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**A PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE:
MORPHOLOGY
(intermediate)**

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Данное пособие оказывает методическую помощь студентам в приобретении и совершенствовании знаний по практической грамматике английского языка, а также в развитии грамматических навыков о частях речи как лексико-грамматических категориях слов. Пособие предназначено для изучающих английский язык с уровнем подготовки не ниже среднего (intermediate). Учебно-методические материалы включают в себя сжатый, последовательный теоретический материал, ряд упражнений и тестовых заданий, а также список источников и литературы.

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СОДЕРЖАНИЕ

ПРЕДИСЛОВИЕ	4
1. MORPHOLOGY AS A PART OF GRAMMAR.....	5
2. PARTS OF SPEECH.....	6
TEST (NOUN).....	7
3. NOUN.....	8
TEST (NOUN).....	13
4. PRONOUN	15
TEST (PRONOUN)	17
5. VERB.....	19
TEST (VERB).....	24
6. ADJECTIVE	26
TEST (ADJECTIVE)	32
7. ADVERB	33
TEST (ADVERB)	37
8. NUMERALS.....	40
TEST (NUMERALS).....	45
9. ARTICLE.....	47
TEST (ARTICLE).....	51
10. PREPOSITION	54
TEST (PREPOSITION)	58
11. CONJUNCTION.....	60
TEST (CONJUNCTION).....	64
12. INTERJECTION.....	67
TEST (INTERJECTION).....	69
СПИСОК ЛИТЕРАТУРЫ	72

ПРЕДИСЛОВИЕ

Настоящее учебно-методическое пособие «A Practical Grammar of the English Language: Morphology» составлено в соответствии с программой дисциплины «Практическая грамматика английского языка» для бакалавров I-II курсов направления подготовки 45.03.05 «Педагогическое образование (с двумя профилями подготовки) русский язык + английский язык».

Пособие может быть использовано как самостоятельно, так и в качестве дополнительного к другим учебникам по грамматике.

Данное пособие представляет собой системное описание строя современного английского языка во всем многообразии и сложности взаимоотношений составляющих его элементов. Пособие состоит из 12 основных частей, каждый из которых включает в себя объяснение различных аспектов, направления и тенденции в исследованиях грамматических явлений в морфологии, а также упражнения разного типа: аналитические, подстановочные, трансформационные, упражнения на перевод, тестовые задания. Цель упражнений – представить изменения слов и сочетания слов в предложении, абстрагируясь от частного и конкретного в словах и предложениях. Упражнения в данном пособии подобраны таким образом, чтобы не дублировать уже существующие пособия по практической грамматике, а дополнять их заданиями, направленными на совершенствование грамматических навыков студентов.

В связи с тем, что введение грамматического материала носит теоретико-практический характер, а предъявление теоретического материала по разделам дисциплины происходит на английском языке для его последующего использования при объяснении соответствующих грамматических явлений, одной из основных трудностей для студентов может быть устное или письменное воспроизведение грамматических правил. При работе с пособием рекомендуется заучивать правила наизусть и повторять их при выполнении практических упражнений в рамках как аудиторной, так и самостоятельной работы. Таким образом, формируются языковые грамматические навыки, направленные на осознанное оперирование грамматическими явлениями.

В конце каждой темы предлагается тест для самоконтроля, направленный на закрепление пройденного материала. Учебно-методическое пособие составлено на английском языке с целью формирования способности понимать грамматические конструкции английского языка и применять их в речи.

Список используемых источников приведен в конце пособия.

1. MORPHOLOGY AS A PART OF GRAMMAR

Every linguistic unit has three sides – *meaning, form and function*.

Meaning can also appear in context. This is an occasional, contextual meaning that appears if the word is surrounded by particular environment. There are two types of meaning – grammatical and lexical. Lexical meaning is individual for every word but in componential analyses reveals elements that can be found not only in one word, but in groups of words. Grammatical meaning can be seen in identical sets of individual forms of different words.

Form is the other side of any linguistic unit. It can be a sound form, a spelling form. Form can be also presented as structure of a word or its grammatical form. Form in grammar is understood as a structure, studied by morphology and syntax.

