

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

ТАТАРСКИЙ ГОСУДАРСТВЕННЫЙ ГУМАНИТАРНО-  
ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ

# **AN ENGLISH GRAMMAR**

**УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ  
ПО ТЕОРЕТИЧЕСКОЙ ГРАММАТИКЕ ДЛЯ СТУДЕНТОВ  
НЕЯЗЫКОВЫХ ФАКУЛЬТЕТОВ**

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Учебно-методическое пособие предназначено для студентов и неязыковых факультетов для изучения курса теоретической грамматики английского языка. Пособие содержит конспект лекций и грамматические упражнения к каждому разделу.

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## Введение

Теоретический курс грамматики является базовым теоретическим курсом современного английского языка в общей системе совершенствования устной и письменной речи данного языка. Целью обучения является формирование у будущего учителя ясного представления, сознательного и детального понимания всевозможных грамматических явлений иноязычной речи.

Данное учебное пособие методически построено таким образом, чтобы дать достаточно полное и систематическое описание строя современного английского языка, где излагаются разделы грамматики, необходимые для развития как письменной, так и устной речи.

Представленный курс теоретической грамматики является основой изучения строя английского языка с последующим повышением практической коммуникативной грамматики современного английского языка, способствующий более широкому ознакомлению со всеми изменениями, которые произошли в системе английского языка на рубеже двух тысячелетий.

Разделы в пособии излагаются с позиции современной английской литературной грамматической нормы; при этом каждой новой теме предпосылаются краткие сведения, дающие общую характеристику описываемого явления.

Каждая тема начинается с толкования отдельных грамматических понятий и некоторых слов, необходимых для успешного изучения грамматики и понимания нужной информации. Сам грамматический материал дается в доступной форме с примерами и литературными образцами.

После изложения теоретической части предлагается серия упражнений, среди которых предпочтение дается упражнениям коммуникативного типа. Предлагаемые задания небольшие по

объему; в них дана, прежде всего, стилистическая дифференциация грамматических явлений. Целью этого является привлечение особого внимания студентов для того, чтобы они стилистически правильно использовали грамматические модели.

The noun denotes thingness in a general sense. Thus nouns name things (book, table), living things (man, tiger), places (valley, London), materials (iron, oil), processes (life, laughter), states (sleep), abstract notions (socialism, joy) and qualities (kindness, courage).

### **Semantic characteristics.**

Semantically all nouns fall into *proper nouns* and *common nouns*.

**Proper nouns** are geographical names (New York, Asia), names of individual persons (Ann, Brown), names of months and the days of the week (January, Sunday), names of planets (the Moon, the Sun) and others.

**Common nouns** can be classified into nouns denoting objects that can be counted and those that cannot. So there are count nouns: *boys, tables, families*; non-count nouns: *air, water, bread*.

### **Morphological composition.**

According to their morphological composition nouns can be divided into **simple** (dog, room, chair), **derived** (freedom, darkness, visitor, musician) and **compound** (seaman, blackboard, looking-glass).

### **Morphological characteristics.**

Morphologically nouns are characterized by the grammatical categories of number and case. As for gender the distinction of male (man, ox, cock), female (girl, cow, hen) and neuter (table, house) correspond to the lexical meaning of the noun.

### **The category of number.**

English nouns that are inflected for number (count nouns) have singular and plural forms.

**Singular** denotes one, **plural** denotes more than one. Most count nouns are variable and can occur with either singular or plural number. In Modern English the singular form of a noun is unmarked (ze-

ro). The plural form is marked by the inflection – **(e)s**. The spelling and pronunciation of the plural morpheme vary.

Here are some cases of **regular plurals**:

1. Noun ending in **–s, –sh, –as, –ch, –x, –z** have the ending [iz]:

*actress – actresses, bush – bushes, watch – watches, box – boxes.*

2. The letter **–y** usually changes into **–i**:

*sky – skies, lady – ladies, country – countries*

But the letter **–y** remains unchanged after vowels:

*Day – days, boy – boys, play – plays*

3. Some nouns ending in **–f(e)** form their plural changing **–f(e)** into **–v(e)**:

*half – halves*

*life – lives*

*thief – thieves*

*knife – knives*

*loaf – loaves*

*wife – wives*

*leaf – leaves*

*shelf – shelves*

*wolf – wolves*

Here are some cases of **irregular plurals**:

1. Some nouns distinguish plural form singular by **vowel change**:

*man – men, woman – women, tooth – teeth, foot – feet,*

*goose – geese, mouse – mice.*

2. Two nouns have **–en** to mark the plural:

*Ox – oxen, child – children*

3. With some nouns the plural is identical with the singular form:

*sheep – sheep (овца/ы); swine – swine (свинья/и); deer – deer (олень/и).*

This *sheep* looks small. All those *sheep* are good.

4. A number of foreign (Latin, Greek, etc) nouns have retained their original plural endings: *crisis – crises, analysis – analyses, phenomenon – phenomena,*

*criterion – criteria, datum – data, formula – formulae*

Here are some cases of **plural in compound nouns**:

1. As a rule in compounds it is the second component that takes the plural form:

*housewives, tooth-brushes, boy-scouts, maid-servants*

2. Compounds in which the first component is **man** or **woman** have plurals in both first and last components: *men-servants, women-doctors*

3. Compounds ending in **-man** change it into **-men** in spelling:  
*policeman - policemen*

4. In compounds originating from a prepositional noun phrase where the preposition is a linking element only, the first noun takes the plural form:

*mothers-in-law, commanders-in-chief, men-of-war* (военные корабли)

5. In compound noun formed by a noun plus a preposition, or an adverb, or an adjective only the first element takes the plural:

*Passers-by, lookers-on, courts-martial*

6. When the compound is a substantivized phrase which does not contain a noun, the last element takes the plural ending **-s**:

*Forget-me-nots, breakdowns, grown-ups, close-ups, go-betweens*

### **Invariable nouns**

Invariable nouns cannot change their number, some of them are always singular in meaning (news), some denote plurality (police).

Here are some cases of **singular invariable nouns**:

#### **1. all non-count nouns:**

a/ material nouns: *tea, sugar, gold, butter, oil*

b/ abstract nouns: *music, anger, foolishness*

#### **2. proper nouns: *The Thames, Henry***

3. some nouns ending in **-S**: *news, means, billiards, draughts, Athens, Wales*

4. nouns ending in **-ics**: *mathematics, phonetics, athletics, gymnastics*

Here are some cases of **plural invariable nouns**:

**The first type** (marked plurals): *glasses, scales, scissors, shorts, tights, trousers*

**The second type** (unmarked plurals): *family, police, poultry, cattle.*

But in this group one and the same noun may be a **collective noun proper** and a **noun of multitude**:

*The family was large* - *The family were fond of their house*

The crowd **was enormous** - The crowd **were watching** the scene

### Ways of showing partition

Many non-count nouns combine with a set of nouns showing some part of material or abstract notion. Here are some typical partitionatives for material and abstract nouns: *a slice of cake, a loaf of bread, a piece of chalk, a bar of chocolate, a sheet of paper, a lump of sugar, a piece of advice, a piece of information (news)*

In some cases there is no obvious logical reason for the assignment of various English nouns to the count or non-count class. In Russian and English the attribution of the corresponding nouns may be different. Here are some cases when the classes of nouns in English and Russian do not coincide:

<b>English non-count nouns</b>	<b>Russian count nouns</b>
<i>advice</i>	<i>совет/советы</i>
<i>news</i>	<i>новость/новости</i>
<i>progress</i>	<i>успех/успехи</i>
<b>English singular invariable nouns</b>	<b>Russian plural invariable nouns</b>
<i>money</i>	<i>деньги</i>
<i>hair</i>	<i>волосы</i>
<i>fruit</i>	<i>фрукты</i>
<b>English plural invariable nouns</b>	<b>Russian singular invariable nouns</b>
<i>clothes</i>	<i>одежда</i>



*greens*  
*contents*

*зелень (овощи)*  
*содержание*

### The category of case.

Case is a grammatical category which shows relation of the noun with other words in a sentence. It is expressed by the form of the noun.

English nouns have two cases: **the common case** and **the genitive case**.

The common case is unmarked, it has no inflection and its meaning is very general.

The genitive case is marked by the **apostrophe S ('s)**.

In writing there are two forms of the genitive: for the most nouns it is **'s** (*mother's*) and for nouns ending in **-S** and regular plural nouns only the apostrophe (*mothers'*).

Irregular plural nouns form their plural by the **apostrophe S ('s)** (*children's room, women's faces*).

Compound nouns have **'s** joined to the final component: *my mother-in-law's garden, a passer-by's comment*.

The main meaning of the genitive case is that of **possession**, that's why it is traditionally called as **the possessive case** (*Ann's mother, the cat's tail*).

The genitive case is used:

1. With nouns **denoting persons** and **animals** (*John's idea, the dog's back*).
2. With nouns **denoting inanimate objects** or **abstract notions** the **of + noun** phrase is used (*the back of a train, the legs of a table*).
3. With nouns **denoting time** and **distance** (*an hour's drive, a mile's distance*).
4. With **the names of countries** and **towns** (*Canada's population, London's sights*).

5. With **the names of newspapers** and **nouns denoting different kinds of organizations** (*the Guardian's analysis, the Geographical Society's gold medal*).

There is so-called **the absolute genitive case**. It is used:

1. To avoid repetition: *Our house is better than Mary's* (than Mary's house).

2. After the preposition **of**: *Yesterday came the old friend of my mother's*.

3. To denote:

a/ **shops** such as: *the baker's, the chemist's*;

b/ **institutions**, where the genitive is usually a **saint's name**: *St Paul's Cathedral*;

c/ **places of residence**: *at my uncle's, at old Jolyon's*.

## Tema 2 The ARTICLE

The article is a form word that serves as a **noun determiner**. It is one of the main means of conveying the idea of **definiteness** and **indefiniteness**.

There are two articles in English: the definite article **the** and the indefinite article **a (an)**.

Definiteness suggests that the object presented by the following noun is individualized and singled out from all the other objects of the same kind. Indefiniteness means a more general reference to an object. Thus when saying *The book is a historical novel* or *The boy has a dog* or *The telephone is out of order*, the speaker treats the objects *book, boy, telephone* as specific objects, while saying *a dog, a historical novel* the speaker characterized the objects in a more general way, pointing out what kind of novel the book is and what kind of pet animal the boy has.

The notion of definiteness or indefiniteness determines the important role of the article in the process of communications. The definite article usually presents the notion as **something already known**, whereas the indefinite article introduces a **new item of information**.

Both articles have originated from notional parts of speech, whose influence may be traced in their meaning and use.

The definite article developed from a demonstrative pronoun, which accounts for its meaning of definiteness. The demonstrative force remains in many phrases, such as *at the time*, *of the kind*.

The indefinite article developed from cardinal numeral **one**. The numeral meaning is evident in such phrases and sentences as *at a time*, *in a moment*, *wait a minute*.

### The use of the indefinite article

The main functions of the indefinite article are **classifying, generic** and **numeral**.

In its classifying function the article serves to refer an object to the class or group of objects of the same kind. *I am a school teacher*.

In its generic function the indefinite article implies that the object denoted by the noun is spoken of as a representative of the class, and therefore what is said about the thing, animal, person, or notion mentioned, refers to any object of the same kind, as in: *A library is a collection of books*.

In its numerical function the indefinite article retains its original meaning of the cardinal numeral **one**. *An apple a day* keeps the doctor away.

The indefinite article in its numerical function may signal a change in the meaning of a non-count making it a count. Thus *an ice-cream*, *a coffee*, *a tea* mean *a portion of*, *a glass of*, etc.

There are a number of set expressions with the indefinite article.  
*at a time*                      *to be at a loss*

<i>at a glance</i>	<i>to have a good time</i>
<i>as a result</i>	<i>to have a headache (a toothache, a sore throat)</i>
<i>as a whole</i>	<i>It is a pity</i>
<i>in a hurry</i>	<i>It is a pleasure</i>
<i>in a fury</i>	<i>It is a shame</i>
<i>in a low voice</i>	<i>What a shame!</i>
<i>in a whisper</i>	<i>What a pity!</i>

### The use of the definite article

The definite article implies that the speaker or the writer presents a person? A thing or an abstract notion as known to the listener or the reader, either from his general knowledge, or from the situation, or from the context. So the main functions of the definite article are **specifying and generic**.

The definite article in its **specifying function** serves:

1) to single out an object or a group of objects from all the other objects of the same kind:

Somebody moved in *the room above*. We got into *the wrong train*.

2) to show the unique objects or motions: *the sun, the moon, the world, the west*, etc.

The definite article in its **generic function** refers the following noun to the whole class of objects of the same kind: *the tiger lives in the jungle*.

There are some set expressions with the definite article:

<i>in the morning</i>	<i>all the same</i>
<i>in the past, in the present</i>	<i>by the way</i>
<i>on the whole</i>	<i>to tell the truth, etc.</i>

### List of proper nouns regularly used with the definite article:

1. Astronomical names – *the Milky Way, the Great Bear*.

2. Names of public institutions, unique buildings and monuments – *the National Gallery, the British Museum, the White House, the Kremlin.*
3. Names of vessels – *the Titanic, the Discovery.*
4. Names of most newspapers – *the Times, the Washington Post.*
5. Geographical names: *the North Pole, the Arctic, the Alps, the Thames, the Neva, the Black Sea, the Pacific Ocean, the English Channel, the USA, the Crimea, the Sahara, the City (of London), etc.*

### Absence of article

The absence of articles is observed with **count nouns** in the plural, with **non-counts** used in a general sense, with **proper names**:  
*Jane and Mary are students. We walked forward in silence. Light is necessary for life.*

### Absence of the definite articles in set expressions:

<i>at dinner</i>	<i>in spite of</i>	<i>to go to school</i>
<i>at first sight</i>	<i>day by day</i>	<i>to be at hospital</i>
<i>at night</i>	<i>a sort of book</i>	<i>to be out of town</i>
<i>by car</i>	<i>to go to bed</i>	<i>to make fun of</i>
<i>by name</i>	<i>in secret</i>	<i>to take care of</i>
<i>in time</i>	<i>in case of</i>	<i>in addition to, etc.</i>
<i>out of date</i>	<i>to ask for permission</i>	
<i>out of order</i>	<i>to put to prison</i>	
<i>in demand</i>	<i>to shake hands with, etc.</i>	

## Тема 3 THE ADJECTIVE

According to their way of nomination adjectives fall into two groups –

**qualitative** and **relative**.

**Qualitative** adjectives denote properties of a substance directly (*great, cold, beautiful, etc.*).

**Relative** adjectives describe properties of a substance through relation to **materials** (*wooden, leathern*), to **place** (*European, Italian*), to **time** (*daily, weekly*), to **relationship** (*friendly, fatherly*).

Adjectives also differ to their function. Some of them are used only **attributively** and cannot be used as **predicatively** (*a top boy in the class* but not *the boy was top*). Some adjectives are used only as predicatives and never as attributes (*he is well again*, but not *the well boy*).

### Morphological composition

According to their morphological composition adjectives can be subdivided into **simple, derived** and **compound**.

**Simple adjectives** don't morphologically indicate their status (*kind, new, fresh*).

**Derived adjectives** are recognizable morphologically. They consist of one root morpheme and one or more derivational morphemes – suffixes or prefixes (*understandable, musical, careful, careless, weekly, troublesome, etc.*).

**Compound adjectives** consist of at least two stems (*well-known, man-made, blue-eyed, etc.*).

### Morphological characteristics

Adjectives in English do not take any endings to express agreement with the head-word.

The only pattern of morphological change is that of **degrees of comparison**, which is possible only for descriptive qualitative adjectives the meaning of which is compatible with the idea of gradation of quality.

There are three grades of comparison: **positive**, **comparative**, and **superlative**. The superlative is generally used with the definite article. Ways of formation may be **synthetic**, **analytic**, and **suppletive**.

**The synthetic way** is by adding the inflection **-er**, **-est** (*fine-finer-finest, happy-happier-happiest*).

**Analytically** degrees of comparison are met with **polysyllabic** adjectives, by means of **more** and **most**. (*difficult-more difficult-most difficult*).

