

ПРИДНЕСТРОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

им. Т.Г. ШЕВЧЕНКО

Филологический факультет

Кафедра английской филологии

МОРФОЛОГИЯ АНГЛИЙСКОГО ЯЗЫКА (С УПРАЖНЕНИЯМИ)

Учебно-методическое пособие

Тирасполь, 2016

УДК 802.0-55(072.8)
ББК Ш143.21-21я73
М80

Составители:

Е.В. Вахтерова, преп.

И.И. Мельниченко, преп.

Рецензенты:

О.В. Балан, канд. пед. наук, доц. каф. английской филологии

Н.В. Кривошапова, канд. филол. наук, доц. каф. русского языка и межкультурной коммуникации

Морфология английского языка (с упражнениями): Учебно-методическое пособие / Сост.: Е.В. Вахтерова, И.И. Мельниченко. – Тирасполь, 2016. – 60 с.

Настоящее учебно-методическое пособие составлено в соответствии с действующей программой по курсу практической грамматики английского языка, предусматривающей изучение морфологии английского языка.

Материал пособия разделён на разделы, отражающие теоретические сведения и практические задания по частям речи, и предназначен для подготовки студентов к практическим занятиям по практической грамматике английского языка. В пособии представлены основные разделы морфологии английского языка, в соответствии с основными тенденциями его развития в настоящее время.

Адресовано студентам II курса, обучающимся по профилю «Теория и методика преподавания иностранных языков и культур».

УДК 802.0-55(072.8)

ББК Ш143.21-21я73

Рекомендовано Научно-методическим советом ПГУ им. Т.Г. Шевченко

Contents

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА	4
-----------------------------	---

Chapter I. **THEORY**

Parts of speech.....	5
§1. The Noun.....	5
§2. The Article.....	7
§3. The Pronoun	9
§4. The Adjective.....	11
§ 5. The Adverb	13
§6. The Numeral.....	14
§7. The Verb	16

Chapter II. **PRACTICE**

The Noun.....	32
The Article.....	36
The Pronoun	38
The Adjective	44
The Adverb.....	46
The Numeral.....	50
The Verb	51
Tenses in the Active Voice.....	52
The Passive Voice.....	58
The Subjunctive Mood.....	59

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Книга является теоретико-практическим методическим пособием, предназначенным для преподавателей курса практической грамматики английского языка, а также для студентов в качестве основного средства обучения при подготовке к практическим и лабораторным занятиям и формам контроля. Пособие может также оказать помощь аспирантам, и всем интересующимся современными проблемами грамматики.

Данное учебно-методическое пособие представляет собой сборник упражнений, направленных на формирование навыков морфологического анализа английских слов.

Пособие поможет учителю компенсировать имеющиеся недостатки учебно-методических комплектов, усилить коммуникативную направленность процесса обучения и повысить его эффективность.

Пособие может использоваться как для работы в аудитории, так и для самостоятельной работы над морфологией английского языка.

Chapter I. THEORY

Parts of speech

Words of the English language may be grouped into classes called “parts of speech”. They are classified according to three main principles: semantic, morphological and syntactic.

There are different classifications of English parts of speech. The most widespread one is general classification of the parts of speech by V. L. Kaushanskaya. She distinguishes notional and structural parts of speech. The notional parts of speech are: the noun, the adjective, the pronoun, the numeral, the verb, the adverb, the statives, the modal words, and the interjection. To the structural parts of speech belong: the preposition, the conjunction, the particle, and the article.

We are going to talk about seven main parts of speech in English language: the noun, the article, the pronoun, the adjective, the verb, the adverb and the numeral.

§1. The Noun

1.1. The noun is the part of speech that expresses substance in the widest sense of the word. It names things (*chair*), living beings (*boy*), places (*Tiraspol*), materials (*wool*), processes (*crying*), abstract notions (*love*), and qualities (*diligence*).

1.2. The noun can be formed from the verb and the adjective with the help of suffixes and prefixes. There are two types of noun-forming suffixes: productive (*-er, -ist, -ness, -ism, -ess, -ion, -(a)tion, -sion*) and unproductive (*-hood, -dom, -ship, -ment, -ance, -ence, -ty, -ity, -ure, -age*). The most common noun-forming prefixes are: *re-, co-, dis-, mis-, over-, under-, sub-, inter-*.

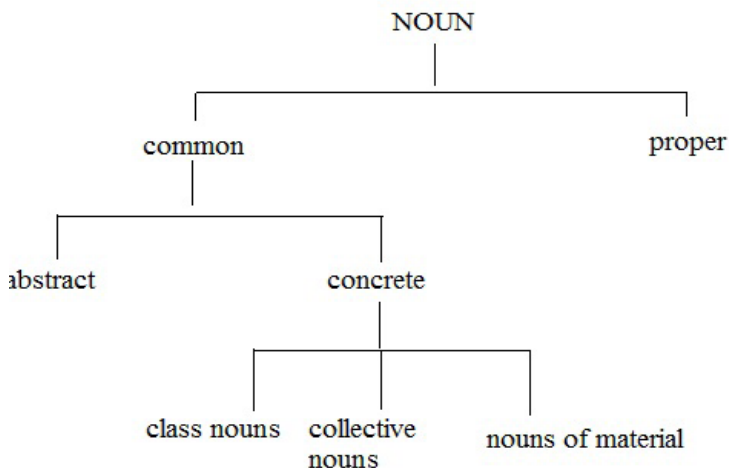
If a noun consists of two or more parts, it's called a compound noun (*classroom, looking-glass*).

1.3. According to their semantic characteristics all nouns can be divided into proper nouns and common nouns.

Proper nouns give the names to the particular objects: geographical names (*London*), names of individuals (*John*), names of the months and days of the week (*September, Monday*), names of buildings, streets, parks and bridges (*Westminster Abbey, Wall Street, Hyde Park, London Bridge*), names of newspapers and magazines (*The Times, Cosmopolitan*), etc.

Common nouns are used to name physical objects (concrete nouns - *table*) or abstract notions (abstract nouns - *hate*). Concrete nouns may be further subdivided into: class nouns, collective nouns and nouns of material. Class nouns denote physical objects (animate or inanimate) which have certain shape, e.g. *girl, cat, book*. Collective nouns denote group of objects (animate or inanimate), e.g. *family, crowd, police*. Nouns of material denote a physical substance which has no particular shape, e.g. *sugar, butter, snow*.

Also common nouns can be classified into nouns that can be counted and those that can't. So there are countable (*a cat – 5 cats*) and uncountable (*music, blood*) nouns.



1.4. According to their morphological characteristics all nouns have two grammatical categories: the category of number and the category of case. There is also the category of gender, but it doesn't find regular morphological expression.

The category of number

English countable nouns have two numbers: singular and plural. The main rules for formation plurals are:

1. add –s to most nouns (*stamp – stamps*)
2. add –es if the noun ends in –s, –ss, –x, –z, –ch, –ch, –tch (*bus – buses, wish – wishes, match – matches*)
3. change the y in –ies if the noun ends in a consonant + y (*fly – flies*), but add –s to the noun that ends in a vowel + y (*boy – boys*)
4. add –es to the noun that ends in a consonant + o (*hero – heroes*), but add –s to the noun that ends in a vowel + o (*portfolio – portfolios*)
5. add –es to the nouns ending in –f, –fe and change it into –v (*half – halves, wife – wives*)

The plural forms of some noun are survivals of earlier formations:

- a) there are seven nouns which form the plural by changing the root vowel: *man – men, woman – women, foot – feet, tooth – teeth, goose – geese, mouse – mice, louse – lice*;
- b) there are two nouns which form the plural in –en: *ox – oxen, child – children*;
- c) in some nouns the plural form doesn't differ from the singular: *deer, sheep, fish*.

English uncountable nouns have only one form either Singularia Tantum (*knowledge, information*) or Pluralia Tantum (*spectacles, clothes*).

The category of case

The category of case shows relation of the noun with the other words in the sentence. English nouns denoting living beings have two cases: the common case and the genitive case. The common case has no inflexion and its meaning is general, e.g. *Mary is very beautiful*.

The genitive case has the meaning of possession and is marked by the 's or s' for plurals, e.g. *Mary's husband is a teacher. The girls' books are very interesting*.

§2.The Article

1.1. The article is a part of speech that serves as a noun determiner. There are two types of articles in English: the definite article (*the*) and the indefinite article (*a/an*). The form “a” is used before words beginning with

the consonant sound (*a table, a book*). The form “an” is used before words beginning with the vowel sound (*an apple, an opera*). The absence of the article before a noun is called “zero” article.

1.2. Use the indefinite article :

a) when you talk about the object for the first time, e.g. *We saw a cat in the yard.*

b) when you talk about professions, e.g. *I am a teacher.*

c) with the expressions of quantity, e.g. *a couple of, a pair of*

d) with such grammatical constructions as: It is a, This is a, to have a, There is, what+ a countable noun, e.g. *What a beautiful girl! I have a car.*

e) after the words such, rather, quite, e.g. *He is such a miser.*

f) with the descriptive attributes, e.g. *I bought an interesting book yesterday.*

1.3. Use the definite article:

a) when you talk about a particular object, e.g. *We have a dog and a cat. The cat is old, but the dog is just a puppy.*

b) after a particularizing attribute, e.g. *Return me the book I gave you yesterday.*

c) when the noun denotes a thing unique, e.g. *the Sun, the Moon, the Galaxy*

d) before adjectives in the superlative degree, e.g. *He is the best friend I've ever had.*

e) when there is only one of something: *the capital, the Queen*

f) before the nationality nouns: *the Koreans, the Poles*

g) before seas, rivers, hotels, pubs, museums, theatres, newspapers, e.g. *the Atlantic, the Times*

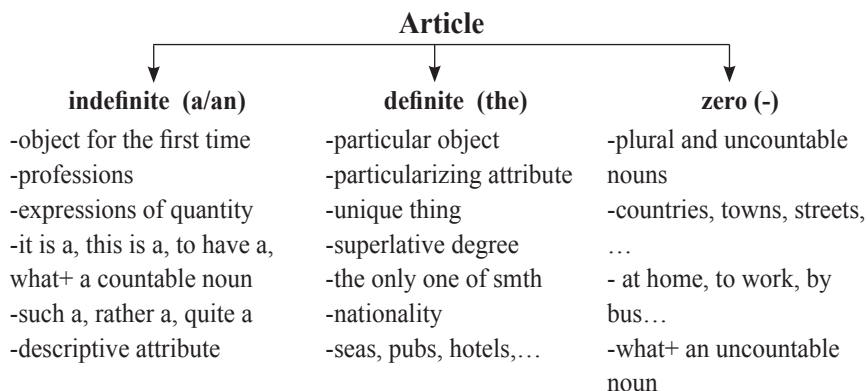
1.4. Use zero article:

a) before plural and uncountable nouns when we talk about things in general, e.g. *I like potatoes. Milk is good for you.*

b) before countries, towns, streets, languages, magazines, meals, airports, stations, mountains, e.g. *I had lunch with John. I bought Cosmopolitan at Paddington station.*

c) before some places and with some forms of transport: at home/work/school/university, in bed, to work/bed/school, by bus/plane/car/train, on foot, e.g. *She goes to work by bus.*

d) in exclamations with what+ an uncountable noun, e.g. *What beautiful weather!*



§3. The Pronoun

1.1. The pronoun is a part of speech which points out objects and their qualities without naming them.

1.2. According to their semantic characteristics all pronouns can be divided into:

1. Personal pronouns indicate persons or non-persons from the point of view of their relations to the speaker. To the personal pronouns belong: *I, he, she, it, we, you, they*. Personal pronoun “you” can be used to someone we don’t know at all (Вы) or we know very well (ты). Personal pronoun “it” is used for things, animals and babies.

