\_ Scott finding out.
13. It was never going to interfere \_\_\_\_ us, with our family.
14. It was terribly wrong \_\_\_\_ me.

**10. Make a summary of the following parts of the text.**

1. Sunday, August 18, 2013 (morning) Rachel
2. Friday, July 12, 2013 (morning) Megan
3. Saturday, July 13, 2013 (morning) Megan
4. Saturday, July 13, 2013 (evening) Megan
5. Sunday, August 18, 2013 (afternoon) Rachel
6. Saturday, July 13, 2013 (evening) Megan

**11. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Rachel

1. How did Anna treat Rachel?
2. What were they discussing?
3. Did Anna believe Rachel? Why?
4. What did Anna say about Tom's affair with Megan?
5. What did Anna say about the day of Megan's death?

Megan

6. What was Megan's attitude to her pregnancy?
7. Why did Megan phone Dr. Kamal?
8. Comment on their talk.
9. Why was Megan so confused?
10. Why did Megan need to count only on herself?
11. What was Megan's decision about her future life?
12. What happened to Megan in the evening?
13. Why did she start to pack her things?
14. What truth did Megan tell Scott?
15. How did he react on it?
16. Did Scott regret about it?
17. Comment on the situation with Megan's phone.
18. How did Megan and Tom meet for the first time?
19. How did Megan treat their relations?
20. Comment on Megan's leaving.
21. Why did Megan continue phoning Tom?
22. Did everything go the way Megan had predicted?

Rachel

23. What did Tom feel when he saw Anna and Rachel together?
24. Comment on Tom's justification.

25. Why did Anna take neither Tom's nor Rachel's side?
26. What did Scott say about Megan?
27. Comment on Megan and Tom's life together.
28. Why did Rachel treat Anna positively?
29. Could Rachel leave Tom's house? Why?

## **SECTION FOURTEEN (pp. 130-137)**

**1. Transcribe and pronounce the following words. Make sure you know their meaning.**

conciliatory, subterranean, raucous, premeditate, demeanour, excruciating, nausea, stupor, mistreated, vicious, rubbernecker, miraculously, remortgage, unimbellished

**2. Give the Russian equivalents to the following words and phrases. Retell the sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. bathe the path (129)
2. get abruptly to smb's feet (130)
3. try to appease smb (131)
4. huge pupils (131)
5. to sting smb's eyes (132)
6. mouth floods with saliva (133)
7. twist into sneer (134)
8. a crunch of cartilage (134)
9. to stitch up the wound (135)
10. to pour a large measure (136)
11. to rip into (137)
12. to stab in the neck (137)

**3. Give the English equivalents to the following phrases. Give sentences or situations from the text in which they are used. Use them in the sentences of your own.**

1. самодовольное лицо (129)
2. нахмурить брови (130)
3. болтать с каким-то парнем (131)
4. багажник (131)
5. смотреть нахмурившись (132)
6. раскат грома (133)
7. внимательно смотреть (133)
8. идти целенаправленно (134)
9. спать крепко (135)
10. давно (135)
11. надгробие (136)
12. давать показания (137)

**4. Choose a short passage (5-7 lines) for phonetic reading and written literary translation. Be ready to explain the choice of the passage.**

**5. Find the full version of the rhyme “one for sorrow, two for joy, three for a girl...”**

**6. Match phrasal verbs with their meanings. Use them in the sentences of your own.**

to cut off	to diminish or fade slowly
to piss away	to waste something, especially in a very careless or foolish manner
to come round	to shout or yell to someone or something
to head down	to cause something to swell out or expand outward

to hunch over	to lean forward and round the spine rather than standing erect
to puff out	to materialize or emerge
to make out	to officially confirm one's arrival at a certain place where one is expected, such as a hotel.
to die down	to visit
to come along	to interrupt one and stop them from talking
to rile up	to cause someone or some group to become particularly excited and animated, especially in an angry or irritated manner
to wipe off	to proceed or go to some specific destination or event
to cry out	to be able to see, hear, read, or distinguish something despite difficulty, often due to factors that interfere with one's senses
to check in	to clean or dry some surface by wiping or rubbing it

**7. Fill in the gaps with correct phrasal verbs from the previous exercise.**

1. I can't believe you \_\_\_\_\_ our life savings at the racecourse.
2. Hey, don't \_\_\_\_\_ me \_\_\_\_\_ – I'm not done my story.
3. I \_\_\_\_\_ to my dad as soon as I saw the flood in the basement.
4. Now that you're living in our neighborhood, please \_\_\_\_\_ who never you want.
5. I need to \_\_\_\_\_ to the grocery store for some milk.
6. There's another flavor in there, but I can't quite \_\_\_\_\_ it \_\_\_\_\_.
7. The frog \_\_\_\_\_ its throat \_\_\_\_\_ and croaked, 'Is it thyme?'