Several adjectives form their degrees of comparison by means of **suppletive form** (irregularly):

*good/well – better – best*                      *far - a/ farther – farthest* (with distance)

*bad – worse – worst*                              *b/ further – furthest* (with abstract notions)

*little – less – least*                              *old - older – oldest* (with age)

*many – more – most*                              *elder – eldest* (with reference to the sequence of brothers and sisters)

**The following adjectives** generally do not form degrees of comparison:

1. Limiting qualitative adjectives which single out or determine the type of things or persons, such as:

*previous, middle, left, childless, medical, dead, etc.*

2. Relative adjectives such as: *woolen, wooden, ashen, earthen, flaxen.*

3. Adjectives with comparative and superlative meaning which are of Latin origin:

*former, inner, upper, junior, senior, superior, etc.*

4. Adjectives already denoting some gradation of quality, such as *darkish, greenish, etc.*

### Adjectives and adverbs

Some adjectives coincide in form with adverbs, for example, *slow, long, fast, above, real, sure*: a *fast* walk - to walk *fast*.

### Patterns of combinability

Adjectives are combined with several parts of speech.

1. They may combine with **nouns** (*a black dress, a white car*).
2. They may be combined with other words in the sentence (**very long, a bit lazy**).
3. Predicative adjectives are combined with the link verbs **to be, to seem, to appear, to look, to turn**:

*He looks tired. She does not seem so crazy as before. She is quite healthy.*

### Syntactic functions

Adjectives may have different functions in the sentence. The most common are those of **an attributive** or **a predicative**.

**The attributes** may be closely attached to their head-words (*a good boy, a nice girl,*), or they may be loose /detached/ (*Clever and ambitious, he schemed as well as he could*).

As predicatives, adjectives often may function as **subjective** or **predicatives** in complex constructions:

I can drink *coffee hot*.

He pushed *the door open*.

Better eat *the apples fresh*.

### Substantivized adjectives

Substantivized adjectives may fall into several groups, according to their meaning and the nominal features they possess.



1. Some substantivized adjectives have only the **singular form**. They may have either the singular or plural agreement, depending on their meaning. These are:

a) substantivized adjectives denoting generalized or abstract notions.

They are used with the definite and have singular agreement: *the fabulous* (*The fabulous* is always interesting).

b) substantivized adjectives denoting languages are used without a determiner, but are often modified by a pronoun. They also have singular agreement (*My Spanish* is very poor).

c) substantivized adjectives denoting groups of persons or persons of the same nationality are used with the definite article and admit only of plural agreement (*the rich*, *the English*).

2. Some substantivized adjectives have the category of number – **the singular** and **the plural**: *He's been working like a black. Finals are approaching.*

#### Тема 4 The VERB

Most verbs denote action or state. However, there are some verbs which have other meanings. They are **modal verbs**, **causative verbs**, some **impersonal verbs**, **relational** and **link-verbs**. They present a system of finite and non-finite forms, except for modal verbs, which have no non-finite forms.

#### Formation of verb categories

English morphological categories are formed in two ways: synthetically and analytically.

Synthetic or simple forms are those which can be found within one word. These are: the present and the past indefinite affirmative (*sing*, *sings*, *sang*); the non-perfect common aspect forms of the infinitive (*sing*), participle I and the gerund (*singing*), participle II (*sung*) and the imperative mood (*sing!*).

Analytical or compound verb forms consist of at least two verbal elements: an auxiliary verb and a notional verb (*is singing*). The auxiliary verbs in English are not numerous, they are seven: *to do, to be, to have, shall, will, should, would*.

The notional verb carries the lexical meaning of the whole verb form (he is *doing*).

The analytical verb forms are the forms of: **the continuous aspect, the perfect forms, the passive forms, the future forms, the future in the past forms**, some forms of **the subjunctive mood, the interrogative, negative and emphatic forms of the present and past indefinite**.

### Morphological composition

According to their morphological composition verbs can be divided into: **simple, derivative, compound** and **phrasal**.

Simple verbs consist of only one root morpheme (*to ask, to sing*). Derivative verbs are composed of one root morpheme and one or more prefixes and suffixes (*to criticize, to enumerate*). Compound verbs consist of at least two stems (*to overgrow, to insure*). Phrasal verbs consist of a verbal stem and an adverbial particle (*to come in, to look out*).

### Basic verb forms

Among the synthetic verb forms there are those which are used independently and those which are used to build other verb forms. They are four: **the infinitive** (*work, drive*), **the past indefinite** (*worked, drove*), **participle I** (*driven*), **participle II** (*driving*).

### Regular and irregular verbs

The regular verbs constitute the largest group. The past indefinite and participle II of these verbs are formed by means of the suffix **–ed** added to the stem of the verb (*played, worked*).

The irregular verbs form their past indefinite and participle II according to sound changes (*begin – began – begun*). There are about 250 of them.

### **The category of tense**

The category of tense in English expresses the relationship between the time of the action and the time of speaking. There are three tenses in English: **the present tense, the future tense and the past tense** which refer actions to present, future or past time. Besides these three tenses there is one more tense, the so-called **future in the past** (*I knew she would come*).

Each tense is represented by four verb forms involving such categories as **aspect** and **perfect**. Thus there are four present tense forms: the present indefinite, the present continuous, the present perfect, the present perfect continuous and so on.

### **The category of aspect**

In general the category of aspect shows the way or manner in which an action is performed (*work – is working – has worked – has been working*). In English the category of aspect is constituted by the opposition of the **continuous aspect** and **the common aspect**: *Is speaking – speaks; was speaking – spoke; will be speaking – will speak; has been speaking – has spoken*.

Whereas all verbs can be used in the common aspect, there are certain restrictions as to the use of the continuous aspect. Some verbs do not usually have forms of the continuous aspect. The main of them are: *to become, to hear, to see, to like, to prefer, to want, to know, to understand*, etc.

### **The category of perfect**

The category of perfect is constituted by the opposition of **the perfect** to **the non-perfect**. *I have just seen the film. I see you are tired.*

The difference between the perfect and the perfect continuous forms are similar to the difference between the indefinite and the continuous non-perfect forms: *He had lived here before he retired – he had lived here since the summer.*

### The sequence of tenses

The rules of the sequence of tenses are one of the peculiarities of English. The rules are as follows:

- 1) **a present (or future) tense in the principal clause may be followed by any tense in the subordinate object clause:**

*I know that he a/ plays tennis well; b/ is playing tennis in the park; c/ has played two games today, d/ has been playing tennis since morning – and the same in the past and future.*

- 2) **a past tense in the principal clause is followed by a past tense in the subordinate object clause:** *I knew that he played tennis well* and all the actions only in the past (was playing – had played, would play and so on).

The rules of the sequence of tenses are not observed in the following cases:

- 1) **when the subordinate clause describes the so-called general truth, or something which the speaker thinks to be one:**

*She was very young and – ignorant of what life really is.*

- 2) **when the subordinate clause describes actions referring to the actual present, future, or past time, which usually occurs in dialogues or in newspapers, radio, or TV reports:**

*I did not know he will be here tomorrow.*

**3) when the predicative verb of the subordinate clause is one of the modal verbs having no past tense forms:**

*She said I must come at once.*

**Тема 5 The CATEGORY of VOICE**

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 main voice in English: **the active voice** and **the passive voice**. There are also other voices which embrace a very limited number of verbs: **reflexive** (*wash oneself*); **reciprocal** (*embrace one another*); **medial** (*the book reads well*).

**The active voice** indicated that the action is directed from the subject or issues from the subject, thus the subject denotes the doer (agent) of the action:



*We help our friend.* – Мы помогаем нашим друзьям.

**The passive voice** indicated that the action is directed towards the subject. Here the subject expresses a person or non-person who or which is the receiver of the action. It does not act, but is acted upon and therefore affected by the action of the verb.



*We were helped by our friends in our work.* – В работе нам помогли наши друзья.

The contrast between the two voices can be seen from the following examples:

<p>I <i>had asked</i> no questions, of course; but then, on the other hand, I <i>had been asked</i> none.</p> <p>They <i>saw</i> but <i>were not seen</i>.</p>	<p>Я не задавал вопросов, но, с другой стороны, и мне не задавали вопросов.</p> <p>Они видели, но их не видели.</p>
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The difference in the meaning of the forms *helped* – *were helped*, *had asked* – *had been asked*, *saw* – *was seen* illustrates the morphological contrast between the active and the passive voice.

Of all the verb categories voice is most closely related to the syntax of the sentence. The interrelation of the active and the passive voice on the syntactical level can be presented in the following way:

Subject	Predicate verb	Object
<i>John</i>	<i>helped</i>	<i>Pete</i>

**But:**

<i>Pete</i>	<i>was helped</i>	<i>by John</i>
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The subject of an active construction denotes the *agent (doer) of the action*, which may be a living being, or any source of the action (a thing, a natural phenomenon, an abstract notion).

The subject of an passive construction has the meaning of the *receiver of the action* that is a person or non-person affected by the action.

The object of an active construction denotes the *receiver of the action*, whereas the object of the passive construction is the *agent of the action*. The latter is introduced by the preposition **by**. If it is not the agent but the instrument, it is introduced by the preposition **with**.

*The cup was broken by Jim. It was broken with a hammer.*

In English not only a direct object may become the subject of the passive construction but also an indirect object and a prepositional object. The use of tenses in the Passive Voice corresponds in the main to that in the active except that:

- 1) the Indefinite Tenses are often used instead of the Perfect Tenses to express the result of a completed action;
- 2) the Future Continuous is not used in the Passive Voice:
- 3) there are no Perfect Continuous Tenses in the Passive Voice.

Thus verbs in the Passive Voice may acquire almost all the aspects, tense and perfect forms that occur in the Active Voice, except for the future continuous and perfect continuous forms.

The examples below illustrate the use of the Passive Voice in different aspect, tense and perfect forms.

#### **Common aspect, non-perfect**

Students *are examined* twice a year.

They *were examined* in June.

They *will be examined* next Friday.

#### **Continuous aspect, non-perfect**

Don't be noisy! Students *are being examined*.

The students *were being examined* when the Professor came.

#### **Common aspect, perfect**

Our students *have already been examined*.

They *had been examined* by 2 o'clock.

Everybody *will have been examined* by 3 o'clock.

#### **Restriction to the use of the Passive Voice**

1. Though in many cases there is an evident correspondence of the active and the passive voice construction it is by no means a one-to-one correspondence. There is a certain group of mono-transitive verbs which are never used in the Passive Voice at all, or some of their meanings; they are: *to have, to lack, to become, to fit, to suit, to resemble*.

*John resembles his father.* (John looks like his father)

*He lacks confidence.* (There is no confidence in him)

*Will this suit you?* (Will it be suitable for you?)

2. No passive construction is possible, if the object is a that-clause, an infinitive or a gerund.

*John said that everything was all right.*

*John enjoyed seeing his native town.*

### **The use of the Passive Voice**

The Passive Voice is widely used in English. It is used alongside the Active Voice in written and spoken English. Passive constructions are often used instead of active constructions in sentences beginning with an indefinite pronoun, a noun or pronoun of indefinite reference.

*They told me to go away = I was told to go away.*

So a passive construction is preferable in case when the speaker is interested in what happens to the person or thing denoted by the subject.

## **Тема 6 The CATEGORY of MOOD**

The meaning of this category is the attitude of the speaker or writer towards the content of the sentence, whether the speaker considers the action real, unreal, desirable, necessary, etc. It is expressed in the form of the verb.

There are three moods in English – **the indicative mood, the imperative mood and the subjunctive mood.**

**The Indicative Mood** form shows that what is said must be regarded as a fact, as something which has occurred or is occurring at the moment of the speaking or will occur in the future. It may denote actions with different time-reference and different aspective characteristics. Therefore the indicative mood has a wide variety of tense and aspect forms in the Active and Passive Voice.



**The Imperative Mood** forms coincides with the plain stem of the verb, f.e.: *Come here! Sit down.* The negative form is built by means of the auxiliary **do** + the negative particle **not** (the contracted form is **don't**). This form is always addressed to the second person.

Do not take it away.    Don't worry about the child.    Don't be a fool.

**In commands and requests** addressed to a **first** or **third person** (or persons) the analytical form **let** + **infinitive** without the particle **to** is used. The person addressed is expressed by the personal pronoun in the **objective case**.

*Let us go together.    Let him finish his dinner first.    Let Andrew do it himself.*

**In negative sentences** the analytical forms take the particle **not** without an auxiliary.

*Let us argue on the matter.    Let him overestimate his chances.  
Let her not go any further.*

**The Subjunctive Mood** is the form of the verb which expresses wishes, suggestions, suppositions or something contrary to fact. As there are very few synthetic forms of the Subjunctive in Modern English, analytic forms are mostly used which consist of the modal auxiliary verbs **should, would, may, might** + **the infinitive**.

*He ordered that he **should** come.*

*I wish you **would know** it well.*

*Speak to her so that she **may keep** quieter.*

*They went there that they **might see** the film.*

To express unreality **Shifting of Tenses** is used – the Past for the Present, and the Past Perfect for the Past.

*I wish I **had** that book.*

*If he **had come** earlier, he would have spoken to her.*

The Subjunctive Mood is most often used in subordinate clauses:

- 1) after the construction *it is necessary, it is required, it is demanded*, etc.;

*It is necessary that he **should** read it.*

*It is required that pupils **should** come in time.*

*It is demanded that Nick **should** go there now.*

- 2) in object clauses after the verbs *order, command, suggest, insist*;

*They ordered that Jack **should** run to the shop.*

*She commanded that we **should be** quiet right then.*

*I suggest that you **should** read it yourself.*

*He insisted that I **should** study better.*

- 3) after the verb *wish*; in adverbial clauses of purpose and in adverbial clauses of unreal condition.

*I wish she **would** come soon.          We wished they **would** tell us everything.*

## Тема 7 NON-FINITE FORMS of the VERB

### The Infinitive

The infinitive is a non-finite form of the verb which names a process in a most general way. In all its forms and functions the infinitive has a special maker – **the particle TO**. The particle TO is generally used with the infinitive stem except some cases, such as:

- 1) **auxiliary verbs** *don't, will* (*She doesn't like jogging*)
- 2) **modal verbs** *can, must, needn't* (*You needn't worry*)
- 3) **modal expressions** *had better, would rather*, (*You had better come at once*)

- 4) **verbs of sense perception** *see, watch, hear, feel, etc. (I heard the door close)*
- 5) **verbs of inducement** *let, make (Let me help you)*
- 6) **phrases with BUT** *cannot but, couldn't but, do anything but, do nothing but (She cannot but ask questions)*
- 7) **why-not sentences** *(why not begin at once?)*

The infinitive has three grammatical categories, those of **perfect, voice** and **aspect**.

The perfect infinitive always denotes an action prior to that of the finite verb – the predicate of the sentences. *I'm glad (I was glad, I shall be glad) to have seen you again.*

The category of voice can be observed in transitive verbs (*to say – to be said, to have said – to have been said*)

The category of aspect finds its expression in contrasting forms of the common aspect and the continuous aspect. *To stay – to be staying (I'm glad to stay here with you – I'm glad to be staying here with you)*

Having different syntactical functions the infinitive may be used as:

- 1) **subject** *to see you gives me the real pleasure*
- 2) **predicative** *My wish is to have a car*
- 3) **object** *I have planned to come at ten*
- 4) **attribute** *the best thing to do is to come back*
- 5) **adverbial modifier** *I'll go to London to improve my English*
- 6) **parenthesis** *To begin with, tell me the truth*
- 7)

### **The Gerund**

The gerund is a non-finite form of the verb with some noun features. It is formed by adding the suffix **-ing** to the stem of the verb.

The grammatical meaning of the gerund is that of a process. Thus in some extent it competes with nouns of verbal origin *go – going, sing – singing*

The gerund has only two grammatical categories, those of **perfect** and **voice**.