2. Possessive pronouns denote possession by persons or non-persons. To the possessive pronouns belong: *my, his, her, its, our, your, their*. All of them have accordingly absolute forms: *mine, his, hers, -, ours, yours, theirs*. Possessive pronouns must go in front of nouns, but their absolute forms stand on their own, e.g. *This is my computer. – This computer is mine.*

3. Reflexive pronouns refer to the subject of the sentence, denoting that the action performed by the doer passes back to him. To the reflexive pronouns belong: *myself, himself, herself, itself, ourselves, yourself (yourselves), themselves*. Reflexive pronouns are often used with such verbs as: amuse, blame, cut, dry, enjoy, hurt, introduce, e.g. *The lector introduced himself to the audience*. But they are not normally used after the following verbs: wash, dress, shave, feel, relax, behave, concentrate, e.g. *I feel really good because of the beautiful weather.*

4. Reciprocal pronouns denote a mutual relationship between two or more persons or non-persons. To the reciprocal pronouns belong: *each other, one another*. The pronoun “each other” is used when we talk about two persons, e.g. *Tom and Mary are very happy because they love each other*. But the pronoun “one another” is used when we talk about more than two persons, e.g. *Students haven’t seen one another since graduation*.

5. Demonstrative pronouns point to persons or non-persons or their properties. To the demonstrative pronouns belong: *this (these), that (those), such, the same*.

6. Interrogative pronouns are used for requiring the information and form special questions. To the interrogative pronouns belong: *who, whose, what, which*. The pronoun “who” is used with human being, e.g. *Who is this? – It’s my friend John*. The pronoun “what” usually refers to things and also can be used with people’s occupation, e.g. *What is your father? – He is an engineer*.

7. Universal pronouns denote all objects as one whole or any representative of the group separately. To the universal pronouns belong: *all, both, each, every, everything, everybody, everyone, either, other, another*.

8. Indefinite pronouns denote persons or non-persons in a general way without defining the class of objects they refer to. To the indefinite pronouns belong: *some, any, somebody, anybody, something, anything, someone, anyone, one*.

9. Negative pronouns denote non-existence of something. To the negative pronouns belong: *no, none, neither, nobody, no one, nothing*.

1.3. Some pronouns have the categories of number and case.

Personal and demonstrative pronouns have two number forms: singular and plural.

Singular	Plural
I	we
you	you
he/she/it	they
this	these
that	those

The personal pronouns and the interrogative pronoun “who” have two cases: nominative and objective.

Nominative	Objective
I	me
you	you
he	him
she	her
it	it
we	us
they	them
who	whom

The negative pronoun “nobody”, the indefinite pronouns “somebody, anybody” and the universal pronoun “everybody” have two cases: common and genitive.

Common	Genitive
nobody	nobody’s
somebody	somebody’s
everybody	everybody’s
anybody	anybody’s

§4. The Adjective

1.1. The adjective is a part of speech which denotes a quality or feature of an object.

1.2. According to their semantic characteristics all adjectives can be divided into qualitative and relative.

Qualitative adjectives denote shape, size, color or some more general characteristics of an object, e.g. *square, big, red, nice*.

Relative adjectives denote an object through their relation to materials, place, time, some action, e.g. *gold, Chinese, daily, preparatory*.

1.3. According to their morphological composition adjectives are divided into simple, derivative and compound.

Simple adjectives have no affixes, e.g: *new, red*.

Derivative adjectives have affixes, e.g: *beautiful, unpredictable*.

Productive adjective-forming suffixes are: -less (*hopeless*), -like (*childlike*), -ish (*foolish*), -ed (*grey-eyed*). Unproductive suffixes are: -ful (*careful*), -ible (*responsible*), -able (*reliable*), -ant (*important*), -ent

(*magnificent*), -en (*woolen*), -ous (*serious*), -some (*awesome*). Productive adjective-forming prefixes are: un- (*unhappy*), pre- (*prewar*). The unproductive prefix is in-

(*incorrect*).

Compound adjectives are built from two or more stems, e.g. *show-white*, *over-peopled*.

1.4. Sometimes we use two or more adjectives together: *I live in a nice new house*. Adjectives that give us factual information about size, shape, age, color are fact adjectives, e.g. *old*, *little*, *square*, *steel*. Adjectives that tell us what somebody thinks of something are opinion adjectives, e.g. *nice*, *beautiful*. Opinion adjectives usually go before fact adjectives. If we talk about more than two adjectives, we use the following order of the fact adjectives: how big?--how old?—what color?—where from?—what is it made of? E.g.: *a new black cotton T-shirt*. Adjectives of size and length go before adjectives of shape and width, e.g.: *a long narrow street*.

1.5. The only morphological characteristic of the English adjectives is that of degrees of comparison. It's possible only for qualitative adjectives because their meaning combines with the idea of gradation of quality. There are three forms of degree: the positive degree, the comparative degree, the superlative degree.

The positive degree denotes only the quality, e.g. *Mike is rich*. The comparative degree is used to compare one person or thing with another, e.g. *Peter is richer than Mike*. The superlative degree is used to compare one person or thing with more than one, e.g. *John is the richest man in the world*.

Adjectives	Comparative	Superlative
One-syllable and some two-syllable words ending in -y, -er, -ow, -le Ex: <i>hot</i> , <i>simple</i>	+er <i>hotter</i> , <i>simpler</i>	+est <i>the hottest</i> , <i>the simplest</i>
Two or more syllable words Ex: <i>beautiful</i>	more+... <i>more beautiful</i>	the most+... <i>the most beautiful</i>
Irregular forms Ex: <i>good</i> <i>bad</i> <i>old</i> <i>far</i>	<i>better</i> <i>worse</i> <i>older/elder</i> <i>farther/further</i>	<i>the best</i> <i>the worst</i> <i>the oldest/the eldest</i> <i>the farthest/the furthest</i>

1.6. Spelling rules:

1. If the one-syllable adjective ends in a consonant preceded by a stressed short vowel the consonant is doubled, e.g. *sad* – *sadder* – *the saddest*
2. If the adjective ends in –y preceded by a consonant, –y is changed into –i, e.g. *happy* – *happier* – *the happiest*
3. If the adjective ends in –e, the –e is dropped, e.g. *brave* – *braver* – *the bravest*.

§ 5. The Adverb

1.1. The adverb is a part of speech which denotes some circumstances or characteristic features of an event, its time, place, manner etc.

1.2. According to their structure adverbs can be simple (*then*), derivative (*slowly*), compound (*sometimes*) and composite (*at last*).

The adverb is formed with the help of suffixes: *-ward(s)*, *-long*, *-wise*, but the most productive adverb-forming suffix is *-ly*, which is added to an adjective (*bad-badly*). We can also use some words as adjectives or adverbs without adding *-ly*.

E. g. It was a fast train. – The train went fast.

Some adverbs have two forms, one without *-ly* and one with *-ly*, but they have different meanings (*hard-hardly*, *late-lately*).

1.3. According to their semantic characteristics all adverbs can be divided into:

1. adverbs of time which denote duration, timing and frequency of an event (*today*, *soon*, *often*);
2. adverbs of place which denote location and direction of an action (*inside*, *upstairs*, *there*);
3. adverbs of manner which denote how something happens (*hard*, *well*, *carefully*);
4. adverbs of degree, measure and quantity (*very*, *much*, *too*)

1.4. The only morphological characteristic of the English adverbs is that of degrees of comparison. There are three forms of degree: the positive degree, the comparative degree, the superlative degree.

Adverbs	Comparative	Superlative
One-syllable words Ex: <i>fast, hard</i>	+er <i>faster, harder</i>	+est <i>fastest, hardest</i>
Ending in “-ly” Ex: <i>beautifully</i>	more+... <i>more beautifully</i>	most+... <i>most beautifully</i>
Irregular forms Ex: <i>well</i> <i>badly</i> <i>much</i> <i>little</i> <i>far</i>	<i>better</i> <i>worse</i> <i>more</i> <i>less</i> <i>farther/further</i>	<i>best</i> <i>worst</i> <i>most</i> <i>least</i> <i>farthest/ furthest</i>

§6. The Numeral

1.1. The numeral is a part of speech which denotes the number of some objects (cardinal numerals) or the place of the object in the numerical order (ordinal numerals), e.g. *She bought **two** dresses. The **second** dress was cheaper.*

1.2. Numerals don't undergo any morphological changes, so they don't have morphological categories.

Ordinal numerals are formed from the corresponding cardinal numerals by adding the suffix “-th”, e.g. *four - fourth, ten - tenth*. The exceptions are: *one - first, two - second, three - third*.

1.3. Cardinal numbers:

379 – three hundred and seventy nine

2,860 – two thousand eight hundred and fifty

5,084 – five thousand and eighty four

470,000 – four hundred and seventy thousand

2,550,000 – two million, five hundred and fifty thousand

3,000,000,000 – three billion

There is no plural ‘s’ after hundred, thousand, million and billion when they are part of a number. On their own they can be plural (e.g. *thousands of people, millions of insects*).

Ordinal numbers and dates:

One of the problems with dates is that we write them and say them in a different way.

We write *4 January* (or *4th January*), but say *the fourth of January* or *January the fourth*.

We write *21 May* (or *21st May*), but say *the twenty-first of May* or *May the twenty-first*.

1997 – nineteen ninety seven

1905 – nineteen hundred and five or nineteen oh five

Fractions and decimals:

$1\frac{1}{4}$ - one and a quarter

$1\frac{1}{2}$ - one and a half

$1\frac{3}{4}$ - one and three quarters

$1\frac{1}{3}$ - one and a third

1.25 – one point two five

1.5 – one point five

1.75 – one point seven five

1.33 – one point three three

Percentages:

26% - twenty-six per cent

More than 50% is the majority; less than 50% is the minority.

Arithmetic:

+ addition e.g. $6+4=10$ (*six plus/and four equals/is ten*)

– subtraction e.g. $6-4=2$ (*six minus four equals/is two*)

× multiplication e.g. $6\times 4=24$ (*six times/multiplied by four equals/is twenty-four*)

÷ division e.g. $4\div 2=2$ (*four divided by two equals/is two*)

Saying '0':

This can be spoken in different ways in different contexts.

telephone number: 603 724 – six oh three, seven two four (AmEng – six zero three)

mathematics: 0.7 – nought point seven, 6.02 – six point oh two

temperature: -10 degrees – ten degrees below zero / minus ten degrees

football: 2-0 – two nil

tennis: 40-0 – forty love

Talking numbers:

Here are several useful words and expressions connected with numbers:

The streets have got odd numbers (e.g. 3,5,7) on the left and even numbers (e.g. 4,6,8) on the right.

I got 16 out of 20 in our last test.

§7. The Verb

1.1. The verb is a part of speech which denotes an action or state.

1.2. According to their morphological structure verbs are divided into :

- a) simple (*read, live*)
- b) derived, i.e. having affixes (*magnify, decompose*)
- c) compound, i.e. consisting of two stems (*daydream*)
- d) composite, consisting of a verb and a postposition of adverbial origin (*sit down, give up*).

1.3. According to their syntactic characteristics all verbs can be divided into transitive and intransitive. Transitive verbs are the verbs which take a direct object, i.e. they express an action which passes on to a person or thing directly (*to take, to give, to make*). Intransitive verbs are the verbs which don't require any object for the completion of their meaning (*to stand, to sleep, to swim*).

According to their historical development all verbs fall into two groups: regular and irregular. Regular verbs are the largest group, and the past indefinite and participle II of these verbs are formed by means of suffix **-ed** added to the stem of the verb (*work – worked – worked*). Irregular verbs form the past indefinite and participle II according to some fixed traditional patterns going back to the Germanic verbs, which underwent some changes in the process of history (*break – broke – broken*).

According to their grammatical peculiarities all verbs can be divided into: finite forms, non-finite forms (infinitive, gerund, participle) and modal verbs.

1.4. The finite forms of the verb possess the following morphological categories:

1. The category of person expresses the relation of the action and its doer to the speaker, showing whether the action is performed by the speaker (the 1st person), someone addressed by the speaker (the 2nd person), or someone other (the 3rd person).

2. The category of number shows whether the action is performed by one or more persons.

3. The category of tense denotes the relationship between the time of the action and the time of the speaking. There are three tenses in English: the present tense, the past tense, the future tense.