Function is the sphere of pragmatics. Pragmatics is the study of how language is used and how the different usage of language determines semantics and syntactics. The function of words is performed in a particular context. The function of words in grammar is connected with their syntactic roles in a sentence. The study of morphemic and categorical structure of the word in English is, consequently, the study of meaning, form and function.

Grammatical categories convey a grammatical meaning, that can be found in groups of words, they are expressed by grammatical means – by morphemes, analytical means or suppletion. It differs grammatical categories from semantic categories that can be expressed by different means.

For, example, semantic category of multitude can be expressed by different lexemes with the corresponding meaning like many, a lot, numerous, multitude. These are numerals: ten, twenty, hundred. These can be syntactic structures of enumeration: She took one pie, then one more and more.

Grammatical categories in English are the following:

Person 1st, 2nd, 3rd;

Number sg, pl;

Case subjective, possessive, objective;

Gender masculine, feminine, neuter (this category has a disputable status);

Degree (comparison) – absolute, comparative, superlative;

Mood indicative, imperative, subjunctive;

Aspect perfect, imperfect, progressive, non-progressive (or Perfect, In- definite, Continuous, Perfect Continuous).

Meaning and form are the basis for distributing all words into classes of parts of speech. All parts of speech are distributed into notional, functional; some grammarians distinguish semi-notional parts of speech. Notional parts of speech

traditionally include nouns, adjectives, verbs, adverbs, pronouns and numerals. These parts of speech have an individual meaning, grammatical categories, morphemic elements that distinguish them and important roles as sentence parts. To the basic functional series of words in English belong the article, the preposition, the conjunction, the particle, the modal word, the interjection. These words don't have an individual meaning or their meaning is weakened. These are words without inflexions or grammatical categories. In the sentence they have subordinate function and join notional words, phrases or clauses.

2. PARTS OF SPEECH

Modern classifications, proposed by different scholars, distinguish, as a rule, between notional parts of speech, having a full nominative value, and functional parts of speech characterized by a partial nominative value. The complete lists of notional and functional words, ever mentioned in those classifications, include the following items.

Notional words:

- 1) nouns;
- 2) adjectives;
- 3) verbs;
- 4) adverbs;
- 5) pronouns;
- 6) numerals;
- 7) statives;
- 8) modal words;
- 9) interjections.

Functional words:

- 1) prepositions;
- 2) conjunctions;
- 3) articles;
- 4) particles;
- 5) postpositions.

Noun is characterized by the categorial meaning of “thingness”, or substance. It has the changeable forms of number and case. The substantive functions in the sentence are those of the subject, object and predicative.

Pronouns point to the things and properties without naming them. The categorial meaning of indication (deixis) is the only common feature 22 that unites the heterogeneous groups of English personal, possessive, demonstrative, interrogative, relative, conjunctive, indefinite, defining, negative, reflexive, and reciprocal pronouns.

Verb is characterized by the categorial meaning of process expressed by both finite and non-finite forms. The verb has the changeable forms of the 6 categories: person, number, tense, aspect, voice and mood. The syntactic function of the finite verb is that of predicate. The non-finite forms of the verb (Infinitive, Gerund, Participle I, Participle II)

perform all the other functions (subject, object, attribute, adverbial modifier, predicative).

Modal words express the attitude of the speaker to the situation reflected in the sentence and its parts. Here belong the words of probability (probably, perhaps, etc.), of qualitative evaluation (fortunately, unfortunately, luckily, etc.) and also of affirmation and negation.

Adjectives are words expressing properties of objects. There are qualitative and relative adjectives. The forms of the degrees of comparison are typical of qualitative adjectives. Adjectival functions in the sentence are those of attribute and predicative.

Adverbs have the categorical meaning of the secondary property, i.e. the property of process or another property. They are characterized by the forms of the degrees of comparison (for qualitative adverbs) and the functions of various adverbial modifiers.

Numerals have the categorical meaning of number (cardinal and ordinal). They are invariable in English and used in the attributive and substantive functions. Statives are words of the category of state, or qualifying a-words, which express a passing state a person or thing happens to be in (e. g. aware, alive, asleep, afraid etc.).

Interjection, occupying a detached position in the sentence, is a signal of emotions.