**The perfect gerund** denotes an action prior to the action denoted by the finite verb *I regret (I regretted, I'll always regret) having uttered these words*. **The non-perfect gerund** expresses a succeeding action *I insist on your staying with us. There is some hope of catching the last train.*

In **the category of voice** the gerund of transitive verbs possesses voice distinctions *I hate interrupting people – I hate being interrupted*  
Having different syntactical functions the gerund may be used as:

- 1) **subject** *his coming makes no difference*
- 2) **part of the predicate** *My hobby is collecting stamps*
- 3) **object** *I appreciate your helping me*
- 4) **attribute** *There's a chance of catching the train*
- 5) **adverbial modifier** *She dressed without making a sound.*

### The participle

The participle is a non-finite form of the verb. There are two forms of the participle – **participle I** and **participle II**

**Participle I** has some adjectival and adverbial features. It is formed by adding the suffix **-ing** to the stem of the verb. *Seeing Ann, I rushed to greet her. This job is too boring to discuss.*

**Participle II** is a non-finite form of the verb with verbal and adjectival features. The main meanings of participle II are those of a state as a result of some action or an action itself. One of the most essential characteristics of participle II is that when it is used as part of the sentence, participle II of a **transitive** verb is **passive** in mean-

ing (*the invited man, the told story, the taken book*), participle II of an **intransitive** verb is **active** (*the arrived train, the gone bus, the risen sun*).

## Тема 8 MODAL VERBS

Modal verbs, unlike other verbs, do not denote actions or states, but only show the attitude of the speaker towards the action expressed by the infinitive in combination with which they form compound modal predicates. Thus modal verbs may show that the action (or state, or process, or quality) is viewed by the speaker as *possible, obligatory, doubtful, certain, permissible, advisable, requested, prohibited, ordered*, etc. Modal verbs occur only with the infinitive.

There are 12 modal verbs in English. They are:

**Can** (has physical and mental ability or capacity) *I can carry this box.*

**May** (has meaning of permission, possibility of the fact, etc.) *You may take this book*

**Must** (has the meaning of obligation, prohibition, etc.) *You mustn't go home alone.*

**Should** (expresses moral obligation, moral duty) *You should do it right away.*

**Ought to** (expresses moral duty, moral obligation) *I ought to look after her.*

**Shall** (expresses a suggestion or offer) *Shall I read the text?*

**Will** (expresses willingness) *I will be there to help*

**Would** (expresses a polite request) *Would you please pass the salt?*

**Need** (expresses necessity) *Need I do it? You needn't do it just now.*

**Dare** (has meaning of courage or impudence) *She doesn't dare to answer. Don't dare to touch me.*

**To be** (expresses an obligation, a strict order, strict prohibition, etc.) *When am I to come? You are to do it right now!*

**To have** (expresses obligation or necessity) *We have to do a lot of things.*

**Have got to** (the same as **to have to** but denotes a particular action)

*Have you got to get up early tomorrow morning?*

## Тема 10. The PRONOUN

Pronouns may be of different structure: **simple, compound** and **composite**.

**Simple pronouns** comprise only one morpheme – the stem: *I, you, this, etc.*

**Compound pronouns** comprise more than one stem: *myself, nothing, etc.*

**Composite pronouns** have the form of a phrase: *each other, one another.*

Pronouns may be **personal** or **impersonal**.

**Personal pronouns** are non-pronouns, indicating persons (*I, you, he we they*) or non-persons (*it, they*) from the point of view of their relations to the speaker. F.e. *I (me)* indicates the speaker himself, *we (us)*- indicates the speaker together with some other person or persons and so on.

**The personal pronoun *it*** refers to non-persons, that is, to animals, things and abstract notions: *We have no understanding, but I want **it** badly.*

However, when speaking of pet animals, especially cats and dogs, it is usual to refer to them *he* as or *she* depending on whether they are male or female:

***He** is a very nice dog. It's Pyssy, **she** is my friend.*

**The impersonal pronoun *it*** functions as purely structural element – describing various states of nature, things, time, etc.: *it's raining. It's 10 o'clock. It was cold that day.*

### **Possessive pronouns**

They indicate possession by persons or non-persons and comprise two sets of forms: **the conjoint forms** (my, our, your, his, her, its, their) and **the absolute forms** (mine, ours, yours, his, hers, theirs). There is no absolute form corresponding to the pronoun *it*.

*I like this house and its wonderful garden. Mine is a nice room.*

### **Reflexive pronouns**

They indicate identity between the person or non-person they denote. So they are: *myself, ourselves, yourself, yourselves, himself, herself, itself*.

*Well, I can do it myself. She felt herself tired.*

### **Reciprocal pronouns**

They indicate a mutual relationship between two or more than two persons. Or non-persons who are at the same time the doer and the object of the same action. They are: *each other, one another*. The pronoun *each other* generally implies that only two persons are involved, the pronoun *one another* usually being preferred when more than two persons are involved.

### **Demonstrative pronouns**

They point to persons or non-persons or their properties. They are: *this, these, that, those, such, same*. As a rule the general demonstrative meaning of the pronouns *this, these* is of relatively near referent in time or space, while the pronouns *that, those* imply distant

reference in time or space. The pronouns *such*, *same* point to a certain quality in things, persons, or situations. *Such* often occurs with the indefinite article, which is placed after this pronoun: *He is such a good boy*. The pronoun *same* always has the definite article: *People are the same all over the world*.

### Indefinite pronouns

They indicate persons or non-persons, they are: *some, any, somebody, any body, someone, anyone, something, anything, one*. *Some* and *any* indicate **qualities** or **quantities**, depending on the class and grammatical form of the noun with which they are used as attributes or for which they function as their substitutes.

The pronoun **one** is indefinite-personal. It indicates people in general: *One never knows what may happen*.

### Negative pronouns

As the term they imply negative meaning. They are: *no, none, nothing, nobody, no one, neither*. Unlike Russian, in sentences with negative pronouns no other negative words can be used: Я ему **ничего не** сказал – I told him **nothing**.

### Detaching pronouns

They indicate the detachment of some object from other objects of the same class. There are only two pronouns of this subclass – *other, another*. They are used both as noun-pronouns and as adjective-pronouns: *He drank one cup, then another. I live on the other side*.

### Universal pronouns

They indicate all objects as one whole or any representative of the group separately. They are: *all, both, each, every, everyone, everybody, everyone, either*.

### Interrogative pronouns



They indicate persons or non-persons or their properties as unknown to the speaker and requiring to be named in the answer. They are: *who, whose, which, whoever, whatever, whichever*.

### Conjunctive pronouns

They are: *whom, whose, what, which, whoever, whatever, whichever*. They refer to persons or non-persons. The difference between the two subclasses (interrogative and conjunctive pronouns) lies in the meaning that the conjunctive pronouns are used to connect subject, predicative, and some adverbial clauses: *I know who did it*.

### Relative pronouns

They refer to persons or non-persons and open **attributive clauses** which modify words denoting these persons or non-persons. They are: *who, whose, which, that*. They are parts of the sentence and connectors between the main clause and the subordinate clause they are used in. *I don't know which of the books is better. – Here is the book which the lecturer recommended.*

<i>Types of pronouns</i>	<i>The list of pronouns</i>
<b>Personal pronouns</b>	The common case: I, we, you, he, she, it, they. The objective case: me, us, you, him, her, it, them.
<b>Possessive pronouns</b>	Conjoint forms: my, our, your, his, her, its, their. Absolute form: mine, ours, yours, his, hers, its, theirs.
<b>Reflexive pronouns</b>	myself, ourselves, yourself, yourselves, himself, herself, itself, themselves.
<b>Demonstrative pronouns</b>	this, that, these, those, such,

	same.
<b>Indefinite pronouns</b>	some, something, somebody, someone; any, anything, anybody, anyone.
<b>Negative pronouns</b>	no, nothing, nobody, no one, none, neither.
<b>Universal pronouns</b>	all, each, both, either, every, everything, everybody, everyone.
<b>Detaching pronouns</b>	Other, another.
<b>Reciprocal pronouns</b>	Each other, one another.
<b>Interrogative pronouns</b>	who, what, which, whose, whoever, whatever, whichever.
<b>Conjunctive pronouns</b>	who, what, which, whose, whoever, whatever, whichever.
<b>Relative pronouns</b>	who, whose, which, that.

### Tema 11. **The NUMERAL**

It denotes an abstract number or the order of things in succession. The numerals fall into two groups: *cardinal numbers* or *ordinal numbers*.

#### *cardinal numbers*

0 nought, zero

1 one

2 two

ond

3 three

4 four

#### *ordinal*

1<sup>st</sup> first

2<sup>nd</sup> sec-

ond

3<sup>rd</sup> third

4<sup>th</sup> fourth

5 five

5<sup>th</sup> fifth

Etc.

Numerals do not undergo any morphological changes, that is, they do not have morphological categories. Both **cardinals** and **ordinals** may have the functions of **subject, object, predicative** and **adverbial modifier of time**: *Three of us went home. They were seven. She got up at five today.*

When the numerals *hundred, thousand* and *million* are substantivized they acquire the meaning “a great quantity”: *hundreds of books, thousands of people, millions of insects, etc.*

## Тема 12. The ADVERB

### **Morphological composition and morphological characteristics of adverbs**

The adverb is a word denoting circumstances or characteristics, which attend or modify an action, state, or quality. It may also intensify a quality or characteristics.

According to the morphological composition adverbs vary in their structure. There are simple, compound, derived and composite adverbs.

**Simple adverbs** are *after, here, well, now, soon*, etc.

**In derived adverbs** the most common suffix is **-ly**, by which new adverbs are coined from adjectives and particles: *occasionally, lately, immediately, constantly, purely, slowly, charmingly*.

**Compound adverbs** are formed of two stems: *sometimes, somewhere, everywhere, downstairs*, etc.

**Composite phrasal adverbs** consist of two or more word-forms, as *a great deal*,

*a little bit, far enough, now and then, from time to time, sort of, kind of*, etc.

Adverbs are usually different kinds of adverbial modifiers in a sentence. Adverbs which introduce interrogative sentences are called Interrogative Adverbs. Those introducing attributive clauses are called relative Adverbs.

As for morphological characteristics the only pattern of morphological change for adverbs is the same as for adjectives, the degrees of comparison. The three grades are called positive, comparative, superlative degrees.

Adverbs that are identical in form with adjectives take inflections following the same spelling and phonetic rules as for adjectives:

early – earlier – earliest	late – later – latest
hard – harder – hardest	slow – slower – slowest
wise – more wiser – most wisely	deeply – more deeply – most deeply
well – better – best	badly – worse – worst

f.e. *Which do you like best? This is least painful for you.*

Most of the adverbs, however, stand outside the degrees of comparison:

Here, there, somehow, thus, minimally etc.

### Tema 13. The PREPOSITION

A **preposition** is a function word indicating a relation between two notional words.

The preposition may be **simple, derived, composite** or **phrasal**.

By morphological composition most of the common English prepositional are **simple** in structure: *out, in, for, on, about, against*.

Derived prepositions are formed from other words, mainly participles:

*concerning, considering, following, including, during, depending, except, etc.*

There are also many **compound** prepositions: *within, upon, outside*, etc.

**Composite** or **phrasal** prepositional include a word of another class and one or two prepositions, as in *because of, by means of, instead of, thanks to, in front of*, etc.

Many prepositions tend to form a phrase called a **prepositional phrase**. Phrase comprising verbs with prepositions very often function as idioms: *to call for, to refer to, to look for (after, through)*.

#### Тема 14. The CONJUNCTION

A **conjunction** is a function word indicating the connection between two notional words, phrases, clauses, or sentences. According to their morphological structure conjunctions fall into the following types:

1. **Simple conjunction:** *and, or, but, till, after, that, so where, when.*
2. **Derived conjunction:** *until, unless, seeing, supposing, provided.*
3. **Compound conjunction:** *whereas, wherever.*
4. **Composite conjunction:** *as well as, in case, on condition that,* etc.

According to their meaning all conjunctions fall into two types: **coordinating** conjunctions and **subordinating** conjunctions.

**Coordinating conjunctions** connect homogeneous parts of a simple, composite, independent sentence: *She moved quickly **and** with grace.*

**Subordinating conjunctions** join subordinate clauses to main clauses: *I felt **that** her feelings had changed.*

Conjunctions introducing adverbial clauses may be of:

**Place:** *where, wherever, whence, wherein.*

**Time:** *as soon as, when, whenever, while, since, before, after,* etc.

**Reason or cause:** *as, because, since, seeing, so...that, considering, lest.*

**Condition:** *if, unless, in case, supposing (that), on condition (that).*

**Purpose:** *in order that, so that, so as, so, etc.*

**Consequence:** *that, so that.*

**Manner and comparison:** *as...as, not so...as, than, as if, as though.*

**Concession:** *though, although, even if, etc.*

## Tema 15. PARTS of the SENTENCE

Parts of the sentence are usually classified into main and secondary. The main parts of the sentence are the subject and the predicative. They constitute the backbone of the sentence. The secondary parts of the sentence are the object, the attribute, the apposition and the adverbial modifier. The secondary parts of the sentence modify the main parts or each other.

### The subject

The subject determines the form of the verbal part of the predicate as regards its number and person. The subject is expressed by:

**1. A noun in the common case or a nominal phrase with a noun:**

*The fog is **thinning**. Four and three is seven.*

**2. A personal pronoun in the nominative case:** *She is very beautiful.*

**3. Any other noun-pronoun:** *This is my last word. Who told you that?*

**4. A numeral or a nominal phrase with a numeral:** *Two of them were left there.*

**5. An infinitive or an infinitive phrase:** *To understand is to forgive.*

**6. A gerund or a gerundial phrase:** *Walking is very useful for you.*

**7. An infinitive or a gerundial predicative complex:** *For her to love him is unusual. His walking out was unexpected.*

8. Any word or words used as quotations: *Your "How do you do" sounds fine.*

9. A clause, which makes the whole sentence a complex one: *What girls of her sort want is just a wedding ring.*

#### The predicative

According to the meaning of its components, the predicate may denote an action, a state, a quality, or an attitude to some action or state ascribed to the subject. So the predicate may be classified into:

1. The simple verbal predicate: *John runs quickly. Don't come too late.*

2. The simple nominal predicate: *Me, a liar! She a bother! – не может быть!*

3. The compound verbal phasal predicate: *I come to think you are right/*

4. The compound verbal modal predicate: *May I ask you a question?*

5. The compound verbal predicate of double orientation: *He is said to be looking for a new job.*

6. The compound nominal predicate proper: *The girl looked tired but pretty.*

7. The compound nominal double predicate: *She married young.*

#### The object

From the point of view of their value there may be distinguished 4 types of objects:

1. The direct object: *I wrote a poem. She was ready to sing.*

2. The indirect object: *He gave the kid a dollar. Let's hope for the best.*

3. The cognate object: *One must live one's own life.*

4. The retained object: *Mary was give the first prize.*

### The attribute

An attribute may be expressed by the following parts of speech:

1. **By adjectives or adjectival phrases:** *I've never seen a better place. He stood with despair, unable to move or say a word.*
2. **By pronouns or pronominal phrases:** *Here's some money for you. It is of mine.*
3. **By numerals:** *He arrived just three weeks ago.*
4. **By a noun in the common case or prepositional nominal phrases:** *The garden wall was almost ruined. He was a man of very regular habits.*
5. **By nouns or pronouns in the genitive case:** *Those were the children's voices.*
6. **By statives:** *No man alive would do such a thing.*
7. **By participles I and II and participle phrases:** *He looked at her sitting near.*
8. **By gerunds:** *Her walking shoes were elegant.*
9. **By infinitives:** *I haven't any time to spare.*
10. **By adverbs:** *No sounds came above.*
11. **By sentences used as a whole:** *She looked at me with a kind of don't touch me.*
12. **By a clause:** *She called me by the name which no one here knew.*

### The apposition

An apposition is expressed by a noun or nominal phrase and referring to another noun or nominal phrase, or sometimes to a clause: *Mr. Smith, the local doctor, was known to everything.*

### The adverbial modifier

It modifies another part of the sentence expressed either by a verb, or an adjective, or a stative, or an adverb: *She read the text*



*aloud. It was a very long story. I'm quite aware of the situation. She speaks English rather fluently.*

### **Independent elements of the sentence**

Independent elements of the sentence generally are not grammatically dependent on any particular part of the sentence, but as a rule refer to the sentence as a whole. The independent element may consist of a word or a phrase. Its position is more free than that of any other parts of the sentence and accordingly it may occur in different positions in the sentence. There are two groups of independent elements:

**I. Direct address:** *Jane, darling, don't say such things!*

**II. Parenthesis, which may be expressed by:**

**1. A modal word (perhaps, no doubt, indeed, certainly, in fact, maybe, etc.):** *Perhaps she would go soon.*

**2. An interjection (oh, dear me, by God, Good heavens, etc.):** *Dear me, I haven't got any ideas.*

**3. A conjunct (finally, anyway, besides, moreover, otherwise, etc.):** *There's no chance to call her. Besides, she's against everything.*

**4. A prepositional phrase (in my opinion, in short, by the way, at least, etc.):** *In my opinion you are wrong.*

**5. An infinitive phrase (to tell the truth, to be sure, to begin with, so to speak, etc.):** *That was, so to speak, another gift for you.*

**6. A participial phrase (frankly speaking, strictly speaking, generally speaking):**

*Generally speaking, I think you're right.*

**7. A clause:** *As it was, Peter behaved with surprising actions.*

## **EXERCISES**

**Тема 1. The Noun**

Use the proper Possessive Case

1. The ball of the dog. 2. The songs of the children. 3. The room of my friend. 4. The wife of my brother. 5. The poems of Pushkin. 6. The new club of the workers. 7. The car of my parents. 8. The handbags of these women. 9. The children of my sister are at home. 10. The name of this girl is Ann. 11. The computer of my son is modern. 12. The skateboard of that man. 13. The umbrella of my grandmother. 14. The questions of my son. 15. The table of our teacher. 16. The voice of this girl. 17. The letter of our friend. 18. The life of that woman. 19. The flat of my uncle is large. 20. The room of the boys is cozy. 21. The work of these students is interesting. 22. He was a friend of my cousin.