4. The category of aspect denotes whether the action is in progress or completed. Accordingly, in English there is an opposition of two aspects: the continuous aspect and non-continuous aspect.

5. The category of perfect shows whether the action precedes certain moments of time in the present, past or future or belongs to certain moments of time in the present, past or future. Accordingly, the category of perfect in English is constituted by the opposition of the perfect and non-perfect.

6. The category of voice denotes whether the action is directed from the doer of the action or towards the doer of the action. Accordingly, there are two voices in English: the active voice and the passive voice.

7. The category of mood is constituted by three types: the indicative mood, the imperative mood, the subjunctive mood. The indicative mood is used to present the event as a fact. The imperative mood expresses a command or a request. The subjunctive mood is used to express unreal or hypothetical actions.

1.5. Each tense in English is represented by four verb forms involving such categories as aspect and perfect. There are

four present tense forms:

the present indefinite

the present continuous

the present perfect

the present perfect continuous

four past tense forms:

the past indefinite

the past continuous

the past perfect

the past perfect continuous

four future tense forms:

the future indefinite

the future continuous

the future perfect

the future perfect continuous

four future in-the-past tenses:

the future in-the-past indefinite

the future in-the-past continuous

the future in-the-past perfect

the future in-the-past perfect continuous

Present tenses.

All the present tenses refer the actions they denote to the present, that is to, the time of speaking. But the way they represent the categories of aspect and perfect is different.

1) The Present Indefinite

Form

Positive and negative

I We You They	work. don't work.
He She It	works. doesn't work.

Question

Where	do	I we you they	live?
	does	he she it	

The Present Indefinite is used to express:

1. an action that happens again and again (a habit).

I go to work by car.

2. a fact that is always true.

Ronaldo comes from Brazil.

3. a fact that is true for a long time (a state).

He works in a bank.

Spelling rules:

1. Most verbs add -s to the base form of the verb, e.g. *wants*.

2. Add -es to verbs that end in -ss, -sh, -ch, -x, and -o, e.g. *kisses*.

3. Verbs that end in a consonant + -y change the -y to -ies, e.g. *carries*.

But verbs that end in a vowel + -y only add -s, e.g. *buys*.

2) The Present Continuous

Form

Positive and negative

I	'm 'm not	eating.
He/She/It	's isn't	
We/You/They	're aren't	

Question

What	am is are	I he/she/it we/you/they	doing?
------	-----------------	-------------------------------	--------

The Present Continuous is used to express:

1. an activity that is happening now.

Don't turn the TV off. I'm watching it.

2. an activity or situation that is true now, but is not necessarily happening at the moment of speaking.

Don't take that book. Jane's reading it.

3. a temporary activity.

Peter is a student, but he's working as a waiter during the holidays.

4. a planned future arrangement.

I'm having lunch with Glenda tomorrow.

Spelling rules

1. Most verbs add -ing to the base form of the verb, e.g. *going*.

2. Verbs that end in one -e lose the -e, e.g. *smoking*. But verbs that end in -ee don't drop an -e, e.g. *agreeing*.

3. Verbs of one syllable, with one vowel and one consonant, double the consonant, e.g. *stopping*. But if the final consonant is -y or -w, it is not doubled, e.g. *playing*.

3) The Present Perfect

Form

Positive and negative

I We You They	've haven't	lived in Rome.
He She	's hasn't	

Question

How long have	I we you	known Peter?
How long has	she he	

The Present Perfect expresses:

1. an action that began in the past and still continues (unfinished past).

We've lived in the same house for 25 years.

2. an experience that happened at some time in one's life. The action is in the past and finished, but the effects of the action are still felt. When the action happened is not important.

I've been to the United States. (I still remember.)

3. a past action that has a present result. The action is usually in the recent past.

The taxi hasn't arrived yet. (We're still waiting for it.)

4) The Present Perfect Continuous

Form

Positive and negative

I We You They	've haven't	been working.
He She It	's hasn't	

Question

How long	have	I you we	been working?
	has	she it	

We use the Present Perfect Continuous to express:

1. an activity that began in the past and is continuing now.

I've been studying English for three years.

2. a past activity that has caused a present result.

I've been working all day. (I'm tired now.)

Past tenses.

All the past tenses denote the actions in the past, but the way they represent the categories of aspect and perfect is different.

1) The past indefinite.

Form

The form of the Past Simple is the same for all persons.

Positive

I He/She/It We You They	finished left arrived	yesterday. at 3 o'clock. three weeks ago.
-------------------------------------	-----------------------------	---

Negative

I She They (etc.)	didn't	finish leave	yesterday. at 3 o'clock.
----------------------------	--------	-----------------	-----------------------------

Question

When	did	you he they (etc.)	finish the report? get married?
------	-----	-----------------------------	------------------------------------

The past indefinite is used to express:

- a) A finished action in the past: *I went to London last week.*
- b) Actions that follow each other in the story: *Helen walked to the room and stopped. She listened very carefully. She heard a noise...*
- c) A past situation or habit: *When I was 4 I lived with my Granny.* This use is often expressed with “used to”: *I used to live with my Granny.*

2) The past continuous.

Form

Positive and negative

I He She It	was wasn't	working.
We You They	were weren't	

Question

What	was	I she he it	doing?
	were	we you they	

The past continuous is used:

- a) to express activities in progress before, and probably after, a particular time in the past: *At 8 o'clock this morning I was having a breakfast.*
- b) for descriptions: *Mary looked awesome. She was wearing a red silk dress. Her eyes were shining in the lights of the candles.*
- c) to express an interrupted past activity: *When the phone rang I was having a shower.*
- d) to express an incomplete activity in the past in order to contrast with the past indefinite that expresses a complete activity: *I was reading a book during a flight. (But I didn't finish it)-I watched a film during the flight. (the whole film).*

3) The past perfect.

Form

The form of the Past Perfect is the same for all persons.

Positive and negative

I You We (etc.)	'd (had) hadn't	seen him before. finished work at 6 o'clock.
--------------------------	--------------------	---

Question

Where had	you she they (etc.)	been before?
-----------	------------------------------	--------------

Short answer

Had he already left?	Yes, he had. No, he hadn't.
----------------------	--------------------------------

The past perfect is used to make clear that one action in the past happened before the other action in the past: *When I got home I found that someone had broken into my apartment and had stolen my DVD-player.*

4) The past perfect continuous.**Positive and negative**

I You We	had been hadn't been	by 6 o'clock
----------------	-------------------------	--------------

Question

Where had	you she they	been speaking?
-----------	--------------------	----------------

The past perfect continuous is used to denote an action in progress that began before a certain moment in the past and continued up to that moment, into it or not: *She had been acting for a long time without a rest and she badly needed one.* (continued into it). *I had been feeling very tired, but now I grew alert.* (not into the moment).

Future tenses.

All the future tenses refer the action they denote to the future. The difference between them is due to their different relation to the categories of aspect and perfect.

1) The Future Indefinite

Form

Affirmative	Interrogative	Negative
I shall/will work He will work She will work We shall/will work You will work They will work	Shall/Will I work? Will he work? Will she work? Shall/Will we work? Will you work? Will they work?	I shall/will not work He will not work She will not work We shall/will not work You will not work They will not work

We use the Future Simple to show future time. It expresses a future fact or prediction.

We'll be away for two weeks.

2) The Future Continuous

Form

Affirmative	Interrogative
I shall/will be reading He will be reading She will be reading We shall/will be reading You will be reading They will be reading	Shall/Will I be reading? Will he be reading? Will she be reading? Shall/Will we be reading? Will you be reading? Will they be reading?

Negative
I shall/will not be reading He will not be reading She will not be reading We shall/will not be reading You will not be reading They will not be reading

The Future Continuous expresses:

1. an activity that will be in progress before and after a time in the future.

Don't phone at 8.00. We'll be having supper.

2. a future event that will happen in the natural course of events. This use is uncolored by ideas such as intention, decision, arrangement, or willingness. As time goes by, this event will occur.

Don't worry about our guests. They'll be arriving any minute now.

3) The Future Perfect

Form

Affirmative	Interrogative
I shall/will have worked He will have worked She will have worked We shall/will have worked You will have worked They will have worked	Shall/Will I have worked? Will he have worked? Will she have worked? Shall/Will we have worked? Will you have worked? Will they have worked?

Negative
I shall/will not have worked He will not have worked She will not have worked We shall/will not have worked You will not have worked They will not have worked

The Future Perfect expresses an action that will be completed before a definite time in the future.

I'll have done all my work by this evening.

4) The Future Perfect Continuous

Form

Affirmative	Interrogative
I shall/will have been working He will have been working She will have been working We shall/will have been working You will have been working They will have been working	Shall/Will I have been working? Will he have been working? Will she have been working? Shall/Will we have been working? Will you have been working? Will they have been working?

Negative
I shall/will not have been working He will not have been working She will not have been working We shall/will not have been working You will not have been working They will not have been working

The Future Perfect Continuous expresses an action which will begin before a definite moment in the future, will continue up to that moment and will be going on at that moment.

We'll have been working at this problem for a month when you visit us a second time.

Future in-the-past tenses.

Future in- the- past tenses refer the actions not to the actual future, but to the future viewed as such from the standpoint of past time. These forms are dependent because they are used mainly in object clauses in reported speech after verbs in the past tense forms.

1) The future in the past indefinite

Form

Affirmative	Interrogative	Negative
I should/would work He would work She would work We should/would work You would work They would work	Should/Would I work? Would he work? Would she work? Should/Would we work? Would you work? Would they work?	I should/would not work He would not work She would not work We should/would not work You would not work They would not work

The future in the past indefinite is used to denote simple facts, habitual actions and successions of actions in the future viewed from the past: *He said he **would** soon **take up** English.*

2) The future in the past continuous

Form

Affirmative	Interrogative
I should/would be reading He would be reading She would be reading We should/would be reading You would be reading They would be reading	Should/Would I be reading? Would he be reading? Would she be reading? Should/Would we be reading? Would you be reading? Would they be reading?

Negative
I should/would not be reading He would not be reading She would not be reading We should/would not be reading You would not be reading They would not be reading

The future in the past continuous is used to denote an action in progress at a certain moment of time, or an action that is expected by the speaker as a result of a naturally developing situation: *And she thought that at that time next Sunday she **would be approaching** her beloved Paris.*

3) The future in the past perfect

Form

Affirmative	Interrogative
I should/would have worked He would have worked She would have worked We should/would have worked You would have worked They would have worked	Should/Would I have worked? Would he have worked? Would she have worked? Should/Would we have worked? Would you have worked? Would they have worked?

Negative
I should/would not have worked He would not have worked She would not have worked We should/would not have worked You would not have worked They would not have worked

The future in the past perfect is used to denote an action completed before a certain moment of time in the future treated as such as at some moment in the past: *He realized that **he would have accomplished** his task long before midnight.*

4) The future in the past perfect continuous

Form

Affirmative	Interrogative
I should/would have been working He would have been working She would have been working We should/would have been working You would have been working They would have been working	Should/Would I have been working? Would he have been working? Would she have been working? Should/Would we have been working? Would you have been working? Would they have been working?

Negative
I should/would not have been working He would not have been working She would not have been working We should/would not have been working You would not have been working They would not have been working

The future in the past perfect continuous denotes an action in progress that begins before a certain moment of time in the future viewed from the past and goes on up to that moment and into it: *He said he **would have been living** here for 5 years next year.*

	Present	Past	Future	Future in the Past
Indefinite	I go to the theatre every week.	I went to the theatre last week.	I shall/will go to the theatre next week.	I said I should/would go to the theatre next week.
Continuous	(Don't speak to him.) He is working .	When I came, he was working .	(Don't come at 8.) I shall/will be working .	He said he would be working at 8 o'clock.
Perfect	1. (I can return the books to the library.) I have read them. 2. I have known him for two years.	1. I had read all the books by the 1st of April. 2. By 2005 I had known him for two years.	1. I shall/will have read all the books by the 1st of April. 2. By 2015 I shall/will have known him for twelve years.	I said I should/would have read all the books by the 1st of April.
Perfect Continuous	1. I have been reading the book for a week. 2. (I am very tired.) I have been reading a lot.	1. I had been reading the book for a week, when you asked me for it 2. (I was very tired.) I had been reading a lot.	By the 1st of May I shall/will have been reading the book for a fortnight.	I said that by the 1st of May I should/would have been reading the book for a fortnight.