Preposition expresses the dependencies and interdependencies of substantive referents.

Conjunction expresses connections of phenomena.

Article is a determining unit of specific nature accompanying the noun in communicative collocations. The article expresses the specific limitation of the substantive function.

Particle unites the functional words of specifying and limiting meaning (even, just, only, etc).

PLACEMENT TASK

For each underlined word in the following sentences, identify and then write the part of speech on the line next to the number. Each part of speech is used at least once. Each correct answer earns 5 points. Use the following abbreviations:

noun—N
adverb—
ADV
pronoun—
PRO
preposition—
PREP

verb—V
conjunction—
CONJ
adjective—ADJ
interjection—INT

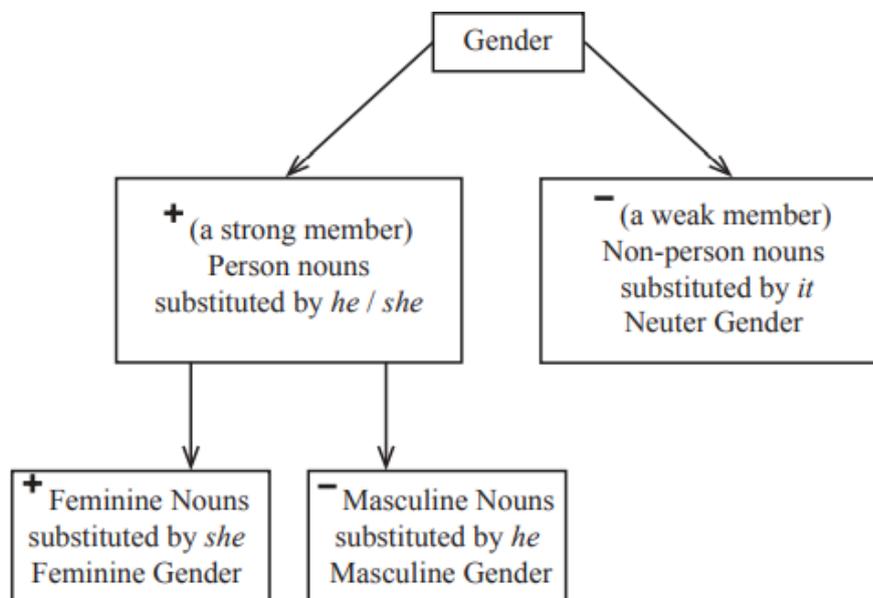
1. They attended the concert last weekend.
2. Several cats ran into Rob's garage.
3. The truck driver delivered the packages quickly.
4. Fast runners won all the awards at the track meet.
5. My friends and I walked home after school.
6. I wanted a peanut butter and jelly sandwich for lunch yesterday.
7. She was counting the ballots during social studies class.
8. Hey! That is my seat.
9. Will they finish the test on time?
10. The diagram was pretty complicated for us.
11. He will practice his musical piece soon.
12. Reggie saw the awesome sight from the air.
13. Her sister is the oldest member of the group.
14. Check the score, Tom.
15. Will the students be able to find the answer by themselves?
16. Are you sure of yourself?
17. They slowly carried the couch down the stairs.
18. Can you see beyond the hills from the top of the tower?
19. Hurray! Our team has finally scored a touchdown.
20. The troop had been scattered throughout the woods.

3. NOUN

The grammatical class of nouns is characterized by the categorical meaning of "thingness", or substance. It is generally accepted that the noun in Modern English has only two 25 grammatical categories, those of number and case, normally expressed by the -s inflection of the plural number and the -'s inflection of the possessive case.

According to M. Y. Blokh the category of gender is expressed in English by the obligatory correlation of nouns with the personal pronouns of the third person: *he, she, it*.

Some British and American scholars identify the grammatical category of gender with a few closed groups of English nouns, e. g. kinship terms (*father — mother, son — daughter, brother — sister, husband — wife, uncle — aunt, etc.*). The other groups include: *man — woman, boy — girl, gentleman — lady, king — queen, or, else, cock — hen, bull — cow, etc.*



The problem with such words is that the biological sex distinctions are expressed here on the lexical level. It is the lexical meaning of these words which is responsible for the gender differentiations; no morphological correlations can be found with them. On the other hand, there are several non-productive suffixal formations of the type: *actor* — *actress*, *host* — *hostess*, *waiter* — *waitress*, *duke* — *duchess*, *prophet* — *prophetess*, *lion* — *lioness*, etc.