**Тема 2. The Article**

Insert the definite or indefinite article wherever necessary

1. It was ... evening. It was ... cold winter evening. 2. It was ... broad day. 3. It was ... early morning. It's good to get up early in ... morning. 4. We started early in ... morning. 5. Don't worry, we'll get home before ... sunset. 6. It was ... early evening, so pleasant and warm. 7. Did you have ... good day at the office? 8. It's very late; can't it wait until ... morning? 9. We left home at ... noon. 10. We close at ... midnight. 11. It was ... late evening. ... evening was very pleasant. 12. Let's meet in ... evening, I'll be very busy in ... afternoon. 13. It snowed at ... night. 14. ... night came, ... day broke, but there was no sign of the plane. 15. The children were shivering though it was ... warm night. 16. Where were you on ... night of December 31<sup>st</sup>? 17. It went on raining ... day after ... day. 18. She promised to do it in ... early afternoon. 19. The baby woke up twice in ... night. 20. The postman has to get up before ... dawn every day. 21. ... Neva is ... very beautiful river. It is in ... North of our country. 22. ... title of this novel is "... First Men in ... Moon". 23. ... Mont Blanc is ... highest mountain of ... Alps. 24. My friend lives in ... Crimea. 25. Our neighbours are ... Petrovs.

**Тема 3. The Adjective**

Write degrees of comparison

ugly, fat, sad, dry, heavy, nice, bad, little, high, simple.

Open the brackets, using the comparative or the superlative degrees wherever necessary

1. In autumn every day the air becomes (*cold*), the leaves (*yellow*). 2. This is the (*beautiful*) view I have ever seen in my life. 3. Your handwriting is now (*good*) than it was last year. 4. Are there (*many*) than

two rooms in your flat? 5. The weather got (*bad*) and (*bad*) every day. 6. Her eyes are (*blue*) than mine. 7. My sister is the (*tall*) girl in the class. 8. Let's wait for a (*dry*) day. 9. A bus is (*fast*) than a tram. 10. After her answer he became (*angry*) and (*angry*). 11. He began to work (*hard*). 12. Please, be (*careful*) next time. 13. He was (*quiet*) than his sister. 14. Her pie is (*delicious*). 15. He was the (*fat*) man in the village.

#### **Tema 4. The Verb**

Open the brackets

1. He (*to go*) to work every day. 2. Don't be late Barbara; the train (*to start*) at 8 a.m. 3. Her children (*to like*) to go to the cinema. 4. Last autumn my brother (*to buy*) a new car. 5. Their child (*to like*) to play in our room. 6. Every week my friend (*to visit*) me. 7. My parents (*to cook*) supper now. 8. Yesterday his children (*to forget*) to bring my books. 9. They (*to work*) in the garden two days ago. 10. Look! Your sister (*to sing*)! 11. Twice a week Ann (*to clean*) her room. 12. He (*not to do*) his H.W. yet. 13. She (*to drive*) her car now. 14. Those boys (*to fight*) for an hour. 15. The girl (*to play*) the piano for an hour and a half. 16. Last summer we (*to build*) a new house. 17. My cat (*to like*) to drink milk very much. 18. I (*to hang*) already the picture on the wall. 19. Look! The plane (*to fly*) away! 20. It's the first time she (*to forget*) her bag.

#### **Tema 5. The Category of Voice**

Change the following Active Constructions into the Passive Voice

1. WE received this letter after his departure. 2. Have the dogs ever attacked you? 3. Bees gather honey from the flowers. 4. The storm drove the ship against the rock. 5. Who discovered the circulation of the blood? 6. The man is selling ice-cream but he is not selling chocolate ice-cream. 7. The little boy showed us the way. 8. They offered

her some interesting work. 9. The doctor ordered her a long rest. 10. They often speak about him. 11. Everybody laughed at this funny animal. 12. We have been looking for you. 13. We shall insist upon strict discipline. 14. They teach pupils English and French at this school. 15. We are using the computer at the moment. 16. My brother usually cleans his room. 17. They don't make lorries at this plant. 18. Her relatives usually meet her at the station. 19. People speak English all over the world. 20. My father drives the car very well.

### **Tema 6. The Category of Mood**

Indicate the mood of the sentences: **a) Indicative; b) Imperative; c) Subjunctive**

1. God save the Queen. 2. You look as if you have been ill for a week. 3. Hurry up! 4. May my birthday come quickly. 5. If I were you I would accept the offer. 6. This shoe is just her size. 7. If only she didn't eat so much ice-cream. 8. It's strange that we should have met here. 9. Don't open the window. 10. Is anybody late today?

Choose the correct form of the verb

11. If I (*see*) him yesterday, I should have invited him. 12. The boy was trembling as if he (*frighten*). 13. It was strange that they (*quarrel*). 14. If you (*catch*) the vase, it wouldn't have broken. 15. If he knew all the rules, he (*spell*) better. 16. If we (*be*) free today, we could go to the country. 17. If only she (*take*) my advice! 18. If you had opened the bag, you (*find*) the pen. 19. If we (*not/miss*) the train, we should be in the country now. 20. If he had translated the article, he (*show*) it to me.

### **Tema 7. Non-Finite Forms of the Verb (Verbals)**

Choose between Infinitive and Participles

1. ... the news I ran to tell it to my friend (*hearing – to hear*). 2. The book ... (*to discuss - discussed*) at the lesson yesterday deals with the problem of war. 3. While ... (*running – to run*), the sportsman tried to breath regularly. 4. Don't forget ... (*posting – to post*) the letter I gave you. 5. There was a lot of traffic but we managed ... (*getting – to get*) to the airport in time. 6. ... (*smiling – to smile*) happily he held out his hand. 7. ... (*barking – to bark*) dogs seldom bite. 8. I received a letter ... (*written – to write*) by my mother. 9. I've apologized to her but she still refused ... (*speaking – to speak*) to me. 10. I've tried ... (*discussing – to discuss*) the problem with her. 11. Julia has been ill but now she's beginning ... (*getting – to get*) better. 12. I heard his name ... (*mentioned – to mention*) several times.

#### Use the Gerund or the Infinitive

13. I don't like (*sing*), I prefer (*dance*). 14. he went on (*lecture*) us for hours and hours. 15. I think I remember (*see*) you at the Gallery. 16. He didn't want to postpone (*go*) there. 17. The man stopped (*drink*) water and put the glass on the table. 18. They stopped at the well (*drink*) some water. 19. She always avoids (*injure*) the feelings of others. 20. He never forgets (*write*) to his mother.

#### Tema 8. Modal Verbs

Use the right form of one of the modal verbs **can, may, must, ought**

1. ... you speak Spanish? 2. ... I come in? 3. ... I take your book? 4. I have very little time, I ... go. 5. You ... read this text: it's easy enough. 6. He is busy; he ... be writing a book about his travels. 7. My friend Clara isn't a famous artist, but she ... even paint icons. 8. You ... wear a helmet when you ride a motorbike. 9. You ... take the horse to the water but you ... make him drink. 10. I'm going to Mary's birthday party. Do you think I ... take her a present? 11. We .. have phoned her because we hadn't phoned before we left home. 12. You

... be very serious about your homework. 13. I ... skate very well. 14. You ... give this book to your friend, I don't need it at present. 15. He ... prepare his lessons before he goes to bed. 16. You ... to be always polite with old people. 17. ... I speak to you now? – yes, of course you ... 18. She ... sing quite well when she was young. 19. Peter ... not beat his younger brother Sid. 20. It ... snow towards evening.

### **Tema 10. The Pronoun**

Use the Possessive Pronouns

1. She took off .. coat. 2. he asked me what ... name was. 3. You can leave ... bags in the cloakroom. 4. The travelers took ... seats, and the car started on. 5. We are all to defend ... country.

Use the Pronouns *who (whom, whose), what, which*

6. ... sleeps in this room? 7. ... cap is it? 8. ... did you meet there? 9. ... is your sister? She is a doctor. 10. ... is this game? 11. ... game do you prefer, tennis or volley-ball? 12. ... brother is Boris? 13. ... is your uncle by profession? 14. On ... days do you take your English lessons? 15. ... day is more convenient for you?

Insert *any, some, someone, anyone*, etc.

16. Why are there so many mistakes in ... of your exercises? 17. Are there ... mistakes in my dictation? – Yes - there are ... 18. Do you see ... on the shelf? – No, I don't see ... 19. What kind of fruit do you prefer? – I like ... kind. 20. Will you have ... fish. – No, thank you, I won't have ....

### **Tema 11. The Numeral**

Spell the following

5, 100, 73, 14, 2, 31, 46, 88, 97, 123, 4, 678, 777, 1050, 384, 2134,  $\frac{1}{2}$ ,  $\frac{1}{7}$ ,  $\frac{2}{9}$ ,  $1\frac{1}{5}$ ,  $8\frac{3}{8}$ , 1,35.

### **Tema 12. The Adverb**

Use *adjective* or *adverb*

1. They strolled in the park ... (*lazy, lazily*)
2. You shouldn't be so ... (*lazy, lazily*)
3. The child grew ... (*silent, silently*)
4. She was crying ... (*silent, silently*)
5. That soup smells very ... (*good, well*)
6. That material washes very ... (*good, well*)
7. An accountant should be able to add up ... (*quick, quickly*)
8. He threw away the key with a ... motion of his hand (*quick, quickly*)
9. The boy could lift the weight ... (*easy, easily*)
10. It's as ... as that. (*easy, easily*)
11. Why are you sighing so ... (*sad, sadly*)
12. They all felt ... at the news. (*sad, sadly*)
13. The roses smelled ... (*sweet, sweetly*)
14. She smiled ... (*sweet, sweetly*)
15. The water flowed ... (*rapid, rapidly*)
16. The current is too ... (*rapid, rapidly*)
17. tell me all ... (*honest, honestly*)
18. He seems to be ... (*honest, honestly*)
19. The woman laughed ... (*loud, loudly*)
20. Why is the music so ... (*loud, loudly*)

**Tema 13. The Preposition**

Use the Prepositions *in, at, about, of, with, to, on, by, between, from, till*

1. What are you talking ...?
2. When I'm ... home I work ... the garden ... the morning, read and write ... the afternoon, and visit my friends ... the evening.
3. I rise ... dawn and go ... bed ... ten o'clock.
4. She was sitting ... the pavement and beating it ... a bit ... branch decorated ... three or four brown leaves.
5. Supplies ... food, water, and ammunitions were rushed ... the fighting men.
6. The first word ... every sentence should begin ... a capital letter.
7. Pete was born ... a little town ... 1952, ... the 2<sup>nd</sup> of may.
8. Nelly returned ... school ... five o'clock ... afternoon.
9. he was suddenly stopped ... the voice ... a soldier on guard.
10. The explorers were brought back ... the

Arctic regions ... Murmansk. 11. There is a great difference ... age ... my brother and me. 12. I took the knife ... the baby. 13. Your hat is different in shape ... mine. 14. ... July I shall go ... the country and shall stay there ... September.

#### **Tema 14. The Conjunction**

Use the following Conjunctions *because, as if, as, unless, so...as, as...as, both...and*

1. I cannot go out ... you return my umbrella. 2. We must leave at eight o'clock ... the parade forms at nine. 3. Our assistant is ... capable ... willing. 4. I knew you would come ... you promised me you would. 5. Lucy is not ... clever ... her brother. 6. I will come ... fast ... I can. 7. I wish I could play tennis ... my cousin Misha does. 8. The clock sounds ... it needed winding. 9. The boys were ... quick ... strong. 10. This evening is not ... cold ... the last. 11. You will not go to the park ... you finish all your lessons. 12. She looks ... she had never seen anything like it.

#### **Tema 15. Parts of the Sentence**

Form sentences out of the following

1. paid, on, the 19<sup>th</sup>, visit, us, another, he.
2. him, my mother, for, gave, I, a letter.
3. the book, Nick, her, sent.
4. to, please, it, me, give.
5. pleasant, has sent, Michael, you, new, books, some, to, show, me, them.
6. gave, the water, a wounded, she, soldier.
7. an, trip, interesting, has, father, promised, me.
8. bought, there, a rose, her, I.



**Примерные темы дидактических разработок**

1. Nouns: give the examples of the case and number in your own sentences.
2. Compare different aspects of adjectives.
3. Imperative and impersonal sentences: their possibilities.
4. Give the different means of expressing future actions.
5. How can the Passive Voice be realized in oral speech.

**Примерные темы для самостоятельной работы**

1. Подобрать все примеры с употреблением артиклей.
2. Придумать предложения с модальными глаголами из биологической тематики.
3. Сделать перевод с русского на английский с Complex Object.
4. Дать примеры с предлогами места, времени и отношений.
5. Найти в английской художественной литературе примеры с согласованием времен.

**Примерные темы курсовых работ**

1. Адаптированный подход в изложении временных форм в английской грамматике для обучения в средней школе.
2. Модальный глагол: его возможности для обогащения английской речи.
3. Общее и единичное, универсальное и специфическое в русской и английской грамматике.

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## Комплекс упражнений

### 1-ый источник

#### 1. Translate into Russian.

1. The firm stated that a license was required for the export of these goods.
2. Russia has the world's largest deposits of oil.
3. We have received some important information on the state of the wool market.
4. Mathematics forms the basis of many other sciences.
5. Coal is extracted in many districts of our country.
6. A new glass works has been built near the village.
7. He is the father of my sister's husband.
8. A woman of her intelligence would make a good Supreme Court justice.
9. His clothes were wet as he had been caught in the rain.
10. The "Neva's" cargo consisted of wheat and barley.
11. In this article you will find the figures of Italian exports and imports for the last three months.
12. Scientists have been collecting data on air pollution levels.

#### 2. Paraphrase the following sentences using the Possessive Case.

1. The office of our manager is very big.
2. They will consider the proposals of Mr. Black at their next meeting.
3. This is, in the opinion of the critics, their best record for years.