1.6. Voice is the grammatical category of the verb denoting the relationship between the action expressed by the verb and the person or non-person denoted by the subject of the sentence. There are two voices in English: the active and the passive.

The active voice indicates that the action is directed from the subject (doer of the action). The passive voice indicates that the action is directed towards the subject (receiver of the action).

Forms of passive voice:

INDEFINITE	Present	New schools are built every year.
	Past	This school was built a month ago.
	Future	A new school will be built in our village in spring.
PERFECT	Present	The school has been built this month.
	Past	The school had been built by the 1st of September.
	Future	I am sure the school will have been built by the 1st of September.
CONTINUOUS	Present	A new school is being built in our street.
	Past	When I returned to town, the school was still being built .

The uses of tenses in the active and passive voice are the same.

1.7. The category of mood indicates the attitude of the speakers towards the action expressed by the verb from the point of view of its reality. In Modern English we distinguish 3 moods:

- 1) The Indicative Mood
- 2) The Imperative Mood
- 3) The Subjunctive Mood

The indicative mood shows that what is said must be regarded as a fact, as something which has been or is at the moment of speaking or will be in the future. The indicative mood has a big variety of tense and aspect forms in the active and passive voice. *E.g.: Somebody left the dog in the garden-The dog was left in the garden.*

The imperative mood expresses a command or a request to perform an action addressed to somebody. It doesn't actually denote an action as a real act, that why it has no tense category. Also it has no aspect and voice

distinctions. It is formed with the stem of the verb: *Give it to me!* The negative form is built by means of the auxiliary verb *do*+ the negative particle *not*: *Do not worry!* *Do* is also used in commands or requests to make them more emphatic: *Do be quiet!*

In commands or requests addressed to a first or third person the analytical form *let*+ infinitive without “*to*” is used: *Let him finish his dinner.* In negative sentences the analytical forms take the particle *not* without an auxiliary: *Let her not go any further.*

The imperative mood can't be used in questions.

The Subjunctive Mood shows that the action or state expressed by the verb is presented as a non-fact, as something imaginary or desired. The Subjunctive Mood is also used to express an emotional attitude of the speaker to real facts.

Ex: I wish I were 10 years older.

In Modern English the Subjunctive Mood has synthetic and analytical forms. The synthetic forms of the Subjunctive Mood can be traced to the Old English period, when the Subjunctive Mood was chiefly expressed by synthetic forms. In Old English the Subjunctive Mood had a special set of inflections, different from those of the Indicative. In course of time most of the inflections were lost and the difference between the forms of the Subjunctive and those of the Indicative has almost disappeared. However, in Modern English there are a few synthetic forms of the Subjunctive which have survived; they are as follows: the Present Subjunctive of all the verbs and the Past Subjunctive only of the verb ‘*to be*’. In the Present Subjunctive the verb *to be* has the form ‘*be*’ for all the persons singular and plural, which differs from the corresponding forms of the Indicative Mood (the Present Indefinite). In all other verbs the forms of the Present Subjunctive differ from the corresponding forms of the Indicative Mood only in the third person singular, which in the Present Subjunctive has no ending *-s*. The Present Subjunctive denotes an action referring to the present or future. This form is but seldom used in Modern English. It may be found in poetry and in elevated prose, where these forms are archaisms used with a certain stylistic aim. It is also used in scientific language and in the language of official documents, where it is a living form.

Ex: Though all the world be false, still will I be true.

The Present Subjunctive also occurs in some set expressions.

Ex: Be it so!

In the Past Subjunctive the verb 'to be' has the form 'were' for all the persons singular and plural, which in the singular differs from the corresponding form of the Indicative Mood (the Past Indefinite).

N o t e.—Occasionally the form 'was', which coincides with the form of the Indicative Mood, can be found in the singular.

Ex: I know I am affectionate. I wouldn't say it, if I wasn't certain that I am.

The Past Subjunctive is widely used in Modern English and occurs not only in literature but also in colloquial language. The term 'Past Subjunctive' is merely traditional as in Modern English it does not necessarily express a past action. In adverbial clauses of condition it denotes an unreal condition referring to the present or future. In other types of subordinate clauses it denotes an action simultaneous with the action expressed in the principal clause; thus it may refer to the present and to the past.

Ex: If I were ill I should like to be nursed by you.

The analytical forms of the Subjunctive Mood consist of the mood auxiliaries should, would, may (might) or shall (which is seldom used) and the infinitive of the notional verb.

Ex: Mr. Barkis... proposed that my pocket-handkerchief should be spread upon the horse's back to dry.

Mood auxiliaries have developed from modal verbs, which have lost their modality and serve to form the analytical Subjunctive. Still there are cases when mood auxiliaries retain a shade of modality, for instance the verb might in adverbial clauses of purpose.

Ex: Lizzie stood upon the causeway that her father might see her.

Chapter II. PRACTICE

The Noun

1. Complete the table and mark the stress on each word:

Verb	Noun
educate	
improve	
jog	
govern	
spell	
hesitate	
arrange	
communicate	
discuss	
invite	
develop	
explain	
educate	
decide	
enjoy	
organize	
employ	
oppress	
compose	
produce	
conduct	
Adjective	Noun

stupid	
dark	
weak	
similar	
punctual	
sad	
popular	
happy	
different	
special	

2. Form nouns from the given words with the help of the prefixes and translate them into Russian: un-, in-, mis-, dis-, inter-, pre-, re-.

Understanding, employment, connection, honesty, interpretation, difference, fortune, dependence, importance, security, election, construction.

3. Match a word in A with a word in B to form compound nouns and use them in your own sentences:

A	B
1. sun	a. workers
2. road	b. man
3. tea	c. pen
4. bed	d. glasses
5. post	e. man
6. week	f. paper
7. news	g. union
8. class	h. man
9. fountain	i. work
10. foot	j. room
11. side	k. man
12. trade	l. end
13. house	m. board
14. milk	n. room
15. chair	o. pot

4. Define the type of the following nouns:

Shakespeare, dog, snow, family, beauty, sight, crowd, iron, table, London, cotton, courage, February, boy, machinery, tea, idea, Monday, team, youth.

5. Write the countable and uncountable nouns into two different columns:

Wall, pen, air, chalk, picture, water, match, tea, time, hour, bread, river, friend, copper, cigarette, tobacco, cheese, teacher, glass, paper, music, coffee, armchair, gold, ship, milk, shop, idea, ice, furniture, butter, happiness, wood, tree, word, ink, money, coin, university, hero, assistance, assistant, darkness, meat, machine, instrument.

6. Correct the mistakes in these sentences:

1. I need some informations.
2. We had a lovely weather.
3. The furnitures are very old.
4. I'm looking for a new jeans.
5. Your hairs are getting very long.
6. Do you have a scissors?
7. We had a lot of homeworks yesterday.
8. Do you think she's making a progress with her Ebnglish?
9. These trousers is too small.
10. She gave me some good advices.

7. Give the plural of the following nouns:

Toe, city, hero, piano, calf, cliff, proof, chief, stitch, bath, belief, life, shelf, berry, valley, roof, pen, window, wall, week, clock, ship, library, watch, dress, country, glass, day, party, play, bus, leaf, colony, fox, half, mass, eye, language, place, key, thief, ray, bush, mouth, journey, foot, boot, ox, fox, man, woman, month, mouse, child, ship, goose, deer, cheese, sheep, crisis, phenomenon, datum, nucleus, basis, apparatus, criterion, series, analysis, formula.

8. Rewrite the following phrases using the Genitive case ('s or s'):

1. the clothes of the boys
2. a journey of two days
3. the birthday of my daughter Helen

4. work of seven years
5. the surface of the Earth
6. the orders of the Commander-in-Chief
7. the books for children
8. the bag of my friend
9. the career of the actress
10. the signature of Mr. Brown
11. the mistakes which students make
12. a club for women
13. a school for girls
14. the umbrella of James
15. the book of this author
16. the crew of the ship
17. the fault of no one
18. the poetry of Eliot

9. Translate into English:

1. В какой аудитории вы обычно занимаетесь?
2. Где вы обычно проводите субботу и воскресенье?
3. Этот человек не поверил не одному моему слову.
4. Штат очень небольшой, я не знаю, как он справляется.
5. Эта лестница ведёт к морю.
6. Эти новости уже всем известны.
7. Я купил эти часы в Лондоне.
8. Экспорт этого товара значительно увеличился.
9. Какие из этих овец будут посланы на выставку?
10. Франция славится своими винами.
11. В аквариуме пять рыбок.
12. Витрина привлекала внимание всех прохожих.
13. Сын моей сестры хорошо учится.
14. Вам нравится новая книга этого писателя?
15. Где ключ от машины?
16. Я не знаю результат вчерашнего матча.

The Article

1. Find one mistake in each sentence:

1. He's postman, so he has breakfast at 4 a. m.
2. The love is more important than money.
3. I come to the school by bus.
4. I'm reading one good book at the moment.
5. 'Where's Jack?' 'In a kitchen.'
6. I live in center of town, near the hospital.
7. My parents bought the lovely house in the country.
8. I don't eat the bread because I don't like it.

2. Complete the sentences with a/an, the or nothing:

1. I have two children, ___ boy and ___ girl. ___ boy is twenty-two and ___ girl is nineteen.
2. Mike is ___ in ___ Army, and Chloe is at ___ university.
3. My wife goes to ___ work by ___ train. She's ___ accountant. I don't have ___ job. I stay at ___ home and look after ___ children.
4. What ___ lovely day! Why don't we go for ___ picnic in ___ park?
5. 'What did you have for ___ lunch?' 'Just ___ sandwich.'

3. Complete the sentences with a/an or the:

1. I bought ___ hat and ___ pair of shoes at ___ shops. Unfortunately ___ shoes are ___ wrong size. I'll take them back tomorrow.
2. 'Where are ___ children?' 'They're in ___ garden.'
3. My sister's ___ teacher in ___ school near Leicester. She has three children, two girls and ___ boy. ___ girls are in her class at school, but ___ boy isn't old enough for school yet.
4. Jane and Bill are ___ very nice couple. She has ___ clothes shop, and he works in ___ center of town.
5. 'Where are my shoes?' 'On ___ floor in ___ kitchen.'
6. 'How much are the driving lessons?' 'Fifteen pounds ___ hour.'
7. When you come to bed, can you put ___ cat out and turn off ___ lights?
8. I went to ___ restaurant last night.
9. What's ___ name of ___ restaurant we went to last night?

4. Complete the sentences with a, an, the or nothing:

1. China has ___ biggest population in ___ world.
2. ___ Yangtze River flows into ___ East China Sea.
3. Do you like ___ Chinese food?
4. We had some for ___ lunch ___ few days ago.
5. I come to ___ school by bus, but I get ___ lift home with ___ friend.

5. Complete the text with a, an, the or nothing:

My Aunt Vanessa is (1) ___ artist. She lives in (2) ___ beautiful old cottage by (3) ___ sea and she paints (4) ___ small pictures of wild flowers and birds. She doesn't like leaving (5) ___ cottage, but once (6) ___ year she travels by (7) ___ train to London and has (8) ___ tea with me at (9) ___ Savoy Hotel. At the moment I'm quite worried about her because she's in (10) ___ hospital, but I'm sure she'll be better soon. I'm going to visit her next week.

6. Complete the text with a, an, or the. If nothing is needed, write -:

Shelley's a visitor from (1) ___ United States. She's in London visiting (2) ___ number of famous places. Shelley's (3) ___ architect so she enjoys looking at (4) ___ modern buildings. She knows she'll walk (5) ___ few miles today, so she's wearing (6) ___ good pair of (7) ___ comfortable shoes. She has (8) ___ old map with her. (9) map's not very good, but Shelley says it's (10) ___ best one she's found.