8. As soon as the talking died down, the principal began the assembly.
9. A: "Would you stop \_\_\_\_\_ like that?"  
B: "Ugh, but my back hurts, Mom."
10. I know it's hard to consider right now, but a better guy for you will \_\_\_\_\_ in the future.
11. Seeing that kind of injustice on the news always \_\_\_\_\_ me \_\_\_\_\_ to no end.
12. I'll go \_\_\_\_\_ at the front desk and get our room key.
13. I \_\_\_\_\_ my face \_\_\_\_\_ with a towel after coming inside from the rain.

**8. Write the degrees of comparison of the following adjectives.**

<b>Positive degree</b>	<b>Comparative degree</b>	<b>Superlative degree</b>
luxurious		
excited		
quiet		
bad		
horrible		
painful		
low		
wide		
soft		
empty		
exhausted		
cosy		
generous		
good		
far		

**9. Find adjectives in comparative and superlative degrees of comparison in the text. Retell the sentences or situations from the text in which they are used.**

**10. Complete the gaps with the suitable prepositions.**

1. "I'm sorry about hassling you, but \_\_\_\_\_ God's sake!
2. He snaps, turning his back \_\_\_\_\_ me and striding back up the path towards the car.
3. "She was a bit like you," he says all \_\_\_\_\_ a sudden.
4. Then you decided to piss it all away, but you can't blame me \_\_\_\_\_ that.
5. She was screaming \_\_\_\_\_ me, swearing, saying all sorts of shit.
6. His daughter is still in his arms, but Anna is at his side, tugging \_\_\_\_\_ her.
7. I kiss him \_\_\_\_\_ the lips and I leave him, but I don't go back upstairs.
8. I head \_\_\_\_\_ the fence, but I slip in the mud and lose my footing.
9. I have committed enough \_\_\_\_\_ my own.
10. He told me how paranoid he was about her screwing around, that he used to read her emails, check up \_\_\_\_\_ her.

**11. Make a summary of the following parts of the text.**

1. Saturday, July 13, 2013 (evening) Megan
2. Sunday, August 18, 2013 (afternoon) Rachel
3. Sunday, August 18, 2013 (evening) Anna
4. Sunday, August 18, 2013 (evening) Rachel
5. Tuesday, September 10, 2013 (morning) Rachel
6. Tuesday, September 10, 2013 (evening) Rachel

**12. Questions and points for discussion. Use the words and phrases from ex. 1-3.**

Megan

1. How did Tom look like when Megan saw him?
2. How did Tom react on Megan's pregnancy?
3. What was Megan's reply to him?
4. Did Megan agree with Tom?
5. What did Tom do with Megan?
6. Comment on Megan's condition after the thwack.
7. Was Tom sorry for what he had done?

Rachel

8. What was the talk in Tom and Anna's house like?
9. How did Tom comment his first marriage?
10. Was Tom sorry for Rachel?
11. How did Tom treat Anna?
12. Did Anna follow all his orders?
13. How did Tom compare Megan and Anna?
14. How did Tom comment the day of Megan's murder?
15. What did Tom say about Rachel at the day of her hurt?
16. Did Tom think of Anna's feeling about Megan and Rachel? Why?
17. Was Tom sorry for Megan's death? Why?
18. Was Tom worried that the police would find him? Why?
19. Was Rachel successful to escape?

Anna

20. Was Anna sorry for Rachel being hurt by Tom? Why?
21. Was she as cruel as Tom?
22. Was Anna afraid of her husband?

Rachel

23. Who did Tom blame for Megan's murder? Why?
24. Did Tom have any loving affairs with Rachel?
25. What was Tom's attitude to Rachel?



26. Why did Rachel start a fight with Tom?
27. What did Rachel do to protect herself?
28. What did Anna tell the police about Tom's murder? Why?
29. What truth about Tom did Rachel find out?
30. Why did Rachel want to move?
31. Why did Rachel come to visit Megan's grave?
32. Why was Rachel afraid of Scott?
33. What was the purpose of Rachel to stop her alcohol addiction?
34. Why didn't Anna try to help Tom?
35. Did Anna change her attitude to Rachel? Why?

### **13. Topics for discussion.**

1. Make a short report about Megan.
2. Make a short report about Anna.
3. Make a short report about Rachel.
4. Make a short report about Tom.
5. Make a short report about Scott.
6. Make a short report about Dr. Kamal.

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