4. The computer of Tom and Helen is modern.
5. We have not yet received the answer of buyers.
6. The working day of our Commercial Director begins at 9 o'clock in the morning.
7. Do you know the telephone number of the Petrovs?
8. My husband knows a lot about detective novels of Agatha Christie.
9. She put the wet boots of the boys near the stove.

**3. Make the nouns in bold plural. Change sentences if necessary.**

1. A **copy** of the contract was sent to London.
2. The last **leaf** fell from the **tree**.
3. The **woman** standing by the window is our **secretary**.
4. This **shoe** is too large for my **foot**.
5. "Is this **worker** an **Englishman** or a **German**?" — "He is a **Frenchman**".
6. The **mouse** was caught.
7. What is the **child's name**?
8. The **roof** of the **house** was covered with snow.
9. A **potato** is a **vegetable** and a **cherry** is a **fruit**.

**4. Make the nouns in bold singular. Change sentences if necessary.**

1.                                   **These** factories **produce**                                    **furniture**.
2.        **The** wives of        **the** sailors **came**        **to**        **the**        **shore**.
3.        **I**                                    **have**                                    **hurt**                                    **my** feet **and** hands.
4. **In** **the** **farmyard** **we** **could** **see** oxen, sheep, cows **and** geese.
5.                                    **Do**                                    **your** teeth **still**                                    **ache**?
6.                                    **These**                                    **are**                                    **my** friends'                                    **studies**.
7.                                    **He**                                    **keeps**                                    **his** toys **in**                                    **the** boxes.
8.                                    **These** ladies **are**                                    **those** gentlemen's                                    **wives**.
9.        **The** children **are**                                    **sitting**                                    **on**                                    **the** benches.

## Правильные ответы:

**1. Переведите на русский язык.**

1. Фирма сообщила, что на экспорт этого товара требуется лицензия.
2. Россия имеет самые большие месторождения нефти в мире.
3. Мы получили важные сведения о положении на рынке шерсти.
4. Математика составляет основу многих других наук.
5. Уголь добывается во многих районах нашей страны.
6. Возле деревни построен новый стекольный завод.
7. Он отец мужа моей сестры.
8. Женщина с таким интеллектом могла бы стать хорошей Верховной судьей.
9. Его одежда была мокрая, так как он попал под дождь.
10. Груз парохода «Нева» состоял из пшеницы и ячменя.
11. В этой статье вы найдете цифры экспорта и импорта Ита-

лии за последние три месяца.

12. Ученые собирают данные об уровнях загрязнения воздуха.

**2. Перефразируйте следующие предложения, употребляя притяжательный падеж.**

1. Our manager's office is very big.

2. They will consider Mr. Black's proposals at their next meeting.

3. This is, in the critics' opinion, their best record for years.

4. Tom and Helen's computer is modern.

5. We have not yet received the buyers' answer.

6. Our Commercial Director's working day begins at 9 o'clock in the morning.

7. Do you know the Petrovs' telephone number?

8. My husband knows a lot about Agatha Christie's detective novels.

9. She put the boys' wet boots near the stove.

**3. Поставьте выделенные курсивом существительные в форму множественного числа. Если необходимо, измените предложения.**

1. Copies of the contract were sent to London.

2. The last leaves fell from the trees.

3. The women standing by the window are our secretaries.

4. These shoes are too large for my feet.

5. "Are these workers Englishmen or Germans?" — "They are Frenchmen".

6. The mice were caught.

7. What are the children's names?

8. The roofs of the houses were covered with snow.

9. Potatoes are vegetables and cherries are fruit.

**4. Поставьте выделенные курсивом существительные в форму единственного числа. Если необходимо, измените предложения.**

1. This factory produces furniture.

2. The wife of the sailor came to the shore.

3. I have hurt my foot and hand.

4. In the farmyard we could see an ox, a sheep, a cow, and a goose.

5. Does your tooth still ache?

6. This is my friend's study.

7. He keeps his toy in the box.

8. This lady is that gentleman's wife.

9. The child is sitting on the bench.

## 2-ый источник

Переведите предложения на русский язык.

1. The head of the company stated that a special license was issued for the export of steam turbines.
2. His colleagues received very important information about Robert`s new online service.
3. Jane`s sister is the wife of his neighbor`s uncle.
4. Her mother is a woman of unbalanced mind.
5. Chemistry forms the basis of different sciences.
6. Assessors have been checking witness statements on these difficult legal proceedings against the hotel administration.
7. Do you write with your pen or with your teacher`s one?
8. Could you change this \$50 note in the bank, please?
9. Mark became the Executive Director of the Baltic Bank.
10. The acoustics in that night club are unreliable.

### Ответы:

1. Глава фирмы сообщил, что для экспорта паровых турбин была выпущена специальная лицензия.
2. Его коллеги получили очень важную информацию о новом сервисе Роберта в режиме «онлайн».
3. Сестра Джейн – жена дядюшки его соседа.
4. Его мать – психически неуравновешенная женщина.
5. Химия формирует основу различных наук.
6. Юридические эксперты проверяют показания свидетелей по этому сложному судебному делу против администрации отеля.
7. Ты пишешь своей ручкой или ручкой своего преподавателя?
8. Ты не мог бы поменять эту банкноту в пятьдесят долларов в банке?
9. Марк стал исполнительным директором Балтийского банка.
10. Акустика в том ночном клубе плохая.

**Перестройте предложения, используя притяжательный па-**

## ДЕЖ СУЩЕСТВИТЕЛЬ- НЫХ.

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1. There is a swimming-pool of their workers. – Здесь находится бассейн их рабочих.
2. Your colleagues will discuss the proposals of Mrs. Smith next week. – Твои коллеги будут обсуждать предложения миссис Смит на следующей неделе.
3. The mobile phones of Jack and Mary are not very modern. – Мобильные телефоны Джека и Мэри не очень современные.
4. Our company has not yet discussed the viewpoint report of the customer. – Наша компания пока еще не обсудила доклад о позиции покупателя.
5. George taught the son of Mr. Brown to read. – Джордж учил сына мистера Брауна читать.
6. The country house of her parents is very modest. – Загородный дом ее родителей очень скромный.
7. The old computer of their chief is now upgraded. – Старый компьютер их начальника теперь модернизирован.
8. Elisabeth is hanging the wet clothes of her daughters on the drying rack. – Элизабет развешивает мокрую одежду своих дочерей на сушилке для белья.
9. His son read very many fantastic stories of Robert Sheckley. – Его сын прочитал очень много фантастических рассказов Роберта Шекли.
10. The leaky boat of the old man was near the lake. – Дырявая лодка старика находилась около озера.

### Ответы:

1. There is their worker`s swimming-pool.
2. Your colleagues will discuss Mrs. Smith`s proposals next week.
3. Jack and Mary`s mobile phones are not very modern.
4. Our company has not yet discussed the customer`s viewpoint report.
5. George taught Mr. Brown`s son to read.
6. Her parents` country house is very modest.
7. Their chief`s computer is now upgraded.
8. Elisabeth is hanging her daughters` wet clothes on the drying rack.
9. His son read very many Robert Sheckley`s fantastic stories.
10. The old man`s leaky boat was near the lake.

Измените форму выделенных существительных на множественное число и внесите соответствующие изменения в предложения по необходимости.

1. Jack received a copy of his last order. – Джек получил копию своего последнего заказа.
2. The last car was sold yesterday. – Последний автомобиль был продан вчера.
3. This red glove is too large for her hand. – Эта красная перчатка слишком велика для ее руки.
4. What is his neighbor`s name? – Как зовут его соседа?
5. You have to buy a pencil and a drawing block for Henry. – Ты должна купить карандаш и альбом для рисования для Генри.
6. The little girl singing a song is a daughter of my sister. – Маленькая девочка, поющая песню, — это дочь моей сестры.
7. Yves has bought a very uncommon present for his wife. – Он купил очень необычный подарок для своей жены.
8. The copy-book was on the bookshelf. – Тетрадь была на полке.
9. This beautiful house is made of bricks. – Этот чудесный дом сложен из кирпича.
10. Valery has hurt her leg. – Валерия повредила свою ногу (имеется в виду от стопы до бедра).

**Ответы:**

1. Jack received copies of his last orders.
2. The last cars were sold yesterday.
3. These red gloves are too large for her hands.
4. What are his neighbors` names?
5. You have to buy pencils and drawing blocks for Henry.
6. The little girls singing a song are daughters of my sister.
7. Yves has bought very uncommon presents for his wife.
8. The copy-books were on the book-shelves.
9. These beautiful houses are made of bricks.
10. Valery has hurt her legs.

### 3-ий источник

**1. Choose the correct variant.**

- |    |           |       |     |     |      |    |               |
|----|-----------|-------|-----|-----|------|----|---------------|
| I. | ...Smiths | have  | a   | dog | and  | a  | cat.          |
| a) | ...       | b)    | The | c)  | A    |    |               |
| 2. | He        | knows | how | to  | work | on | ... computer. |
| a) | a         | b)    | an  | c)  | ...  |    |               |



3. She was the first woman to swim across ... English Channel.  
 a) a b) ... c) the
4. Go down ... Kingston Street and turn left into Oxford Street.  
 a) the b) a c) ...
5. I don't like milk in ... tea.  
 a) ... b) the c) a
6. At the end of... busy day, sleep is the best way to restore your energy.  
 a) the b) a c) ...
7. We'll go for a walk if ... weather is fine.  
 a) a b) ... c) the
8. Could you give me ... information I asked for in my letter?  
 a) the b) ... c) a
9. ...war is a terrible thing.  
 a) The b) ... c) A
10. I spent ... very interesting holiday in England.  
 a) the b) a c) ...

### 2. Fill in the correct article.

1. "Is this your ... friend?" — "No, it isn't my ... friend, it is my sister".
2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot.
3. I have no ... car.
4. She has got ... terrible ... headache.
5. They have ... dog and two ... cats.
6. My ... cousin says he is going to be ... manager one ... day.
7. Would you like ... apple?
8. This is ... tree. ... tree is green.
9. I can see three ... children. ... children are playing in ... yard.
10. I have ... car. ... car is white. My ... friend has no ... car.

### 3. Fill in the articles in the proverbs if necessary.

1. ... apple ... day keeps ... doctor away.
2. ... appetite comes with eating.
3. ... good beginning makes ... good ending.
4. ... bird in ... hand is worth two in ... bush.
5. Among ... blind ... one-eyed man is king.
6. ... brevity is ... soul of wit.
7. ... cat has nine lives.
8. ... charity begins at ... home.
9. ... clothes make ... man.
10. ... curiosity killed ... cat.

### Правильные ответы:

#### 1. Выберите правильный вариант.

1. b | 2. a | 3. c | 4. c | 5. a | 6. b | 7. c | 8. a | 9. b | 10. b

#### 2. Вставьте правильный артикль.

1. "Is this your ... friend?" — "No, it isn't my ... friend, it is my ... sister".

2. I have a sister. My ... sister is a teacher. My sister's ...  
 husband is a pilot.

3. I have no ... car.

4. She has got a terrible ... headache.

5. They have a dog and two ... cats.

6. My ... cousin says he is going to be a manager one ... day.

7. Would you like an apple?

8. This is a tree. The tree is green.

9. I can see three ... children. The children are playing in the  
 yard.

10. I have a car. The car is white. My ... friend has no ... car.

3. Вставьте артикли в пословицах, если требуется.

1. An apple a day keeps the doctor away.

2. The appetite comes with eating.

3. A good beginning makes a good ending.

4. A bird in the hand is worth two in the bush.

5. Among the blind the one-eyed man is king.

6. Brevity is the soul of wit.

7. A cat has nine lives.

8. Charity begins at home.

9. Clothes make the man.

10. Curiosity killed the cat.

Подробнее - на сайте: [http://study-english.info/exercises-  
 article.php#ixzz2sS1BoIC](http://study-english.info/exercises-article.php#ixzz2sS1BoIC)

<http://study-english.info/>

## 4-ый источник

Упражнение 1.

**Вставьте вместо пропусков правильные артикли – определенные, неопределенные или же нулевые. Под нулевыми понимается отсутствие какого бы то ни было артикля.**

- 1. Many people have ... pets. – У многих людей есть домашние питомцы.

- 2. We have ... big garden in ... country. My granny used to work in ... the garden. – За городом у нас есть большой сад. Моя бабушка привыкла работать в саду.
- 3. Elisabeth knows how to knit ... pullovers. – Элизабет умеет вязать пуловеры (= свитеры).
- 4. Mary knows how to cook ... soup. – Мэри знает, как сварить суп (= умеет варить суп).
- 5. My cousin doesn't like ... tomato juice. – Моя двоюродная сестра не любит томатный сок.
- 6. At ... beginning of June Sarah goes on ... holiday. – В начале июня Сара уйдет в отпуск.
- 7. They will play ... chess if ... weather is rainy. – Они будут играть в шахматы, если погода будет дождливой.
- 8. Harry made ... mistakes in ... test. ... most mistakes were corrected. – Гарри сделал ошибки в контрольной работе. Большинство ошибок было исправлено.
- 9. John told them ... road was closed. – Джон сказал им, что дорога закрыта.
- 10. It is past ... time Jane usually goes to school. – Время, когда Джейн обычно выходит в школу, прошло.
- 11. There was ... big palm tree in front of ... their window. – Напротив их окна росла большая пальма.
- 12. Could you bring ... coffee and ... milk for me and ... green tea for my companion, please! – Вы не могли бы принести кофе и молоко для меня и зеленый чай для моего спутника?

### Ответы:

1. -. 2. A, the, the. 3. -. 4. A. 5. -. 6. The, -. 7. -, the. 8. -, the, the. 9. The. 10. The. 11. A, -. 12. -, -, -.

1) Put in **a/an** or **the** where necessary

1. I wrote to her but ... letter never arrived.

2. Britain is ... island.

3. What is ... name of this village?
4. Jane is ... very nice person. You must meet her.
5. Montreal is ... large city in ... Canada.
6. What is ... largest city in ... Canada?
7. "What time is it?" "I don't know. I haven't got ... watch."
8. When I went to ... Rome, I stayed with ... Italian friend of mine.
9. You look very tired. You need ... holiday.
10. Don't sit on ... floor. It's very dirty.
11. "Let's go to ... restaurant this evening." "That's ... good idea. Which restaurant shall we go?"
12. Can you turn on ... radio, please? I want to listen to some ... music.
13. Tom is in ... bathroom. He's having ... bath.
14. This is ... nice room, but I don't like ... colour of ... carpet.
15. We live in ... old house near ... station. It's ... two miles from ... center.

## ОТВЕТЫ:

1. I wrote to her but the letter never arrived.
2. Britain is an island.
3. What is the name of this village?
4. Jane is a very nice person. You must meet her.
5. Montreal is a large city in Canada.
6. What is the largest city in Canada?
7. "What time is it?" "I don't know. I haven't got a watch."
8. When I went to Rome, I stayed with an Italian friend of mine.
9. You look very tired. You need a holiday.
10. Don't sit on the floor. It's very dirty.
11. "Let's go to a restaurant this evening." "That's a good idea. Which restaurant shall we go?"
12. Can you turn on the radio, please? I want to listen to some music.
13. Tom is in the bathroom. He's having a bath.
14. This is a nice room, but I don't like the colour of the carpet.

15. We live in an old house near the station. It's two miles from the center.

**Закончить предложения, используя артикли плюс данные слова или пары слов:**

Bicycle, capital, cigarette, play, difficult language, kitchen, nice day, next train, roof, small hotel.

1. Rome is \_\_\_\_\_ of Italy.
2. When we were in London, we stayed at \_\_\_\_\_.
3. Can you ride \_\_\_\_\_?
4. What's that man doing on \_\_\_\_\_ of that house? Is he repairing something?
5. We went to the theatre last night but \_\_\_\_\_ wasn't very good.
6. Do you think English is \_\_\_\_\_ for people to learn?
7. "Would you like \_\_\_\_\_?" "No, thanks. I don't smoke".
8. "Where is Jack?" "He's in \_\_\_\_\_. He's cooking something."
9. Excuse me, what time is \_\_\_\_\_ to London?
10. It's \_\_\_\_\_ today. Let's go out.