7. Translate into English:

1. «Кем ты хочешь быть, Майк?» «Я хочу быть учителем». 2. Посмотрите на доску, пожалуйста. 3. Они вошли в вагон, в котором не было свободных мест. 4. На углу вашей улицы висят часы, которые приводятся в действие электричеством. 5. Мне нужно снять комнату. 6. Апельсин не кислый? 7. Дверь закрыта. 8. Сколько стоят сервизы сегодня? 9. Это очень хороший совет. 10. Мы не тронемся, пока погода не переменится. 11. Это не дружеский совет! 12. Какой успех имела книга! 13. Я предпочитаю проводить каникулы в горах, у моря или в деревне. 14. Мой друг написал мне об этом в письме. 16. Хотя земля была холодной и мокрой, небо было ясным. 17. Роджер посмотрел на него, не говоря ни слова, и дал ему стодолларовую банкноту. 18. «Мама, купи мне мороженое». 19. На завтрак я ем варёное яйцо и чашку кофе.

20. Вода в реке очень холодная. 21. Обычно я пью кипячёное молоко. 22. Погода была такой тёплой, что мы решили поплавать. 23. Кофе подали с настоящими сливками. 24. Кордильеры находятся в Северной Америке. 25. Она показывала мне фотографию замечательной долины в Баварии. 26. Константиновы поселились здесь два года назад. 27. Крым и Кавказ находятся на берегу Чёрного моря. 28. Для лета это был очень тёплый вечер. 29. Зима заканчивалась, в воздухе пахло весной. 30. Хотя было одиннадцать часов, Софья всё ещё была в постели. 31. Утром, как обычно, я пошёл в школу. 32. Утро было холодное и ветренное. 33. Вечер был холодным и туманным. 34. Он всегда говорит очень тихо. 35. Во время обеда он по ошибке назвал меня Мэри. 36. Она уже целую вечность ищет работу. 37. Напротив нашего дома больница. 38. Я нашёл на улице котёнка. 39. Летом я живу за городом, но по воскресеньям езжу в город. 40. В молодости она была красавицей. 41. После работы мой дядя обычно идёт домой. 42. Его попросили произнести речь. 43. По воскресеньям вся семья ходила в церковь.

The Pronoun

1. Define the class of the pronouns in the following sentences.

1. There's nothing for any of us to do. 2. Both these people were resolved to treat Mr. Polly very well, and to help his exceptional incompetence in every possible way. 3. Tom presented himself before Aunt Polly, who was sitting by an open window in a pleasant rearward apartment, which was bedroom, breakfast-room, dining-room, and library combined. 4. Such were the reflections of Felix before the brass tablet. 5. It was the sort of solemn warning that a sanguine man gives to others, because he ought to give it to himself. 6. Elizabeth and George talked and found each other delightful. 7. What we need is a higher and purer political morality. 8. She hesitated a moment, and then sat down beside me, and laid her hand on mine. 9. "I didn't know anything about it," cried Charlie indignantly. "I came to see you about something else." 10. What about this coal strike? Will it ruin the country as the papers say? Isn't it a foolish thing on both sides? 11. She sat in a state of irresponsible exaltation, watching him, with that strange passive cruelty which is natural and proper in her sex and age. 12. None of us except Collingwood knew what the Prime Minister thought of Roger or his policy.

13. There were some aviators in the compartment who did not think much of me. 14. Then a guarded voice said, "Who goes there?" 15. Husbands and wives never listen when they talk to each other, only when the other is talking to somebody else. 16. Let me tell you something. 17. There was at least one person in the world who knew that he was alive and attached some importance to the fact. 18. What are you talking about? 19. I can only say what I think. 20. He seemed to get prouder and prouder over each item of his own deficiency. 21. We said good-bye to one another and arranged to meet in the autumn. 22. What was it in this girl that reminded turn of that one with whom he had lived but two years, and mourned fifteen?

2. Fill in the blanks with personal pronouns.

1. Look at your trainers. ... are dirty. 2. Our teacher is old and ... has a beard. 3. Don't sit on that chair. ... is broken. 4. I love Anna. ... is my best friend. 5. Give me some water. ... am thirsty. 6. Have ... got a car, Sam? 7. Laura and I play volleyball. ... do it on Sundays. 8. Where is Cindy? I can't see 9. Peter and Anna need your help. Can you help ...? 10. Here is your tomato juice. Drink 11. We are going shopping. Let's go with 12. Those are my nuts. Don't eat 13. The rat is under the table. Do you see ...? 14. Robert is ill today. So we shall not see 15. I am very busy. Please don't disturb 16. Mary and Paul can't open the door. Go and help 17. It's my sister's birthday today. This is a present for 18. I work for my mother. I help ... in the shop. And she gives ... some money. 19. We have two dogs. We often take ... for a walk. We also take a ball and our dogs like to play with ... 20. My brother works at the hospital. ... is a doctor. 21. My favorite subject is History. ... is very exciting. 22. Look at her. ... is so beautiful! 23. We are going to the beach. You can join ... 24. I like Kate's hair. ... is so thick and long.

3. a) Complete the sentences using possessive pronouns.

1. I left ... car in the garage. 2. Mary hung ... coat on the peg. 3. Jack had ... hair cut. 4. Neil and David ate ... supper. 5. I hope you enjoy ... holiday. 6. We'll invite you round to ... house. 7. You must make up ... own mind. 8. The children had to cook ... own supper. 9. Bill borrowed Jenny's car. ... own car was being repaired. 10. I'll bring ... own sheets and towels. 11. Every dog had ... own special basket to sleep in. 12. You should do ... own washing up.

b) Choose the correct form of the pronoun.

1. It may be (our, ours) dictionaries. 2. She has not read a line of (your, yours). How can she criticize (your, yours) poems? 3. His composition is much more interesting than (your, yours) or (my, mine). 4. (Their, theirs) knowledge of the subject is not much superior than (our, ours). 5. I am afraid they will take (her, hers) advice not (your, yours). 6. Will you help me to sort out the things? I cannot tell which are (your, yours) and which are (my, mine). 7. This is (your, yours) pencil, but where is (my, mine)?

4. Translate into English, using possessive and personal pronouns.

1. Тебе следует играть со своими собственными игрушками. 2. Роберт не мог пользоваться своим ноутбуком, так как он был сломан. 3. Смешной кот пытался поймать свой хвост. 4. Надеюсь, вам понравится ваша еда. 5. Анна отвезла своих детей в школу. 6. Я сделал рентген грудной клетки. 7. Мы можем принести свои собственные инструменты. 8. Они часто ездят в Крым, потому что любят его природу. 9. Она не может найти свои очки. 10. Он не дал мне свой номер.

5. Fill in the blanks with reflexive pronouns where necessary.

1. Every morning I wash ...and clean my teeth. 2. Jane is a baby, she is too small to eat by... 3. Peter is very lazy. He always copies his friend's homework and never does it by... 4. The children can decorate the Christmas tree by.... 5. Julie is always looking at ...in the mirror. 6. If you can't do this exercise by ..., ask the teacher for help. 7. The cat cleans ...with its tongue. 8. Don't help us, Dad! Jim and I can paint the car all by.... 9. You are five years old, Danny. You have to comb your hair by ...now. 10. Please, come in and make ... at home. 11. He shaves... every day. 12. Go and wash... 13. He likes his wife to dress... well. 14. Behave...! 15. The child fell and hurt... badly. 16. The book was so interesting that I could not tear... from it. 17. Do not worry about us. We can look after.... 18. We established... in the hotel. 19. It isn't her fault. She should not blame... 20. Jack and I first met... at the party.

6. Fill in the blanks with reflexive pronouns where necessary.

1. Be careful! That pan is very hot. Don't burn.... 2. I want to know you better. Tell me about.... 3. Meanwhile, he paraded Gloriously before this young man. 4. He was not doubting the logic, he realized suddenly;

what he was doubting was.... 5. You're working too much. Why don't you relax... more? 6. Tom is growing a beard because he doesn't like shaving... 7. Simon calmed ... with an effort. 8. Soames added: "Well, I hope, you'll both enjoy ..." 9. Did the boys build this boat ... ? 10. I hope you didn't hurt...

7. Fill in the blanks with demonstrative pronouns.

1. ... is rye-bread, I always buy ... one. 2. He gave me the... gift as a year before. 3. What do you want me to do with... staff? 4. He isn't one of ... men whom women all like. 5. Do you see ... trees on the other side of the road? 6. Let us leave... subject. 7. He continued to visit the ... restaurant as when he was young. 8. ... is what I did last year. 9. ... is life. 10. ... is what I want you to do. 11. I have divided the books into two piles. ... are to be kept. ... are to be sold. 12. Our house was next to ... of Jane's.

8. Insert this, that, these, those, it or they.

1. Is ... your brother over there? 2. Look at ... beautiful flowers! 3. What's ... in your bag? 4. -Are... boys your brothers? Yes, ... are. 5. How much is ... ? ... is 50 \$. 6. Do you like ... shoes? No. I don't. ... are horrible. 7. All ... is very interesting. 8. ... will do. 9. Try one of ... 10. ... are computers of the latest type. 11. Suddenly I felt something warm on my knees. ... was a cat. 12. Who are you talking with?- ... was a friend of mine.

9. Insert interrogative pronouns.

1. ...did you invite to preside over the meeting? 2. She asked ...I preferred, tea or coffee? 3. Of ... are you speaking? 4. ... do you want to do? 5. ... shall I give this to? 6. ... of these books will you take? 7. I don't know ... of them will actually get it? 8. ... said these words? 9. Of ... boy are you speaking? 10. ...do you want to see? 11. ...did he come here for? 12. ...do you think he is? 13. With ... were you exchanging pleasantries? 14.... is better, honor or riches? 15. To... do you pass on the notes?

10. Insert all, everyone or everything.

1. She is very kind. ... likes her. 2. They did ... they could to help us. ... was very kind to us. 3. Jill doesn't do any of the housework. Her husband does.... 4. Jane told me ... about her trip to Italy. 5. He's a great scientist. He devoted his ... life to the science. 6. I didn't spend much money in the

shops. ... I bought was a pair of gloves. 7. Why are you always thinking about food? Food isn't ... 8. He didn't say where he was going.... He said was that he was going away. 9. ... has got their faults. Nobody is perfect. 10. ... in our family plays the piano. 11. ... in the team played well. 12. We've redecorated ... rooms in the house.

11. Insert every or each.

1. ... player had three cards. 2. Kate has read ... book in the library. 3. ... day he comes here, and ... time he asks me the same questions. 4. There were huge building on ... side of the street and ... had rows of balconies as its only decoration. 5. He shook hands and had a few minutes' talk with ... of us. 6. There is a train to London ... hour. 7. The Olympic Games are held ... four years. 8. There were four books on the table. ... book was a different color. 9. Our team is playing well. We won ... game this season. 10. I get paid ... week. 11. Car seat belts save lives. ... driver should wear one.

12. Insert both or either.

1. Which would you prefer, the Webster or the Oxford dictionary? -... will do. 2. ... my parents are from London. 3. Do you want tea or coffee? ... I really don't mind. 4. To get to the town center, you can go along the footpath by the river or you can go along the road. You can go ... way. 5. I tried twice to phone George, but ... times he was out. 6. The man held the axe in ... hands. 7. The patio stretched on ... side of the house. 8. I could hear them ... 9. ... of them was of the same opinion. 10. ... his legs were broken in the accident. 11. What would you like, orange juice or Coke? - ..., I'm not thirsty. 12. I've got a brother and two sisters. My brother is working, but ... my sisters are still at school.

13. Insert (the) other(s) or another.

1. The shoes do not fit me. Can you give me ... pair? 2. Without ... word he left the room. 3. Would you like ... cup of tea? 4. The I read the novels one after ... 5. Why are you alone? Where are ... ? 6. The house on ... side of the river was built of grey stone. 7. ... people have told me the same thing. 8. I see only five copies here. Where are ... ones? 9. The are going to get punished one way or ... 10. I met him at the club ... night. 11. He was always somewhat indifferent to the feelings of ... 12. The bar was kept by

two very nice girls, one was American and ... English. 13. ... day I made an epigram. I hope you'll like it.