There are some closed groups of nouns which display exceptional plural forms: 28 1) Four nouns add the non-productive suffixes -en, -ren (ox — oxen, child — children, brother — brethren, aurochs — aurochsen). 2) Seven nouns change their vowel; this process is known as mutation, or sound alternation (man — men, woman — women, goose — geese, foot — feet, tooth — teeth, mouse — mice, louse — lice). The change does not take place when there is a derived sense, as when louse refers to a person (you, louses) or mouse to a character (We've hired three Mickey Mouses this month). 3) A few nouns have the same form for both singular and plural, even though they are semantically variable, allowing a difference between "one" and "more than one". Only the context enables us to know which meaning is intended (sheep — sheep, deer — deer, salmon — salmon, aircraft — aircraft, offspring — offspring, series — series, species — species). 4) Many nouns, borrowed from Latin or Greek, have kept the original plural (e. g. alga — algae, larva — larvae, bacterium — bacteria, datum — data, phenomenon — phenomena, criterion — criteria, bacillus — bacilli, locus — loci, nucleus — nuclei, stimulus — stimuli, codex — codices, analysis — analyses, basis — bases, crisis — crises, etc.). There are variations of usage with some other Latin or Greek words, that is the original plural form vs Standard English one (e. g. antenna — ae/-s, formula — ae/-s, aquarium — a/-s, maximum — a/-s, medium — a/-s, referendum — a/-s, forum — a/-s, focus — i/-es, fungus — i/es, cactus — i/es, syllabus — i/es, radius — i/es, index — ices/-es, appendix — ices/-es, apex — ices/-es, vortex — ices/-es, matrix — ices/-es, etc.).

Pluralia Tantum nouns. These are nouns which have only a plural and no singular

form. Here belong the names of “two-part” items (trousers, scissors, binoculars, jeans, etc.) and nouns of indefinite plurality (annals, amends, auspices, congratulations, dregs, outskirts, remains, thanks, tropics, etc.). There are also a few nouns which look singular but are always plural (vermin, people, livestock, etc). Singularia Tantum nouns. These are nouns which have only a singular and no plural form. In fact, they are uncountable, because they denote material substance (air, milk, oxygen, oil, etc.) or abstract notions (peace, usefulness, music, etc.). However, such nouns may become countable if they are used to denote objects made of the material (iron — irons), or special kinds of the substance (wine — wines), or objects/persons exhibiting the quality denoted by the noun (beauty — beauties). Names of subjects, diseases, and games, such as linguistics, mathematics, physics, mumps, billiards, etc. are always in the singular. Collective nouns and nouns of multitude. These are nouns denoting groups of human beings (family, folk, party, government, police, etc.) and also of animals (cattle, poultry) which can be used in two different ways: either they are taken to denote the group as a whole, or else they are taken to denote the group as consisting of a number of individuals (e. g. My family is small — My family are early risers).

A noun is the name of a person, place, thing, or idea:

People farmer, mechanic, father, Professor Haskins, editors, Marcia

Places ocean, Canada, porch, Spain, classroom

Things scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill

Ideas love, inspiration, courage, anxiety, happiness

All nouns are either **common** or **proper** nouns:

A **common noun** names any person, place, or thing. Examples are *basketball*, *video*, *wizard*, *coin*, *woman*, and *coach*.

A **proper noun** names a particular person, place, or thing and begins with a capital letter. Examples are *Winston Churchill*, *Babe Ruth*, *Mr. Richard Turner*, and *Chicago*.

<i>Common Nouns</i>	<i>Proper Nouns</i>
hospital	Mercy General Hospital
woman	Martha Washington
school	Sayville Middle School
newspaper	<i>The New York Times</i>

Here are some specific types of nouns:

A **collective noun** names a group of people or things. Examples of collective nouns are jury, herd, flock, family, fleet, club, class, and group.