### **5-ый источник**

**Упражнение 10. Вставьте артикль, где необходимо.**

1. What's ... weather like today? — ... weather is fine.
2. ... sun is yellow.
3. ... sky is grey today.
4. ... earth is ... planet.
5. We had ... English lesson yesterday. ... teacher asked me many ... questions. ... questions were difficult.

4. Where is your ... brother? — He is at ... home. He is in his ... room. He is sitting at ... table. He is doing his ... homework. ... homework is difficult. 5. Our ... cat is sitting on ... sofa. 6. It is very dark in ... room. Turn on ... light, please. 7. Nick went into ... bathroom, turned on ... water and washed his ... hands.

### **Упражнение 11. Вставьте артикль, где необходимо.**

At... beginning of ... 19th century ... little boy was born in ... family of John Dickens, ... clerk at ... office in ... Portsmouth, and was named Charles. He had ... sister who was older than himself, and there were several other children in ... family. When Charles was seven, he was sent to ... school. He was not... strong child. He did not like to play ... cricket or .. football and spent all his free time reading. In 1821 ... family went to ... London and little Charles left behind him ... happiest years of his childhood. His father was in ... money difficulties, and ... family became poorer and poorer. ... boy had to give up his studios. Mr. Dickens was put into ... debtors' prison. Little Charles learned to know all .. horrors and cruelty of ... large capitalist city. He had to go to work at... blacking factory. He worked there from ... morning till ... night. When his father came out of prison, Charles was sent to ... school for some time. Soon he got work as ... clerk. Then he learned ... stenography and became ... reporter; in Parliament. In 1836 at... age of 24 Charles Dick-1 en? published his first book. It was ... collection of ... stories. ... title of ... book was "Sketches by Boz." There were followed by "Pickwick Papers" and "Oliver Twist" and many other famous novels. Charles Dickens is one of ... greatest writers of ... 19th. century. His novels are now translated into most languages of ... world.

**ОТВЕТЫ –****Упражнение****10.**

1. What's the weather like today? — The weather is fine. 2. The sun is yellow. 3. The sky is grey today. 4. The Earth is a planet. 5. We had an English lesson yesterday. The teacher asked me many questions. The questions were difficult. 6. Where is your brother? — He is at home. He is in his room. He is sitting at the table. He is doing his homework. The homework is difficult. 7. Our cat is sitting on the sofa. 8. It is very dark in the room. Turn on the light, please. 9. Nick went into the bathroom, turned on the water and washed his hands.

**ОТВЕТЫ**

-

**Упражнение****11.**

At the beginning of the 19th century a little boy was born in the family of John Dickens, a clerk at an office in Portsmouth, and was named Charles. He had a sister who was older than himself, and there were several other children in the family. When Charles was seven, he was sent to school. He was not a strong child. He did not like to play cricket or football and spent all his free time reading. In 1821 the family went to London, and little Charles left behind him the happiest years of his childhood. His father was in money difficulties, and the family became poorer and poorer. The boy had to give up his studies. Mr. Dickens was put into a debtors' prison. Little Charles learned to know all the horrors and cruelty of a large capitalist city. He had to go to work at a blacking factory. He worked there from morning till night. When his father came out of prison, Charles was sent to school for some time. Soon he got work as a clerk. Then he learned stenography and became a reporter in Parliament. In 1836 at the age of 24 Charles Dickens published his first book. It was a collection of stories. The title of the book was "Sketches by Boz." These were followed by "Pickwick Papers" and "Oliver Twist" and many other famous novels. Charles Dickens is one of the greatest writers of the 19th century. His novels are now translated into most languages of the world.

**6-ый источник**

**7-ый источник**

**8-ый источник**

**9-ый источник**

**10-ый источник**

## **Артикль**

**Вставьте артикль, где необходимо.**

1. This is ... book. It is my ... book. 2. Is this your ... pencil?  
— No, it isn't my ... pencil, it is my sister's ... pencil. 3. I  
have ... sister. My ... sister is ... engineer. My sister's ... hus-  
band is ... doctor. 4. I have no ... handbag. 5. Is this ... watch?  
— No, it isn't ... watch, it's ... pen. 6. This ... pen is good, and  
that ... pen is bad. 7. I can see ... pencil on your ... table, but I  
can see no ... paper. 8. Give me ... chair, please. 9. They have  
... dog and two ... cats. 10. I have ... spoon in my ... plate, but  
I have no ... soup in it.

Упомянув предмет впервые, мы употребляем перед ним  
неопределенный артикль **a(an)**

). Упомянув **этот** же предмет вторично, мы ставим перед  
ним определенный артикль **the**.

**E.g. This is a book. The book is interesting.**

**Упр. 2. Вставьте артикль, где необходимо.**

1. This is ... tree. ... tree is green. 2. I can see three ... boys. ...  
boys are playing. 3. I have ... bicycle. ... bicycle is black. My  
... friend has no ... bicycle. 4. Our ... room is large. 5. We  
wrote ... dictation yesterday. ... dictation was long. 6. She has



two ... daughters and one ... son. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big. 10. I got ... letter from my ... friend yesterday. ... letter was interesting.

*Неопределенный артикль a (an) может употребляться только с исчисляемыми существительными, стоящими в единственном числе. Перед неисчисляемыми существительными или существительными во множественном числе неопределенный артикль опускается. Определенный артикль the употребляется как с исчисляемыми, так и с неисчисляемыми существительными, как с единственным, так и с множественным числом.*

***E.g. This is a book. The book is interesting.***

*исчисляемое в единственном числе*

***This is S meat. The meat is fresh.***

*неисчисляемое*

***These are S books. The books are good.***

*множественное число*

### **Упр. 3. Вставьте артикль, где необходимо.**

1. This is ... pen. ... pen is red. 2. These are pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea. 9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 10. This is ... bag. ... bag is brown. It is my sister's ... bag. And this is my ... bag. It is ... yellow.

*Запомните следующие словосочетания, в которых артикль не употребляется:*

*at S school at S home at S work***Упр. 4. Вставьте артикль, где необходимо.**

1. I have two ... sisters. My ... sisters are ... students. 2. We are at ... home. 3. My ... brother is not at ... home, he is at ... school. 4. My ... mother is at ... work. She is ... doctor. 5. I am not ... doctor. 6. I have no'... sister. 7. He is not ... pilot. 8. I have thirty-two ... teeth. 9. He has ... child. 10. She has two ... children. Her children are at ... school. 11. Is your father at ... home? — No, he is at ... work. 12. Where is your ... brother? — He is at ... home.

*Если перед существительным употребляется прилагательное, оно стоит между артиклем и существительным.*

*E.g. This is a book. This is a good book.*

**Упр 5. Вставьте артикль, где необходимо.**

1. We have ... large ... family. 2. My granny often tells us ... long ... interesting ... stories. 3. My ... father is ... engineer. He works at ... factory. ... factory is large. 4. My ... mother is ... doctor. She works at ... large ... hospital. She is at ... work now. 5. My ... aunt is ... teacher. She works at ... school. ... school is good. My ... aunt is not at ... school now. She is at ... home. She is drinking ... tea and eating ... jam. ... jam is sweet. I am at ... home, too. I am drinking ... tea and eating ... sandwich. ... sandwich is tasty. 6. My sister is at ... school. She is ... pupil. 7. My cousin has ... big ... black ... cat. My cousin's ... cat has two ... kittens. ... milk, too. cat likes ... milk. ... kittens like

**Упр. 6. Вставьте артикль, где необходимо.**

1. I am ... engineer. 2. My ... son is ... pupil. 3. He is ... good ... pupil. 4. This is ... house. 5. This is my ... pencil. 6. You have some ... pencils, but I have no ... pencil. Give me ...

pencil, please. 7. I like your ... beautiful ... flower. Give me ... flower, please. 8. My ... mother is at ... home. She is reading ... interesting ... book. 9. My ... father is not at ... home. He is at ... work. He is ... doctor. He is ... good ... doctor. He works at ... hospital. ... hospital is large.

*Часто, даже упоминая предмет впервые, мы тем же не менее употребляем перед ним определенный артикль:*

*а) если упоминаемый предмет является единственным в мире*

*E.g. The sun is shining brightly.*

*в) если этот предмет является определенным по ситуации*

*E.g. Put the book on the table.*

### **Упр. 7. Вставьте артикль, где необходимо.**

1. What's ... weather like today? — ... weather is fine. 2. ... sun is yellow. 3. ... sky is grey today. 4. ... earth is ... planet. 5. We had ... English lesson yesterday. ... teacher asked me many ... questions. ... questions were difficult. 4. Where is your ... brother? — He is at ... home. He is in his ... room. He is sitting at ... table. He is doing his ... homework. ... homework is difficult. 5. Our ... cat is sitting on ... sofa. 6. It is very dark in ... room. Turn on ... light, please. 7. Nick went into ... bathroom, turned on ... water and washed his ... hands.

### **Упр. 8. Вставьте артикль, где необходимо.**

1. This is ... good ... book. Take ... book from ... table. Put this ... book into ... bookcase. 2. ... weather is fine today. ... sky is blue. ... sun is shining brightly in ... blue ... sky. 3. This is ... boy. ... boy is at ... school. He is ... pupil. This ... boy is my ... brother's ... friend. He has ... cat, but he has no ... dog. He likes his ... cat. He gives ... cat ... milk every day. 4. Yesterday I received ... letter from my ... friend. ... letter was in-

teresting. 5. We live in... big house. I like ... house very much. 6. Are you ... worker? — No, I am ... student.

*Кроме того существует огромное количество так называемых "застывших словосочетаний," в которых артикль употребляется или отсутствует традиционно. Эти словосочетания приходится заучивать наизусть. Запомните следующие конструкции.*

***There is a ... Where is the ... ?***

*Запомните также следующие предложения:*

***The (book) is on the (table). Но: The (book) is on a little (table)<sup>1</sup>***

**Упр. 9. Вставьте артикль, где необходимо.**

1. Where is ... cat? — .. cat is on ... sofa. 2. Where is ... book? — .. book is on ... shelf. 3. Where are ... flowers? — ... flowers are in ...beautiful vase. 4. Where is.. vase? — ... vase is on ... little table near ... window. 5. Open ... window, please. ... weather is fine today. I can see ... sun in ... sky. I can see ... nice little bird. ... bird is sitting in ... big tree. ... tree is green. 6. There is ... little white cloud in ... sky. 7. We have ... large room. There is ... big sofa in ... room and ... little lamp on ... wall over ... sofa. I like to sit on ... sofa and read ... good book.

<sup>1</sup> *Существительное, стоящее в скобках, может быть любым. Прилагательное также может быть любым. Вместо предлога "on" может быть любой другой предлог или заменяющее его словосочетание, напр, "in front of".*

*Запомните следующее застывшее словосочетание:*  
***in S front***

**Упр. 10. Вставьте артикль, где необходимо.**

1. Where is ... soup? — ... soup is in ... big saucepan on ... gas-cooker. 2. Where are ... cutlets? — ... cutlets are in ... refrigerator on ... little plate. 3. There is no ... bread on ... table.

Where is ... bread? 4. There is ... little brown coffee-table in our ... room in ... front of ... sofa. 5. Where is ... table in your ... room? 6. There is ... thick carpet on ... floor in my mother's ... room. 7. Is your brother at ... home? — No, he is at ... work. He works at ... big factory. He is ... engineer. 8. My sister has many ... books. ... books are in ... big bookcase. 9. ... weather is fine today. Let's go and play in ... yard. There are many ... children in ... yard. They are playing with ... ball. *Запомните следующие конструкции, требующие неопределенного артикля:*

*I have a ...      This is a ...      I am a...      He has a ...      That is a ...  
 ...      He is a ...      I see a ...      It is a ...      She is a ...  
 There is a ...*

**Упр. 11. Вставьте артикль, где необходимо.**

1. We have ... big dog. ... dog is very clever. 2. My friend has ... very good computer. 3. This ... boy is big. He is ... student. 4. There is ... very big piano in ... hall. 5. This is ... tree and that is not ... tree. It's ... bush. 6. I am ... boy. I am ... pupil. I learn at ... school. 7. My sister is at ... work. She is ... secretary. She works at ... large office. 8. This is ... very difficult question. I don't know ... answer to it. 9. Do you see ... little girl with ... big ball in her ... hands? She is ... pupil of our ... school. 10. There was ... beautiful flower in this ... vase yesterday. Where is ... flower now?

*Запомните следующие застывшие словосочетания:*

*in the middle in the corner to the right to the left*

**Упр. 12. Вставьте артикль, где необходимо.**

There is ... thick red ... carpet in my ... room. ... carpet is on ... floor in ... front of ... sofa. 2. Where is ... table in your brother's ... room? — His ... table is near ... window. 3. I can see ... fine ... vase on ... shelf. Is it your ... vase? 4. We have no ... piano in our ... living-room. 5. My ... uncle is ... married. He has ... beautiful wife. They have ... son, but they have no

... daughter. 6. I can see ... nice ... coffee-table in ... middle of ... room to ... right of ... door. It is ... black and ... red. I like ... coffee-table. 7. Our ... TV-set is on ... little ... table in ... corner of ... room. 8. There is... beautiful picture in my father's ... study, ... picture is on ... wall to ... left of ... window.

**Упр. 13. Вставьте артикль, где необходимо.**

My aunt's flat is in ... new house. There is ... living-room, ... bedroom, ... study, ... bathroom and ... kitchen in ... flat. ... bedroom is ... large room with ... two windows. ... room is light as ... windows are large. There are ... white curtains on ... windows. There are ... two beds with ... large pillows on them. There are ... small tables near ... beds. There are ... lamps on them. To ... left of ... door there is ... dressing-table with ... looking-glass on it. There is ... low chair at ... dressing-table. There are ... several pictures on ... pale green walls. There is ... thick carpet on ... floor. ... carpet is dark green. ... room is very cosy.

*Если после конструкции there is (there are) стоит неисчисляемое существительное или существительное во множественном числе, вместо опущенного неопределенного артикля часто (не обязательно) употребляется слово "some."*

**Упр. 14. Вставьте артикль, где необходимо.**

There is ... sofa in ... corner of ... room. 2. There are ... cushions on ... sofa, 3. There are ... books on ... shelf. Give me ... book, please. 4. Look into ... refrigerator. What can you see on ... shelves? — There is ... butter in ... butter-dish. There is ... sausage, but there is no ... cheese. There are ... eggs and ... apples. There is ... orange, ... lemon, and ... jam in ... little vase. 5. There is ... juice in this ... cup. May I drink ... juice? 6. There are ... girls in ... yard, but I can see no ... boys. Where are ... boys? — Oh, all ... boys are playing football at ... stadium.

**Упр. 15. Вставьте артикль, где необходимо.**

I have ... colour TV-set. ... TV-set is on ... little table in ... corner of ... room. 2. There is ... book, ... pen, and ... paper on my ... writing-desk. 3.

My ... brother is ... teacher. He works at ... school. He has ... very good books. His ... books are in ... big bookcase. 4. There is ... tea in my ... glass. There is no ... tea in my ... friend's ... glass. His ... glass is empty. 5. Where is ... coffee-table in your ... room? — ... coffee-table is in ... front of ... sofa. There is ... cup on ... coffee-table and ... newspapers. There is ... coffee in ... cup.

*Запомните следующие застывшие словосочетания:*

*in the morning in the afternoon*

*in the evening at s\_ night*

*А также:*

*to go to S\_ bed to go to S\_ work*

*to go to S\_ school*

**Упр. 16. Вставьте артикль, где необходимо.**

1. My ... friend has to get up early in ... morning because he goes to ... school. That's why he usually goes to ... bed early in ... evening. 2% ... weather was very bad in ... morning yesterday. ... sky was grey and it was raining. But in ... middle of ... day ... weather began to change. ... rain stopped and ... sun appeared from behind ... clouds. In ... afternoon it was very warm. I did not want to stay at ... home and went into ... yard. There were ... boys and ... girls in ... yard. We played in ... yard till late in ... evening. When I came ... home, I drank ... tea, ate ... sandwich and went to ... bed at once. I slept very well at ... night.