14. Complete the sentences with some or any.

1. I haven't got ... paper. 2. I'll buy ... pepper when I go to the shop. 3. Is there ... petrol in the car? Yes, I put ... in yesterday. 4. I bought ... fruit, but they didn't have ... vegetables. 5. Do you have... change? I need 50 p 6. I saw ... change on the table a minute ago. 7. I need... help with my homework. 8. I don't have ... free time today, sorry. 9. Do you have ... problems with this exercise? 10. Have you got ... brothers or sisters? 11. We don't need ... olive oil. 12. Here are... letters for you. 13. I need... money.

15. Supply somebody or anybody, something or anything.

1. You are ...now, and don't let ... forget it. 2. How can ... who has travelled so much be so appallingly juvenile, he wondered? 3. In a town of a sensible size you had a good chance of meeting ...you were looking for. 4. He was wearing a dinner-jacket, unlike ...at the supper-party. 5. "You've no business to say such a thing!" she exclaimed. "Why not? ... can see it." 6. There was a light tap on the door. And ... came in. 7. Once upon a time Clennam had sat at that table taking no heed of ...but Flora. 8. Here was ... to remember, to think about. 9. "Look here," said Hunter at last, "have you shown that picture to...?" 10. There is ... nice, anyway, who likes being out instead of in that stuffy drawing-room, playing bridge and talking, talking. 11. The. Word Germans was ... to be frightened at. We did not want to have ...to do with the Germans. 12. But I can't do...for him. 13. He was a rather small man, but there was ...naturally commanding about him. 14. Everyone said he could turn ...into money. 15. I do not know what I expected to see, but I did not see ...except the fields and the bare mulberry trees and the rain falling. 16. ... is wrong somewhere. 17. She looked at me with violence, with...like hate. 18. The room was far more splendid than ... Little Dorrit had ever imagined, and would have been splendid and costly in someone's eyes. 19. I can bear ...but that. 20. When he read those books ... happened to him. 21. It was ... he didn't want to remember. 22. Even when she talks nonsense in that slightly affected way she seems to be saying ... valuable.

16. Complete the sentences with no, none or nobody (nothing).

1. It was a public holiday, so there were ... shops open. 2. The bus was completely empty. There was ... in it. 3. We had to walk home because there was ... taxi. 4. How many eggs have we got? Do you want me to get some? 5. We took a few photos but ... of them were good. 6. The town is still the same. ... has changed. 7. What's in the box?... It's empty. 8. The accident looked very serious but ... was badly injured. 9. I tried to phone Chris but there was ... to answer. 10. We cancelled the party because ... of the people we invited were able to come.

17. Translate into English.

1. Ты можешь обойтись без моей помощи, а без ее помощи не можешь. 2. Ты не умеешь вести себя, веди себя прилично! 3. По обе стороны улицы стояли большие дома. 4. Он внимательно осмотрел каждую комнату. Все они были большими и уютными. 5. Он возложил всю вину на меня. 6. Все люди любят праздники. 7. Все кричали, и никто не слушал друг друга. 8. Казалось, они были одни и смотрели только друг на друга. 9. Мы дошли до другого конца зала и остановились. 10. Мой брат бреется каждый день, пойдя побриться. 11. Я помню каждый дом на нашей улице. 12. Обе руки у него были заняты. Он нес по чемодану в каждой руке. 13. Он пролил все молоко. 14. В комнате было пять человек и все с удивлением смотрели друг на друга. 15. Некоторые из нас поехали поездом, а другие полетели самолетом.

The Adjective

1. State the morphological composition of the following adjectives.

Pretty, bushy, weather-stained, thoughtful, hard-hearted, illegitimate, sober, non-party, low-bred, improbable, sceptical, counter-revolutionary, careworn, beloved, wicked, disobedient, long-legged, regular, water-proof, large, well-timed, homeless, shaky, courageous, panic-stricken, blindfold, Portuguese, newly-baked, antique, peace-making, forlorn, illegible, abundant, red-haired, small, deep-blue, bookish, snow-white, respectable-looking.

2. Complete the sentences with the right adjective.

1. The cost line is not regular in shape. It's quite ... 2. It's not possible. Don't ask me to do ... 3. Such a situation is barely imaginable. It's ... 4. She can't read and write. She is an person. 5. This scheme isn't very practical. It's quite ... in fact. 6. I can't trust him because he isn't honest. He is said to be... 7. This trip lasted two days. It was... 8. The baby is three month old. It is a ... 9. The parcel weighs two kilos. It is ... 10. The jar contains three liters. It is... 11. The fence is twenty miles. It is...

3. Put the adjectives in brackets in the correct position.

1. a young girl (pretty) 2. a beautiful table (round/wooden) 3. a kitchen cupboard (oak) 4. a cold day (rainy) 5. a red car (old/little) 6. a new sweater (green/nice) 7. a gold watch (small/antique) 8. a big cat (fat/black) 9. an old painting (interesting/French) 10. a little village (old/lovely) 11. big eyes (blue) 12. long hair (black/beautiful) 13. a wide avenue (long) 14. a long face (thin) 15. an American film (old)

4. Give the comparative and superlative degrees.

Cosy, merciful, bad, complete, fat, cheap, big, clumsy, stupid, far, miserable, narrow, virtuous, simple, merry, regular, expensive, low, deep, sad, significant, bitter, intimate, lazy, old, serious, tiny, clever, little, considerate, gay, good, much, dark, beautiful, dear, fit.

5. Use the adjective in the comparative or superlative degree.

1. They had dined well and were now drinking hard... their faces getting ___ and ___ (red, red) 2. Was there anything in the world ___ than indecision? (bad) 3. He was only five years ___ than I was, which made him forty-five, (young) 4. He loved his brother and he had done his brother what people seemed to consider ___ of wrongs, (bitter) 5. ___ sin towards our fellow creatures is not to hate them, but to be indifferent to them, (bad) 6. He had been a great fencer, before the war, ___ fencer in Italy, (great) 7. She is stopping at one of ___ hotels in town, (good) 8. Difficult to believe it was so long ago, he felt young still! Of all his thoughts this was ___, ___ With his white head and his loneliness he had remained young and green at heart, (poignant, bitter) 9. She received congratulations as if she were ___ of women, (happy) 10. Kate remembered the little general; he was a good deal ___ than herself, (small). 11. I think we'll resume the conversation when you're a little ___,

Caroline, (calm) 12. They had never made ___ pretence of believing him. (little) 13. Things went from bad to ___ (bad) 14. He took his trinkets, carried them to the ___ pawnshop he could find, and being offered forty-five dollars for the lot, took it. (presentable) 15. He felt her breathing grow — and ___ (slow, easy) 16. To be ashamed of his own father is perhaps ___ experience a young man can go through. (bitter) 17. It's ___ in here than it is on the street. (hot) 18. I think you're about ___ girl in school, (pretty) 19. All his life he had taken pains to be ___, ___ than his fellows, (strong, brave) 20. From that moment may be dated the downfall of ___ and ___ of the Indian nations, that existed within the limits of the present United States, (great, civilized)

6. Translate into English.

1. Киев — более древний город, чем Москва; это один из древнейших городов России. 2. В XVI веке Испания была самой могущественной державой мира. 3. Волга длиннее Днепра; это самая длинная река Европы. 4. Ватикан — самое маленькое государство в Европе. 5. Одной из важнейших проблем сегодняшнего дня является установление прочного и длительного мира. 6. Условия жизни трудящихся в странах социалистического лагеря значительно лучше, чем в странах капиталистического лагеря. 7. Можно надеяться, что в ближайшем будущем культурные связи с Англией будут еще более тесными. 8. Точка кипения спирта ниже точки кипения воды. 9. Платина тяжелее золота; это один из самых тяжелых металлов. 10. Утро было прекрасное, но к вечеру погода стала хуже, ветер усилился, и темные тучи покрыли небо.

The Adverb

1. Define the type of the following adverbs according to their structure and translate them into Russian:

Long, anyhow, slowly, at once, sometimes, enough, likewise, at last, so far, then, nowhere, forward.

2. Form adverbs from the given adjectives and nouns and make up your own sentences with them:

Sweet, careful, real, slow, usual, day, calm, stupid, heroic, firm, loud, happy, safe, dry, gradual, soft, brave, hour.

3. Point out the adverbs and define the group each belongs to:

1. She talked to them naturally, sang a little song to them. 2. He was free to go off with his easel where and when he liked. 3. The man must have had diabolically acute hearing. 4. Patients insist on having microbes nowadays. 5. As soon as Annette found herself outside, she began to run. 6. I never felt better in my life. 7. I think sometimes there is nothing before me but hard work. 8. It was as if his soul had been cramped and his eyes bandaged from the hour of his birth. 9. Yes, George had lived too fast, or he would not have been dying twenty years before his time — too fast. 10. She consulted her husband at once. 11. Fleur having declared that it was “simply too wonderful to stay indoors,” they all went out. 12. And she lived at Maple Durham a jolly name, too, on the river somewhere. 13. A week later I am visited by a very stylishly dressed young woman. 14. They had been dancing together. 15. He remembered her birthday well — he had always observed it religiously. 16. The driver was ordered to take the car to the pool, and James and Karen went afoot. 17. The only thing is to cut the knot for good. 18. Why you’ve hardly started, it isn’t fair to bother you. 19. Twice I doubled round corners; thrice I crossed the road and came back on my tracks. 20. They went eyeing each other askance. 21. He took a few steps towards her and looked less at her than at the open doorway behind her. 22. In another moment Adel was leading the way downstairs. 23. Soames looked at her hard. 24. The boy was due to go to-morrow. 25. She seems to be simple enough. 26. It came from the terrace below. 27. They are quiet at- present. 28. I must get the money somehow. 29. He had never had a love of music. 30. He spoke little and listened much.

4. Give the comparative and superlative degrees of the following adverbs:

Early, often, hard, easily, well, little, near, far, late, clearly, slowly, fast, quickly, strongly, much, closely, close, long.

5. Open the brackets, give the comparative and superlative forms of the adverbs:

1. I like this dress (well) than the black one.
2. Now she visits them (frequently) than last year.
3. Our new car is (fast) than the old one.
4. Which of all these books did you enjoy (much)?

5. Now I can hear you (clearly) than before.
6. You ought to have told me (much).
7. Who works (hard): Mike, Pete or Jack?
8. The fire was put out (quickly) than we expected.
9. He speaks English (fluently) of all in my class.

6. Say whether the italic word is an adjective or an adverb:

1. The task was so *easy* that we didn't need time to get prepared.
2. I could do it *easily* if I had the time.
3. He spoke *loudly*.
4. We heard a *loud* noise in the street.
5. We went *straight* to St. Petersburg without stopping anywhere.
6. He looked at us with a perfectly *straight* face.
7. You would play *better* if you had a *better* instrument.
8. They have very *little* space for the garden.
9. When I first came to Moscow, I *little* thought that I should stay here so *long*.
10. We stayed there a *long* time.
11. He works *more* and *better* than he used to.
12. He knows *more* poems than I.
13. *Early* risers see *more* of the world.
14. They came *early* that evening.
15. We haven't had *much* rain this month.
16. She is singing *worse* than usual.
17. The weather is *worse* this morning.