*Запомните следующие застывшие словосочетания:*

*to go S\_ home                      to come S\_ home*

*to leave S\_ home for S\_ work (for S\_ school) at S\_ half past five                      at a quarter past five*

**Упр. 17. Вставьте артикль, где необходимо.**

1. My brother is ... pupil. He goes to ... school. He goes to ... school in ... morning. He has five or six ... lessons every day. In ... afternoon he goes ... home. At ... home he does his ... homework. In ... evening he reads ... books. He usually goes

to ... bed at ... half past ten. At ... night he sleeps. 2. My father goes to ... work in ... morning and comes ... home in ... evening. 3. I get up at ... half past seven in ... morning and go to ... bed at ... quarter to eleven in ... evening. 4. When does your mother leave ... home for ... work? — She leaves ... home for ... work at ... quarter past eight. 5. When do you leave ... home for ... school? — I leave ... home for ... school at ... half past ... eight.

*Перед названиями месяцев и дней недели артикль не употребляется.*

*School begins in S\_ September. We rest on S\_ Sunday.*

*Перед порядковыми числительными обычно употребляется определенный артикль.*

*Our classroom is on the second floor. Today is the tenth of May.*

### **Упр. 18. Вставьте артикль, где необходимо.**

1. There are three rooms and ... kitchen in our new flat. 2. My new dress is made of ... silk. 3. If you want to write something on ... blackboard, you must have ... piece of ... chalk. 4. Are there any pupils in ... classroom? 5. I have ... new English book. ... book is very interesting. 6. There is ... garden in ... front of our school. ... garden is not large, but it is very nice. 7. ... May is ... fifth month of the year. 8. ... Saturday is ... sixth day of the week. 9. ... Sunday is ... day off.

*Запомните следующие застывшие словосочетания:*

*after S\_ work from -S work*

*after S\_ school from S school*

### **Упр. 19. Вставьте артикль, где необходимо.**

1. My friends live in ... small town. It is ... new town. ... streets in ... town are broad and straight. There are ... beautiful buildings in them. ... town is very green, and so ... air is fresh. There are ... beautiful parks and gardens in ... town. ... people like to go there after ... work. In ... evening you can hear ... sounds of ... music from ... parks. There are ... schools, ... libraries, ... hospital, ... theatre, ... cinemas, ... polyclinics and ... kindergartens



in ... town. 2. This is ... classroom. ... classroom is large and light. 3. There is ... picture on ... wall. 4. What is ... date today? It is ... seventh of ... December. 5. ... third lesson today is ... lesson of English. 6. Pete, go to ... blackboard. 7. After school I usually go ... home. 8. My father always comes from ... work late: at eight o'clock or at ... half past eight. But on ... Friday he comes ... home early: at half past four or at ... quarter to five. On ... Saturday and on ... Sunday he does not go to ... work.

*Запомните следующие застывшие словосочетания:*

*to have (cook, make, prepare) S\_ breakfast*

*S\_ lunch. ~S\_ tea S\_ dinner S\_ supper*

**Упр. 20 Вставьте артикль, где необходимо.**

I go to ... school in ... morning, so I get up early. I usually get up at ... quarter past seven. I go to ... bathroom, turn on ... water and wash my face and hands. My father and mother also get up early in ... morning. My mother works at ... office. She is ... typist. My father is ... doctor. He works at ... polyclinic. We have ... breakfast in ... kitchen. We eat... porridge and ... eggs. We drink ... tea. My father and mother leave ... home for ... work at ... half past eight. My father goes to ..\ polyclinic, and my mother goes to ... office. I don't leave ... home with my parents: ... school where I learn is near our house. I leave ... home for ... school at ... quarter to nine. My granny stays at ... home and cooks ... dinner. I have ... lunch at ... school after ... third lesson. My father and mother have ... lunch at ... work. When we come ... home, we have ... dinner.

**Упр. 21. Вставьте артикль, где необходимо.**

1. Every day my husband goes to ... work, my son goes to ... school and I go to ... institute.
2. There is ... new school at... corner of our street.
3. My daughter came ... home from ... school on ... Monday and said to me: "There will be ... parents' meeting on ... tenth of February at six o'clock in ... evening." 4. ... teacher told us ... very interesting story at ... lesson. 5. When ... bell rang, ...

pupils went into ... classroom. 6. We are usually at ... school from nine o'clock in ... morning till two o'clock in ... afternoon. 7. We don't go to ... school on ... Sunday.

Запомните следующие застывшие словосочетания:	
after S breakfast	before S breakfast
after S lunch	before S lunch
after S tea	before S tea
after S_ dinner	before S dinner
after S supper	before S supper
at S_ breakfast	for S_ breakfast
at S lunch	for S lunch
at S tea	for S tea
at S dinner	for S dinner
at s_ supper	for S_ supper

**Упр. 22. Вставьте артикль, где необходимо,**

1. What do you do after ... breakfast? — After ... breakfast I go to ... school. 2. My granny likes • to read ... book after ... lunch. 3. ... people usually have ... breakfast in ... morning. They have) ... dinner in... afternoon. In ... evening ... people have ... supper. 4. There is a proverb: "After ... dinner sleep awhile, after ... supper walk ... mile. 5. Who cooks ... dinner in your family? Yesterday lather told us ... very interesting story at ... breakfast. 7. What did you have for ... lunch at... school on ... Wednesday? — We had ... salad and ... tea. 8. My mother never has ... supper with ... family because she does not like to eat in ... evening. 9. When do you clean your teeth in ... morning: before ... breakfast or after ... breakfast?

**Упр. 23. Вставьте артикль, где необходимо,**

For ... breakfast I have ... coffee with ... milk and ... sugar. I have ... jam, too. There are ... different things on ... dinner-table. There is ... bread, ... butter and ... ham. There are ... cups and ... glasses there. There is ... jug on ... table. ... milk in ... jug is hot. There is ... tea-pot on ... table. There is ... tea in ... tea-pot. ... tea is hot, too. There are ... plates, ... forks and ... knives on ... table. 2. ... lamp is on ... table. 3. There is ... lamp on ... table. 4. Is there ... lamp on ... table? 5. Is ... lamp on ... table? 6. Is there ... clock on ... wall? 7. There are two ... shelves on ... wall. 8. Where are ... shelves? — ... shelves are on ... wall. 9. They have ... large flat. There are ... four rooms in ... flat. 10. Is ... newspaper on ... table? 11. Is there ... newspaper on ... table? 12. There is ... butter on ... plate. 13. Where is ... butter? ... butter is on ... little plate. 14. There is ... white and ... brown bread on ... table.

*Запомните следующее застывшее словосочетание  
to watch S\_ TV*

**Упр. 24. Вставьте артикль, где необходимо.**

1. My ... aunt and my ... uncle are ... doctors. They work at ... hospital. They get up at seven o'clock in ... morning. They go to ... bed at eleven o'clock. 2. I work in ... morning and in ... afternoon. I don't work in ... evening. I sleep at ... night. 3. When do you leave ... home for ... school? - I leave ... home at ... quarter past eight in ... morning. 4. What does your mother do after ... breakfast? — She goes to ... work. 5. Is there ... sofa in your ... living-room? — Yes, there is ... cosy little ... sofa in ... living-room. — Where is ... sofa? — It is in ... corner of ... room to ... left of ... door. I like to sit on this ... sofa in ... front of ... TV-set in ... evening. 6. There is ... nice coffee-table near ... window. There are ... newspapers on ... coffee-table. 7. There is ... tea in ... glass. 8. When do you watch ... TV? — I watch TV in ... evening. We have ... large colour TV-set in our ... room. There is ... beautiful vase on ...

TV-set. There are ... flowers in ... vase. 9. I have ... large writing-desk in ... study. There is ... paper on ... writing-desk. My ... books and ... exercise-books are on ... writing-desk, too.

**Упр. 25. Вставьте артикль, где необходимо.**

1. Pete has ... small family. He has ... father and ... mother. He has no ... brother, but he has ... sister. His sister is ... pupil. She is ... good girl. She has ... many Russian books, but she has no ... English books. 2. There is ... writing-desk in ... room. ... writing-desk is good. There is ... lamp on ... writing desk. 3. My uncle has ... large family. They are six in ... family. 4. My father is ... engineer. He works at ... big factory. 5. We have ... good library. Our books are in ... big book-case. 6. Is your sister ... married? 7. What do you do after ... breakfast? — I go to ... school. 8. When do you come ... home? — I come ... home at ... half past two. 9. Do you like to watch TV in ... evening?

*Если перед существительным стоит вопросительное или относительное местоимение, артикль опускается*  
 E.g. What S\_ colour is your cat?

*I want to know what S\_ book you are reading.*

**Упр. 26. Вставьте артикль, где необходимо.**

1. What ... colour is your new ... hat? — It's ... red. 2. Is there ... refrigerator in your ... kitchen? 3. Where is ... refrigerator in your ... kitchen? —• It is in ... corner of ... kitchen. 4. There are ... flowers in our ... living-room. ... flowers are in ... beautiful vase. 5. I have ... tea in my ... cup. 6. He has no ... coffee in his ... cup. 7. What ... book did you take from ... library on ... Tuesday? 8. I have ... books, ... exercise-books and ... pens in my ... bag. 9. I am ... engineer. I work at ... office. I go to ... office in ... morning. As ... office is far from ... house I live in, I

take ... bus to get there. 10. What ... bus do you take to get to ... work? 11. Whose ... pen is this?

**Упр. 27. Вставьте артикль, где необходимо.**

My friend's ... flat is very comfortable. There are ... three rooms in ... flat: ,.. living-room, ... study and ... bedroom. ... living-room is not very large. ... walls in ... living-room are blue. There are ... pictures on ... walls. There is ... table in ... middle of ... room with some chairs around it. To ... left of ... door there is ... sofa. Near ... sofa there are ... two large arm-chairs. They are very comfortable. There is ... piano in my friend's liv-irg-room. ... piano is to ... right of ... door. ... bedroom and ... study are small. ... furniture in ... flat is brown.

**Упр. 28. Вставьте артикль, где необходимо.**

Here is ... large window. Through ... window we can see ... room. Opposite ... window there is ... door. On ... door there is ... curtain. In ... corner of ... room there is ... round table. On it we can see ... books and ... telephone. There is ... bookshelf over ... table. On ... bookshelf we can see ... newspapers and ... book by ... Jack London. There are ... two ... pictures in ... room. One ... picture is small, ... oilier picture is very large. There are ... two bookcases in ... room. ... bookcases are full of ... books. There is ... large sofa in ... room. On ... sofa we can see ... bag. Whose ... bag is that? There is no ... bed in ... room. On ... small table near ... window there *are* ...flowers and ... glass of ... water. In ... front of ,.. window we can see ... armchair.

*Перед названиями наук, учебных предметов и языков артикль не употребляется.*

*E.g. He studies S\_ chemistry. I speak S\_ English.*

**Упр. 29. Вставьте артикль, где необходимо.**

1. When my grandfather was ... young man, he studied ... physics. 2. Do you speak ... Spanish? 3. My uncle is ... great

specialist in ... biology. 4. ... Japanese is more difficult than ... French. 5. We listened to ... very interesting lecture on ... English literature yesterday. 6. Yesterday at ... lesson of ... geography ... teacher told us ... very interesting things about ... famous travellers. 7. My father speaks ... English and ... French, but he does not speak ... German. 8. We had ... lesson of ... mathematics yesterday. We wrote ... test-paper in ... mathematics. ... teacher said: "I shall correct... test-papers in ... evening. Tomorrow you will know ... results".

**Упр. 30. Вставьте артикль, где необходимо.**

1. I study ... English. I attend ... English classes in ... evening. On ... days when I have no ... classes, I stay at ... home and do some work about ... house. I have ... dinner with my ... family. After ... dinner I talk to ... members of my ... family, watch ... TV and read ... books, ... newspapers and ... magazines. I go to ... bed late at ... night. 2. I am thirsty. Give me ... water, please. 3. There is ... book on ... table. Give me ... book, please.

*Если после названия языка не стоит слово "language". В противном случае употребляется определенный артикль. E.g. . Chinese is difficult.*

*The Chinese language is difficult.*

*Запомните следующие застывшие словосочетания:*  
*to play S\_ chess to play S\_ football*  
*out of*  
*to play the piano to play the guitar*  
*doors*

**Упр. 31. Вставьте артикль, где необходимо**

1. Do you play ... piano? 2. There is ... big black piano in our living-room. It is at ... wall to ... left of ... door opposite ... sideboard. My mother likes to play ... piano. She often plays ... piano in ... evening. 3. ... boys like to play ... football. 4. What do you do in ... evening? — I often play ... chess with

my grandfather. 5. Where are ... children? — Oh, they are out of ... doors. ... weather is fine today. They are playing ... badminton in ... yard. 6. What ... games does your sister like to play? — She likes to play ... tennis. 7. Do you like to play ... guitar? 8. What ... colour is your guitar?

**Упр. 32. Вставьте артикль, где необходимо.**

When we want to write ... letter, we take .... piece of ... paper and ... pen. We first write our-... address and ... date in ... right-hand corner. Then on ... left-hand side we write ... greeting. We may write, for instance, "My dear brother," "Dear Henry," etc., and then on ... next line we begin ... real letter. We must not forget to leave ... margin on ... left-hand side of ... page. At ... end of ... letter we write "Yours," and then we sign our name. We put ... letter into ... envelope and close ... envelope. On ... envelope we write ... name and address of ... person who will receive it. We stick ... stamp in ... top right-hand corner, and then we post ... letter.

*Запомните, что перед обращением артикль опускается.  
E.g. What are you doing, S\_ children?*

*Запомните следующие застывшие словосочетания:*

*in a loud voice*

*in a low voice*

*in an angry voice*

*in a thin voice*

*in a ... voice*

**Упр. 33. Вставьте артикль, где необходимо.**

It was... hot day. ... sun was shining brightly in ...blue sky. ... wolf and ... lamb met at ... stream. ... water in ... stream was cool and clear. ... wolf saw that ... lamb was fat and wanted to eat it. He began to shout: "You, ... fool, you are making ... water dirty!" ... lamb was afraid. It looked at ... wolf and said in ... thin voice: "But, ... Mr. Wolf, I cannot make ... water dirty for you from ... place where I am standing, because ...

stream runs from you to me." "Stop talking!" shouted ... wolf in ... angry voice. "I know you! I met you six months ago, and you were very rude to me." "You are wrong, ... Mr. Wolf," cried ... lamb, "you could not meet me six months ago: I am only four ... months old." "Never mind," said ... wolf, "if it wasn't you, it was your brother." And with these ... words he seized ... poor lamb and carried it into ... wood.

*Запомните, что перед превосходной степенью прилагательных употребляется определенный артикль.*

*E.g. Asia is the largest continent.*

*My brother is the best pupil in his class.*

**Упр. 34. Вставьте артикль, где необходимо.**

1. Bill Robins was ... very rich man. He was ... richest man in ... village. 2. Pete is ... tallest boy in our class. Nick is ... shortest boy, but he is very ... strong. He is ... stronger than many boys who are ... taller than he. I think Nick is ... strongest boy in ... class. 3. Granny often tells us ... long stories. Today her story was still... longer. It was ... longest story. She began telling it after ... dinner and finished only before ... supper. But ... story was very interesting. I think it was ... most interesting of Granny's stories. 4. Which was ... most difficult exercise in ... test-paper? 5. Which is ... best season of the year? 6. February is ... shortest month of the year. 7. Do you know ... longest river in our country? 8. In ... May ... days are ... longer than in ... April.