7. Choose the correct form of the words given in brackets:

1. He certainly has done (good, well) in his studies this year.
2. It is not (good, well) for you to smoke.
3. I was (angry, angrily) at what he did.
4. He stormed (angry, angrily) out of the room.
5. It isn't (bad, badly).
6. To the parent's disgust, the child behaved very (bad, badly) at table.
7. He dreamed of acting (brave, bravely) in emergency.
8. He is a (brave, bravely) man.
9. This is quite (clear, clearly).
10. I can see (clear, clearly) what you mean.
11. She looked at him (cold, coldly).
12. The weather is (cold, coldly) today.
13. This is a (comfortable, comfortably) desk.
14. The English like to live (comfortable, comfortably).
15. He is (dangerous, dangerously) calm.
16. This road is (dangerous, dangerously).
17. Let's look at it from (different,

differently) angles. 18. The two sisters always reacted (different, differently). 19. This definition is not quite (exact, exactly). 20. Can you tell me (exact, exactly) when he will come? 21. He seems to be not very (happy, happily) about it. 22. They smiled (happy, happily). 23. The girl was (heavy, heavily) painted. 24. The case is too (heavy, heavily). 25. She sighed (helpless, helplessly). 26. She is quite (helpless, helplessly) with the child. 27. The work was done (perfect, perfectly). 28. The weather during the last few days has been (perfect, perfectly). 29. Walk (quiet, quietly), or you will the patient. 30. His voice was (quiet, quietly). 31. Your geography is (sad, sadly) at fault. 32. It is (sad, sadly) that you have been ill such a long time. 33. She looked at me (sad, sadly). 34. The answer was not (satisfactory, satisfactorily). 35. You performed (satisfactory, satisfactorily). 36. Do you (serious, seriously) wish to go there? 37. Are you (serious, seriously) about going there? 38. The explanation was quite (simple, simply). 39. The problem can be solved quite (simple, simply).

8. Translate into English:

1. Вы часто пропускаете занятия в последнее время. 2. Мы почти опоздали на поезд. 3. Какой из его фильмов вам больше всего нравится? 4. Чем шире будет ваше образование, тем выше будут ценить ваши знания. 5. Я хорошо знаю свой город, но лучше всего я знаю центр. 6. В этом году занятия заканчиваются гораздо позже, чем в прошлом. 7. Ему было очень холодно. 8. Зверь упал замертво. 9. Я ещё не готов. 10. Ты ещё молод, ты можешь ещё сделать это. 11. Мы долго наблюдали за ними. 12. Эта встреча произошла недавно. 13. Вы часто виделись с ним в последнее время? 14. Мы в последнее время много переводили с английского. 15. Она никуда не ездила прошлым летом. 16. Новый магазин близко отсюда. 17. Он мало спит. 18. Он много читает. 19. Этот дом совсем старый. 20. Его новый роман совсем неинтересный. 21. В его работе почти нет ошибок. 22. В этом городе почти нет зелени. 23. Я где-то читал об этом. 24. Я разговаривал с ним недолго. 25. Чем дольше я живу здесь, тем больше мне тут нравится. 26. Она чуть не опоздала на самолёт. 27. Я где-то оставил свою ручку. 28. Вы с кем-нибудь ещё говорили об этом? 29. Он очень хорошо говорит по-французски. 30. Он очень молод, но он очень хороший специалист. 31. Чем интереснее книга, тем быстрее вы читаете её. 32. Самолёт летел высоко в небе, он был едва заметен.

The Numeral

1. Write the following cardinal numerals with letters and make the corresponding ordinal numerals.

1; 2; 3; 4; 5; 11; 12; 14; 15; 21; 25; 28; 30; 52; 67; 74; 83; 99; 100.

2. Write it in English.

1. 245; 533; 816.

2. 3,562; 7,324.

3. Сто книг; сотня страниц; сотни людей.

4. Тысяча машин; тысячи людей; миллион книг.

5. $2+3=5$; $7-4=3$; $3 \times 5=15$; $10:2=5$.

6. 1 Января; 8 Марта.

7. Глава 5; автобус 6.

8. 3.45; 8.09.

9. $2/3$; $4/5$.

3. How do you say these numbers in English? Write your answers after each one:

1. 462

2. $2\frac{1}{2}$

3. 2,345

4. 6.75

5. 0.25

6. $3\frac{1}{3}$

7. 1,250,000

8. 10.04

9. 47%

10. 10 September

11. 3 July

12. 602 8477 (phone number)

13. -5 centigrade

14. In 1903

15. In 1876

4. Correct the mistakes in these sentences:

1. After the game I heard the crowd was over twenty thousands.
2. We arrived on the ten September.
3. There were two hundred twenty altogether.
4. I got twenty-five from forty in my test.
5. My birthday is thirty-one August.
6. My phone number is seven twenty three, six nought nine.

5. Write answers to these problems:

1. 23 and 36 is ...
2. 24 times 8 is ...
3. 80 minus 20 is ...
4. 65 divided by 13 is ...
5. Add 10 and 6, multiply by 8, then subtract 40 and divide by 11. What have you got left?
6. Divide 33 by 11, multiply by 7, add 10, and subtract 16. What number is left?

6. Answer these questions. Write your answers in words:

1. When were you born?
2. How much do you weigh?
3. What is the number of the flat or house where you live?
4. Is that an odd or an even number?
5. What is the approximate population of your town?
6. What is the approximate population of your country?
7. What is the normal temperature of a healthy person?
8. How many kilometres are there in a mile?

The Verb

1. State the morphological composition of the verbs.

To worry, to precipitate, to forbid, to retire, to retell, to do away, to whitewash, to whiten, to ascend, to apologize, to engage, to enfold, to give in, to decompose, to translate, to transport, to browbeat, to subscribe, to subordinate, to run away, to underestimate, to backbite, to mislead, to forget, to succeed, to disobey, to take off, to overrun, to satisfy, to recede, to come in, to resign, to superintend, I to descend, to blackmail, to put up, to unbind,

to win, to counteract, to go on, to forecast, to befriend, to go away, to lie, to predispose.

2. Point out all the verbs. State whether they are transitive or intransitive. Translate into Russian.

1. The door opened, and a thick set heavy-looking young man entered...
2. The paddock was fairly well filled with people and they were walking the horses around in a ring under the trees behind the grandstand. 3. Fleur did not answer. She stood for a moment looking at him and he mother... 4. After turning the matter over and consulting with Irene, he wrote to his daughter, Mrs. Val Dart. 5. The soldiers pushed the foreign workers into groups and led them off. 6. Hughson marched him up to a sort of large desk that was all glass and shining metal. 7. While she stood hesitating, the door opened, and an old man came forth shading a candle with one hand. 8. Fleur looked at her watch and rose. 9. It was Fleur's turn now. She spoke of dogs, and the way people treated them. 10. The stream which worked the mill came bubbling down in a dozen rivulets. 11. He was waiting for us... at the public house; and asked me how I found myself, like an old acquaintance. I did not feel, at first, that I knew him as well as he knew me, because he had never come to our house since the night I was born, and naturally he had the advantage of me.

Tenses in the Active Voice

1. Insert the Present Indefinite or Present Continuous.

1. She (play) tennis with her husband. 2. I (not eat) lunch today. 3. Some birds (fly) to warm countries in winter. 4. She never (go) on holiday at Christmas. 5. Why she (do) the washing-up? Is it her turn? 6. Our cousins (not visit) us very often. 7. ... you (fix) computers? 8. ... (be) they always late for meetings? 9. wear your boots. It's ... (snow). 10. We (have) dinner next Monday. 11. He (work) for an international company so he (travel) a lot. 12. We (study) very hard at the moment. 13. Next week she (go) to Madrid on business. 14. "Where is Kitty?" "Susan (put) her to bed." 15. Light (travel) more quickly than sound. 16. He __ best, who __ last, (to laugh). 17. Actions (speak) louder than words. 18. I don't interrupt people when they (read). 19. I (come) to you house next Thursday. 20. "I've got fever, Kong," gasped Skelton. "Get me the medicine chest and blankets, I (freeze) to death!"

2. Insert the Past Indefinite or Past Continuous.

1. While I (listen) to the radio, the telephone (ring). 2. He (break) his leg when he (ski) in the Alps. 3. We (see) an accident while we (wait) for the bus. 4. While she (prepare) lunch, she (cut) herself. 5. Which countries they (visit) when they (travel) round the world? 6. They (live) in Canada when they (meet) each other. 7. They (fall) in love when they (work) in Rome. 8. She (read) quietly in her room when suddenly the lights (go out) and she (hear) a scream. 9. He (stand up), (walk) across the room and (close) the window. 10. I (see) you in the park yesterday. You (sit) with your arms round Tom. 11. As soon as I (walk) into the room, she (hand) me the letter. 12. They walked on a little and then he (see) she (cry). 13. I looked at the First of the Barons. He (eat) salad. 14. The storm grew worse and worse, and the rain fell in torrents, and little Hans could not see where he (go). 15. Miss Marple's telephone rang when she (dress). 16. While the water (heat), Mr. Parker began sweeping the floor. 17. Mrs. Presty (look) at him with some anxiety on her daughter's account, while he (read) the message on Randal's card. 18. While Mrs. Calligan (set) the table Mamie went to her room and Aileen followed her.

3. Insert the Present Perfect or Past Indefinite.

1. Ana (not go) on holidays yet this summer. 2. Daisy and Jane (not receive) their exam results last week. 3. I (learn) to swim when I was a child. 4. I (work) in Tokyo in 2012. 5. Leon (go) to school in Dublin until he was twelve. 6. Paul (live) in this house since he was a baby. 7. We (be) married since last autumn. 8. you ever (win) anything in competition? 9. She (not speak) to him since their divorce. 10. Jan (not) go abroad since a business trip in 2010. 11. You (tell) never me why you're called Tony when your name is James. 12. "you (find) a job?" "There are none." 13. Barbara! You (have) the education of a lady. Please, let your father see that and don't talk like a street girl. 14. . It's the most tasteless, repulsive idea I (hear) ever. 15. "I (have) so little experience yet," she said. "I only (leave) school yesterday, you see."

4. Insert the Past Indefinite or Past Perfect.

It was ten o'clock in the evening. Peter (sit down) on his sofa and thought about the day. What a busy day it (be). This was his first night in his own flat. He (live) his entire life in the family home, and now for the

first time, he (be) on his own. He sat surrounded by the boxes that they (not manage) to unpack during the day. It (take) month to get all his things together. His mother (be) very generous, buying him things like towels and mugs. He (go) into the kitchen and (make) a sandwich. He suddenly (fell) very tired and yawned. No wonder he (be) tired. He (be) up since six o'clock in the morning. He (decide) to eat his sandwich and go to bed.

5. Insert the Past Indefinite or Past Perfect.

1. He (buy) her a ring after he (know) her for a week. 2. I (not ring) him because I (forget) to take his number with me. 3. He (not pass) his driving test when he (drive) from San Francisco to LA. 4. When I (get) home, I (remember) that I (leave) the baby in the shop. 5. He (not know) how the cat (walk) 100 km to its old home. 6. She only (hear) about the interview three month after she (apply) for the job. 7. When he first (go) to Moscow he never (travel) abroad before. 8. They (not enjoy) the film because they (see) it before. 9. That's a surprise! I (not know) you two (meet) already. 10. They (be) married for five years when they (have) their first child. 11. When he returned to his hotel he found a message that someone (telephone) in his absence. 12. When I (reach) Viste Grande towards dusk I found two notes awaiting me. 13. She was a woman of nearly fifty who obviously (be) pretty once. 14. The fire (be) dead, the moon (go) down, and the window (be) grey before I went to sleep. 15. Gemma (sleep) badly the last few nights, and there were dark shadows under her eyes.

6. Insert the Past Indefinite, Past Continuous or Past Perfect.

They (live) in the village for over three years but they (never meet) the woman who (own) the house on the corner. A large tree (stand) outside the front door and the curtains (be) always drawn. Nobody (know) much about her—even the postman who (seem) to know everything about everyone. One day, though, when they (walk) past her house, they (notice) that the front door (be) open and so they (decide) to see if everything (be) OK. As they (walk) up the path, they (can) hear a noise. A woman (cry). They (go) inside and (find) the woman. She (lie) in the hallway. She (fall) ill and (manage) to open the door. She (be) very pleased to see them!

7. Comment on the use of tenses expressing future actions or states.

1. I'm not going to Bertha; I'm going to Craddock direct and I mean to give him a piece of my mind. 2. Pearl, be quick and go. Minnie will be wondering why you don't come. 3. "Dr. Ramsay is coming to luncheon tomorrow," she said. "I shall tell them both that I'm going to be married to you." 4. I'm terribly sorry not to be able to ask you to lunch, but we're having it early in rather a rush and leaving immediately after. 5. I am not going to play at all, I must see to the tea, and I dare say some more people will be coming in presently. 6. "Well, so long, anyway, Gretta," Royd called to her. He waved his hand in her direction. "I'll be seeing you again, too. Maybe I'll be seeing you at the Roundabout some night soon." 7. I hope you're going to enjoy staying in the house. Nobody will bother you there. And if you yell in the night, I'll probably hear and I'll rush in to wake you. 8, I shall be having a quiet day with Antonia. We're staying in London this time. Rosemary will be at Rembers with Alexander. 9. You'll be sorry for what you've said when you've calmed down and then you'll want me to forgive you. 10. "Are you going out again, Miss Jane?" "Not me, I'm off to bed soon with a good book."

8. Insert one of the tenses expressing future actions or states (Future Indefinite, Future Continuous, Future Perfect, Present Indefinite, Present Continuous or to be going+ infinitive).

1. I have not visited the place yet. I (go) there tomorrow. 2. Our train (start) at 8 p. m. tomorrow, so if you (come) at 5 o'clock we (pack) still. 3. At 4 o'clock tomorrow we (begin) packing and by 6 we (finish) with ease. 4. (have) you dinner by the time I come back? 5. Ring me up at 2, I (not sleep) yet. 6. I (start out) on my round by the time you go, so I'll say good-bye to you now. 7. "I think you (like) him," said Elinor, "when you know more of him." 8. "Shall we go downstairs and meet the man?" "Let us stay here; he (knock) at our door in a moment, you will see," said Sylviane. 9. As a number of episodes from this novel (reach) the public through their wireless sets before it is published, a few words of explanation are necessary. 10. I suppose everyone (ask) me questions and it's so awkward. 11. But you (not go) I won't let you. 12. "When (meet) I your brother?" said Georgie. 13. What you (do) this afternoon?

7. *Comment on the use of tenses.*

1. Women **are** constantly **trying** to commit suicide for love, but generally they take care not to succeed. 2. You probably **haven't seen** her since those summer holidays when Mum and Dad were abroad. 3. Gerald, if you **are going away** with Lord Illingworth, go at once. Go before it **kills** me: but don't ask me to meet him. 4. There's the car. Arnold's **come back**. I must go and bathe my eyes. I don't want them to see **I've been crying**. 5. **I am seeing** the other nurse, Nurse O'Brien, today. 6. As she turns to go, she finds that Bella **has entered** and **is staring** at her and her father with impassive hatred. 7. Bella is a Negro woman of fifty who **has been** in the Langdon home for twenty-four years and thus **occupies** a favored position. 8. "You **are being** very absurd, Laura," she said coldly. 9. When **I've taken off** my things we shall go into the next room and have tea. 10. **I'm** always **doing** things on the spur of the moment to ray own inconvenience and other people's. 11. He has all the virtues. Dr. Ramsay, Miss Glover, even Mrs. Branderton **have been drumming** his praise into my ears. 12. This will be the death of her when she **hears** it. 13. You **have** told my learned friend that you **have known** Mr. Pickwick a long time. 14. He is always **breaking** the law. 15. "It is Mrs. Sedley's coach, sister," said Miss Jemima. "Sambo, the black servant, **has just rung** the bell." 16. The moment the noise **ceased**, she **glided** from the room; **ascended** the stairs with incredible softnees and silence; and was lost in the gloom above. 17. We **hadn't been married** a month before I was out of love with him. He was in Lincolnshire at the time, and **I was living** near him. 18. When Cowperwood **reached** the jail, Jasper was there. 19. Susan Nipper stood opposite to her young mistress one morning, as she folded and sealed a note she had been writing. 20. The whole party arrived in safety at the Bush before Mr. Pickwick **had recovered** his breath. 21. He jumped to feel Ann's clasp upon his arm. She **had been saying** something to him. 22. He **had** scarcely **had time** to form this conclusion, when a window above stairs was thrown up. 23. The door was just going to be closed...when an inquisitive boarder, who **had been peeping** between the hinges, set up a fearful screaming. 24. Mr. Pecksniff and his fair daughters **had not stood** warming themselves at the fire ten minutes, when the sound of feet was heard upon the stairs. 25. He turned off the electric light. The electric light **had been burning** all night.

8. Translate into English.

1. Вчера в девять часов вечера я смотрел телевизор. 2. Не опаздывайте. Я буду ждать Вас в читальном зале в девять. 3. Я думаю, что он придет на этот вечер. 4. Я не смотрела этот фильм, с тех пор как окончила школу. 5. Кто сейчас сдает экзамен по английскому языку? – Моя подруга. 6. Джейн была не голодна, так как она только что позавтракала. 7. Если бы не дождь, мы бы поехали за город вчера. 8. Они спорят с тех пор, как учитель вышел из класса. 9. Подождите минуту, я позову мистера Грина к телефону. 10. Я уверен, что вы бы сделали меньше ошибок, если бы лучше знали грамматику. 11. Что ты делал вчера в это время? – Я готовился к экзамену. 12. Я занимался уже два часа, когда позвонила Джейн. 13. Если бы ваше предложение было получено на прошлой неделе, мы бы приняли его. 14. Если Вы поможете мне, я переведу этот текст быстрее. 15. Жаль, что вы не пришли пораньше. Вы бы встретились с моей сестрой. 16. Он представил ее своему брату, как будто они никогда раньше не встречались. 17. Если бы ты пришел вчера на собрание ты бы услышал интересный доклад. 18. Если бы он занимался регулярно весь семестр, он бы сейчас не боялся экзаменов. 19. К тому времени, когда я пришел стол был уже убран, и мои друзья танцевали. 20. Когда Давид приехал в школу, там никого не было: были каникулы — и мальчики уехали домой. 21. Она не могла переправиться через реку — паромы перестали ходить. 22. В течение недели в палате № 42 было только четыре человека. Затем привезли нового больного. 23. Когда я снова посмотрел на крышу, девушки там не было. 24. Молодые художники жили несколько месяцев вместе, прежде чем Джонси заболела воспалением легких. 25. Когда Ленни подошел к деревне, он увидел свою мать, которая бежала ему навстречу. 26. Я прожил за границей, главным образом во Франции и Италии, около пятидесяти лет. 27. Когда Джон проснулся, его мать уже встала и приготавлила чай. 28. Она жила здесь раньше, почти два года тому назад. 29. Шубин поднял голову и слезы блестели на его щеках. 30. Девочка перестала плакать и только по временам еще всхлипывала.

The Passive Voice

1. Insert the required tense (Passive Voice)

1. A lot of ice hockey (play) in Canada. 2. Unsold sandwiches (throw) away every day. 3. Guernica (paint) to record the a Basque village. 4. A lot of young writers and artist (help) by Gertrude Stein. 5. Hemingway (send) to France during the First World War. 6. I (pay) on the first day of the month. 7. Lost time never (fund) again. 8. My question (answer) yesterday. 9. Many houses (build) in my town every year. 10. St. Petersburg (found) in 1703. 11. Hockey (play) in winter. 12. This work (do) tomorrow. 13. The Nobel Prize (give) to him in 1924 when the advent of wave mechanics had revealed the importance of his work, ten years after his famous experiment (perform). 14. After a few routine questions (ask) and (answer), Dr. Lord leant back in his chair and smiled at his patient. 15. The gentleman was so startled that he took the night train for the Continent and never (hear) of since that. 16. But what shall I do if you (kill)? 17. Lanny noticed that he (watch) by three white men from the coffee stall on the other side of the road. 18. In 1834, the Houses of Parliament, with the exception of Westminster Hall (destroy) by fire. They (rebuild) by Sir Charles Barry. 19. Arthur went up to his room. Nothing in it (change)since his arrest. 20. Ettore was twenty-three. He (bring up) by an uncle in San Francisco and was visiting his father and mother in Torino when war (declare).

2. Translate into English, using the Passive Voice where possible.

1. Его нигде не видели в течение всей недели. Он болен? 2. Пожар начался ночью, и пламя было видно издалека. 3. Когда я приехала в Москву, этот дом еще строился. 4. Этот дом был построен до того, как началась война. 5. Я уверена, что вам помогут в вашей работе. 6. Город, в котором родился Низами, был основан в IX веке. 7. Московский университет назван именем Ломоносова. 8. Павлову была присвоена почетная степень доктора Кембриджского университета. 9. Зоя Космодемьянская была схвачена в тот момент, когда она пыталась поджечь конюшни. 10. Эта книга уже распродана. 11. Когда Ленни вернулся, дома никого не было. Миссис Шварц попросили прийти постирать белье. 12. В этот момент обсуждался очень важный вопрос и все внимательно слушали. Он обсуждался уже более двух часов. 13. Миссис Лекки стояла в при-

хожей, держа в руках открытку, которую только что принесли. 14. Она знала, что сестра вернется домой поздно. Ее пригласили в театр. 15. Домой они пришли очень поздно, все двери были уже закрыты. 16. Когда я появился здесь, уже все было утверждено, подписано. 17. В кабинете давно не открывали окна... Воздух был тяжел. 18. Почему такая работа не напечатана? 19. После того как письмо Петру было написано, он повеселел.

The Subjunctive Mood

1. Insert the appropriate form of the Subjunctive Mood. Comment on the form and the use of the Subjunctive Mood. Translate into Russian (conditional sentences).

1. I honestly think it (be) better if we (not see) each other for awhile
 2. If you (not be) already married, Mr. Clay, I (wait) for you. 3. Now if only Betty (be) able to come this evening she (do) it. But, of course, she had to choose this evening to go and see her mother. 4. If he (be) ordinary, I (not love) him. 5. And if anything (happen) to him, there (be) something in the Press. 6. I (believe) it a few months ago, Mr. Chapin. 7. If I (be) you, I think I (feel) very much as you do. 8. You first brought your friend into my sister's company, and but for you we (see) never him. 9. I certainly won't leave you so long as you are in mourning. It (be) most unfriendly. If I (be) in mourning you (stay) with me, I suppose. 10. He was a power in the College, and (be) in any society. 11. If you (have) news before morning, ring me up at once. 12. I like the place. The air suits me. I (not be) surprised if I (settle down) here. 13. Well that wasn't true what she said and, if it (be) that (be) no business of hers. 15. I think it (do)___ her so much good to have a short stroll with you in the Park, Dr. Chasuble.

2. Translate into English, using the Subjunctive Mood where required (conditional sentences).

1. Вы бы чувствовали себя лучше, если бы не ложились спать так поздно. 2. Мы бы не опоздали на поезд, если бы взяли такси. 3. Мы могли бы, пойти на каток, если бы не было так холодно. 4. Если бы вчера не было так холодно, мы, возможно, пошли бы на каток. 5. Если бы вы не сидели на сквозняке, вы бы не простудились. 6. Вы бы себя хорошо се-

годня чувствовали, если бы приняли вчера лекарство. 7. Если бы я был на вашем месте, я бы больше проводил времени на открытом воздухе. 8. Вы бы лучше знали язык, если бы прочитали летом несколько английских книг. 9. Если бы не моя болезнь, я бы уже окончил университет. 10. Вы бы не разбили вазу, если бы были осторожны. 11. Мы, возможно, не заблудились бы, если бы ночь не была такой темной. 12. Я вернусь не позднее шести, если меня не задержат в университете. 13. Если бы не дождь, мы могли бы поехать за город. 14. Вы были бы уже здоровы, если бы вовремя обратились к врачу. 15. Если бы не ваша помощь, я бы не смог кончить вчера работу. 16. Предположим, мы были бы свободны сегодня вечером, куда бы мы пошли? 17. В случае, если пойдет дождь, я останусь дома. 18. Я бы не упал, если бы не было так скользко. 19. Если бы не такси, я, возможно, опоздал бы на поезд.

Учебное издание

МОРФОЛОГИЯ АНГЛИЙСКОГО ЯЗЫКА
(с упражнениями)
Учебно-методическое пособие

Составители:
Е. В. Вахтерова
И. И. Мельниченко

Издается в авторской редакции

Подписано в печать 29.03.16.
Формат 60х84/16. Уч.-изд. л. 3,75. Тираж 10 экз.