*Запомните правила употребления артикля с географическими названиями.*

*Определенный артикль употребляется перед названиями рек, каналов, морей, заливов, проливов, океанов, архипелагов, горных цепей.*

*Артикль не употребляется перед названиями озер, гор, островов, континентов, городов, стран.*

*Исключения:*

*the United States of America*



*the United Kingdom of Great Britain and Northern Ireland the Netherlands the Ukraine the Crimea the Congo.*

**Упр. 34. Вставьте артикль, где необходимо.**

1.... Moscow is situated on ... Moscow River. ... Moscow is a river that moves very slowly. There is ... canal called ... Moscow-Volga Canal which joins ... Moscow to ... Volga. ... Volga runs into ... Caspian Sea. 2. Several rivers run into ... sea at... New York. ... most important is ... Hudson River which empties into ... Atlantic Ocean. Besides ... Hudson there are ... two other rivers: ... East River and ... Harlem River. 3. In ... Siberia there are many long rivers: ... Ob, ... Irtysh, ... Yenissei, ... Lena and ... Amur. 4. ... Altai Mountains are ... higher than ... Urals.

*Запомните следующие застывшие словосочетания:  
in the north in the south in the east in the west  
to the north to the south to the east to the west*

**Упр. 36. Вставьте артикль, где необходимо.**

1. ... Neva flows into ... Gulf of ... Finland. 2. ... Pacific Ocean is very deep. 3. ... Urals are not very high. 4. ... Kazbek is ... highest peak of ... Caucasus. 5. ... Alps are covered with ... snow. 6. ... Shetland Islands are situated to ... north of ... Great Britain. 7. ... USA is ... largest country in ... America. 8. ... Crimea is washed by ... Black Sea. 9. ... Lake Baikal is ... deepest lake in ... world. 10. ... Paris is ... capital of ... France. 11. Lomonosov was born in ... small village on ... shore of ... White Sea. 12. Gogol was born in ... Ukraine in 1809. 13. ... Caucasus separates ... Black Sea from ... Caspian Sea. 14. ... Europe and ... America are separated by ... Atlantic Ocean. 15. ... Baltic Sea is stormy in winter. 16. There are many small islands in ... Pacific Ocean. 17. ... North Sea separates ... British Isles from ... Europe. 18. ... Balkans are old mountains. 19. ... Nile flows across ... north-eastern part of ...

Africa to ... Mediterranean Sea. 20. Which are ... highest mountains in ... Russia?

**Упр. 37. Вставьте артикль, где необходимо.**

... Thames is ... short river. 2. ... Russia is washed by ... Arctic Ocean in ... north. 3. Kiev is to ... south of ... Moscow. 4. ... Europe is ... continent. 5. ... Moscow is ... capital of ... Russia. 6. Is ... Asia ... island or ... continent? 7. ... Black Sea is in ... south of our country. 8. ... White Sea is in ... north of our country, 9. This is ... map of ... world. What can you see on ... map? What ... colour are ... valleys on ... map? 10. Petrov is ... architect. He is ... experienced architect. He is in ... Far East. He has ... wife. His wife is ... typist. They have ... son and ... daughter. 11. ... Philippines are situated to ... south-east of ... Asia.

**Упр. 38. Вставьте артикль, где необходимо.**

1. This is ... pen. It is ... good pen. ... pen is black. It is on ... table. 2. I have got ... dog. ... dog's name is Spot. He is ... big grey dog. ... dog is very strong. 3. My friend has ... sister. Her name is Ann. ... girl is ... pupil. 4. We have ... picture in ... living-room. ... picture is very good. It is on ... wall. 5. ... Irish Sea is between ... Great Britain and ... Ireland. 6. There is ... map on ... wall of ... classroom. It is ... map of ... world. There are many seas and lakes on ... map. This is ... Mediterranean Sea and that is ... Red Sea. These are ... Himalayas. They are ... highest mountains in ... world. 7. We live in ... St. Petersburg. ... St. Petersburg is ... very large city. It is one of ... largest cities in ... Russia. 8. My brother is ... doctor. His flat is in ... centre of ... city. It is in ... new house. There are three rooms in ... flat. ... living-room is ... largest of all. It is ... nice light room. There are ... pictures on ... walls. There is ... round table in ... middle of ... room. There is ... sofa at ... wall with ... large thick carpet in ... front of it. ... study and ... bedroom are small, but very comfortable.

**Упр. 38.а Вставьте артикль, где необходимо.**

1. ... Russia occupies ... eastern half of ... Europe and ... northern third of ... Asia. 2. ... climate of ... northern part of ... Russia is severe. 3. This winter is ... true Russian winter with ... hard frosts. 4. It is warm in ... Crimea and ... Caucasus. 5. ... Washington is ... capital of ... United States of America. 6. I want to go to ... New York some day. 7. ... best way to know and understand ... people of ... other countries is to meet them in their own homes. 8. Is ... Australia ... island or ... continent? 9. ... Red Sea is between ... Africa and ... Asia. 10. There are six continents in ... world, 11. ... France is to ... north of ... Italy.

*Запомните следующие застывшие словосочетания:*

*to have a good time*

*from S\_ morning till S \_ night*

*all S\_ day long*

*a lot of*

**Упр. 40. Вставьте артикль, где необходимо.**

1. Did you have ... good time in the country? — Oh yes. ... weather was fine. We were out of ... doors from ... morning till ... night. We played ... football, ... volley-ball and ... other games. We came ... home late at ... night and went to ... bed at once. 2. Look at ... clock! It is ... quarter past ten. Go to ... bed at once. 3. ... sun rises in ... east and sets in ... west. 4. We spent last summer in ... Ukraine, in ... little village on ... bank of ... big river with ... very warm water. There was ... wood on ... other side of ... river. We often went to ... wood and gathered ... lot of ... mushrooms. 5. My friend likes to play ... chess. He is ready to play ... chess all ... day long. He is ... best chess player in our school.

*Перед названиями университетов артикль не употребляется.*

*E.g. I shall study at S\_ St. Petersburg University.*

*My grandfather graduated from S\_ Oxford University*

**Упр. 41. Вставьте артикль, где необходимо.**

1. Teckle comes from ... very old country on ... Nile. It is called ... Ethiopia. ... Ethiopia is ... beautiful mountainous country. Teckle is ... young man. He wants to become ... engineer. He is very happy to be ... student of ... St. Petersburg University. He spends ... lot of time at ... library reading and studying different subjects. Very often in ... evening his new friends and he walk about ... city talking about their native countries. 2. Galina lives in ... Ukraine. She lives in ... small village near ... Odessa. She is ... librarian. In summer she has ... lot of ... work: she takes ... newspapers and ... magazines to ... people who work in the fields. Galina wants to enter ... Moscow University and now she is preparing for ... entrance examinations. 3. My friend lives in ... America. He is ... student. He studies ... history at ... Harvard University.

*Запомните следующее застывшее словосочетание:*

*What's the use?*

**Упр. 42. Вставьте артикль, где необходимо.**

Once there lived ... man who was very fond of ... gold. He used to say: "While I have my gold, I am ... happiest man in ... world." And so all his life he saved ... money. One day he was travelling in ... desert of ... North Africa. He lost his way. He had no ... food or ... water. He was almost dying of ... hunger. He was so weak that he could not walk, he could only crawl. ... heat was terrible. There were only ... stones and ... sand around. Just then he saw ... bag lying on ... sand. He hoped that he would find ... food in it and ... water, too, He crawled up to ... bag and opened it. He saw that ... bag was full of ... gold. What is ... use of ... gold to ... hungry man in ... desert? He left ... bag on ... hot sand, crying bitterly: "I am ... most unhappy man in ... world."

*Запомните следующие застывшие словосочетания:*

*to the cinema to the theatre to the shop to the market  
at the cinema at the theatre at the shop at the market  
to go for a walk*

**Упр. 43. Вставьте артикль, где необходимо.**

1. Let's go to ... shop. I must buy ... bread and ... milk. 2. I was at ... cinema yesterday. — What ... film did you see? — Oh, I saw ... very good film. I think it is ... best film of ... year. 3. Do you often go to ... theatre? — No, I don't. I like to go to ... theatre, but I am very busy. I work from ... morning till ... night. I even have no ... time to play ... piano. 4. Oleg has ... lot of ... interesting books at ... home. 5. ... lot of ... tourists from ... different countries come to ... St. Petersburg. They want to see one of ... most beautiful cities in ... world. 6. My new friend said to me: "I am ... student of ... first course." 7. We went to ... cinema in ... evening. 8. What ... foreign languages does your father speak? — He speaks\_\_English. He studied ... English at ... school. 9. I am interested in ... history. 10. We played ... tennis at ... lesson of ... physical training yesterday. We had ... good time. 11. Did you go for ... walk yesterday? — No, we didn't. ... weather was bad, and we went to ... cinema. 12. What are your friends doing? — Mary is playing ... piano. Tom and Nick are playing ... chess.

**Упр. 44. Вставьте артикль, где необходимо.**

Once there lived ... king. His name was Midas. He had ... little daughter. They lived in ... beautiful palace with ... wonderful garden around it. Now ... king was very fond of ... gold. He loved ... gold more than anything else in ... world. One day, when ... king was looking at his gold, ... young man appeared before him. "You are ... very rich man, Midas," said ... young man. "Yes," said ... king, "but I would like to be richer. I would like to have ... golden touch. I want everything that I touch to turn into ... gold." ... young man was ... magician, and he gave ... king ... golden touch which he wanted to have. ... king was very happy. He touched ... table, and ... table became gold. He went into ... garden. There were ... beautiful roses in ... garden. He touched ... roses, and they also became gold. ... king's daughter, who loved ... roses very much, saw it and began to cry. "Don't cry, ... dear daughter," said ... king and touched his daughter's head. ... next moment ... girl turned into ... beautiful gold statue.

**Упр. 45. Вставьте артикль, где необходимо.**

Three men came to ... New York for ... holiday. They came to ... very large hotel and took ... room there. Their room was on ... forty-fifth floor. In ... evening ... friends went to ... theatre and came back to ... hotel very late. "I am very sorry," said... clerk of ... hotel, "but ... lifts do not work tonight. If you don't want to walk up to your room, we shall make ... beds for you in ... hall." "No, no," said one of ... friends, "no, thank you. We don't want to sleep in ... hall. We shall walk up to our room." Then he turned to his friends and said: "It is not easy to walk up to ... forty-fifth floor, but we shall make it easier. On ... way to ... room I shall tell you some jokes; then you, Andy, will sing us some songs; then you, Peter, will tell us some interesting stories." So they began walking up to their room. Tom told them many jokes; Andy sang some songs. At last they came to ... thirty sixth floor. They were tired and decided to have ... rest. "Well," said Tom, "now it is your turn, Peter. After all ... jokes, I would like to hear ... sad story. Tell us ... long and interesting story with ... sad end." "... story which I am going to tell you," said Peter, "is sad enough. We left ... key to our room in ... hall."

*Запомните следующие конструкции:*

*The famous English writer Dickens lived in the 19th century.*

*Dickens, a famous English writer, lived in the 19th century.*

*Запомните следующие застывшие словосочетания:*

*on S\_ horseback on S\_ board a ship*

**Упр. 46. Вставьте артикль, где необходимо.**

Swift, ... famous English writer, was travelling one day on ... horseback with his servant. ... weather was bad, it was raining, and ... roads were muddy. In ... evening the two<sup>1</sup> men came to ... inn. Before going to ... bed Swift told his servant to clean his boots. But ... servant was lazy and did not do it. In ... morning Swift asked ... servant why he had not cleaned

... boots. "What's ... use cleaning ... boots now?" said ... servant. "... roads are muddy, and ... boots will soon be dirty again." "All right," said ... writer. "Let's go. We must continue ... journey." "But I haven't had ... breakfast," said ... displeased servant." "Well, what's ... use giving you ... breakfast now?" said Swift: •You will soon be hungry again."

*Запомните следующие застывшие словосочетания:*

*in S\_ fact*

*the same*

*Запомните употребление артикля в восклицательных предложениях, начинающихся со слова "what":*

*What a good boy! What a long story! What a day!*

<sup>1</sup> *Обратите внимание на употребление определенного артикля перед количественным числительным. В этом случае определенный артикль имеет значение "эти": "Эти двое мужчин;" "Эти два человека".*

#### **Упр. 47. Вставьте артикль, где необходимо.**

In ... small town in ... East there was once ..., man who had ... parrot. ... parrot was taught to say ... words: "There is no doubt about it." It used to repeat these words all ... day long. Every time it was asked ... question, it gave ... same answer, "There is no doubt about it." One day ... man decided to sell ... bird; so he put ... parrot into ..., cage and went to ... market with it. "Twenty pounds for ... very clever parrot!" he cried. ... man who was passing by heard this and turned to ... parrot "Are you worth twenty pounds?" he asked. "There is no doubt about it!" answered ... parrot. "What ... clever parrot!" said ... man and bought ... bird, He took ... parrot home and invited his friends to look at ... clever bird. ... friends came and looked at ... parrot and talked to it. Now you must know that ... man was not rich. In ... fact, he was often short of ... money. So ... week or two later, sitting in ... armchair and looking at ... parrot, he said: "What ... fool I was to throw away such ... lot of ... money!" "There is no doubt about it!" cried ..., parrot. And this time ... bird was right.

*Запомните следующие застывшие словосочетания:*

*it's S\_ high time to take S\_ care of to take S\_ aim such a ...*

#### **Упр. 48. Вставьте артикль, где необходимо.**

... crow once said to her children: "It's ... high time for you to look for ... food." With these words she turned them out of ... nest and took them to ... field. But ... crow's children did not like ... idea. "We'd rather go back to ... nest," they cried. "It's so nice when you bring ... food to us!" "Indeed!" said their mother. "You are big enough to feed yourselves. My mother turned me out of ... nest when I was much younger, and I had to take ... care of myself." "But ... people will kill us with their guns," said ... young crows. "No ... fear of that," answered their mother. "Before ... people shoot, they take ... aim, and that takes ... time. When you see ... man raising ... gun to his face, you must just fly away." "That's ... simple thing to do," said ... children, "but supposing ... man or... boy wants to throw ... stone at us: in such ... case he won't have to take ... aim." "Well, then he will have to bend down to pick up ... stone," said ... crow. "But what if he carries ... stone in his hand ready?" "Why, if you are clever enough to think of that," said ... mother, "you are clever enough to take ... care of yourselves." And she flew away leaving ... young crows in ... field.

**Упр. 49. Вставьте артикль, где необходимо.**

1. Is this ... interesting book? Is this ... very interesting book? Is this ... very interesting book you have spoken about so much? It is such ... interesting book. Is it ... same book you have recommended to us? 2. She is ... teacher. She is ... good teacher. She is ... teacher of our school. She is ... teacher of ... English. Here is ... teacher, ask her about ... question which interests you. 3. There is ... word in ... text which I cannot understand. There is... very difficult word, too, which I cannot pro nounce. Here is ... word I was looking up in the dictionary. This word is ... adverb. 4. ... first men wore vegetarians. 5. Serfdom was abolished in ... Russia in ... 19th century. 6. Columbus, who discovered ... America, was ... native of ...



Genoa, 7. ... Rome is ... ancient town. 8. ... Ireland, ..., Scotland and ... Wales are parts of ... United King dom.

**Упр. 50. Вставьте артикль, где необходимо.**

... Russia is such ... large country that when it is night in one part of ... country, it is day in another part, when it is winter in one part of ... country, it is already summer in another. Imagine it is ... beginning of ... May now. It is spring in ... St. Petersburg. ... weather is fine. It is still cool at ... night, but it is quite warm in ... afternoon. It sometimes rains, but... rain is warm, too. ... ground is covered with ... soft green grass, and ... trees are covered with ... green leaves. But while it is spring in St. Petersburg, it is still winter in ... north of our country at ... beginning of ... May, Here it is cold and sometimes frosty, ... rivers and ... seas are covered with ... ice. ... ice does not melt in some places even in summer. ... ground is covered with ... deep snow. In ... south of our country ... weather is quite different. It is already summer in ... Caucasus and in ... Crimea. It is much warmer than in St. Petersburg. It is sometimes even hot. ... sky is usually cloudless and it seldom rains here. People wear ... summer clothes.

**2 - источник**

**3-ый источник**

**4-ый источник**

**5-ый источник**

**6-ый источник**

**7-ый источник**

**8-ый источник**

**9-ый источник**

**10-ый источник**