A **compound noun** is a noun consisting of more than a single word. It could be

separate words such as social studies, physical education, and dining room. It could be two words joined by a hyphen such as merry-go-round, thirty-three, sister-in-law, and great-grandmother. It could be a combined word such as schoolteacher, bookkeeper, landlord, and headmaster.

EXERCISES

1. Underline each noun in the following sentences and define the type of it.

- i. _____ Wendy located her housekeeper.
- ii. _____ Some answers on this test are about electricity.
- iii. _____ Her violin and easel were missing.
- iv. _____ Their rabbit that left the yard was returned by the officer.
- v. _____ He used this umbrella in Alabama.
- vi. _____ After the rain, the electrician checked the box.
- vii. _____ The end of the afternoon arrived quickly.
- viii. _____ This group is funny.
- ix. _____ The ostrich and the orangutan are interesting.
- x. _____ My doctor and my orthodontist are neighbors.
- xi. _____ In the evening, Archie likes to go boating.
- xii. _____ Unfortunately, he had a rash and an allergy.
- xiii. _____ Her height and agility helped her win the match.
- xiv. _____ Linda cared for the infant throughout the night.
- xv. _____ The garbage carton near the oven had licorice and noodles in it.

2. Are these nouns countable or uncountable?

1. water _____
2. fruit _____
3. coconut _____
4. bread _____
5. DVD _____
6. meat _____
7. ball _____
8. snack _____
9. glasses _____
10. pen _____
11. milk _____
12. chair _____
13. gasoline _____
14. table _____
15. cream _____
16. money _____
17. oil _____
18. insect _____

19. sofa _____
20. yogurt _____
21. school _____
22. bus _____
23. food _____
24. chocolate _____
25. ship _____

3. Complete the sentences 'a / an', 'some' and 'any'

1. Lisa's got a / an towel.
2. Ana's got a / some rucksack.
3. Lucía's got an / some insect repellent.
4. Javi hasn't got some / any sunglasses.
5. Antonio's got a / some swimming costume.
6. Ignacio hasn't got any / some sandwiches.
7. Angeles has got an / a apple.
8. There aren't any / some cafés in the city.
9. I haven't got any / some money.
10. Have you got some / any sun cream?
11. We've got some / any sandwiches.
12. We need a / an torch for our camping trip.
13. There isn't some / any litter on the beach.
14. I'm going to buy any / an ice cream.
15. Can I have some / a strawberries?
16. You can have this cereal with some / a milk.
17. I've got any / some fruit.
18. There isn't some / an elephant.
19. There aren't some / any sharks.
20. Are there some / any plants?
21. Is there a / an tree?
22. Is there some / any cheese in the fridge?
23. There is a / some water in the fridge?
24. The supermarket's got some / a strawberries.
25. I've got a / some soup in the fridge.

4. Write the plural of the noun.

Singular	Plural
name	_____
school	_____
number	_____
rubber	_____
poster	_____
teacher	_____
girl	_____
classroom	_____

5. Do you add 's or '?

1. This is _____ (Julian) book.
2. He is _____ (Laura) brother.
3. The _____ (children) room is nice.
4. Where is _____ (Nick) football?
5. Our _____ (parents) van is big.
6. My _____ (aunt) family lives in Scotland.
7. The _____ (Bakers) house is green.
8. My _____ (grandma) watch is always slow.
9. These are my _____ (mum) keys.
10. The _____ (secretaries) laptops are brand new.

TEST (NOUN)

1. I don't like going by car. If I have a chance, I always go on
A) feet
B) foots
C) foot
2. What do you need these ... for?
A) boxs
B) boxes
3. Those were the happiest days of our
A) lives
B) lifes
C) lifees
4. Big ... don't cry.
A) boyes
B) boys
5. I prefer natural ... when I want to change my hair style.
A) dies
B) dyes

- C) days
6. It is rather dangerous to walk on ... after the rain.
- A) roofes
 - B) rooves
 - C) roofs
7. Dentists recommend using ... twice a day: in the morning and in the evening.
- A) tooth`s paste
 - B) teeth`s paste
 - C) teethpaste
 - D) toothpaste
8. ... are flowers of life.
- A) Children
 - B) Childrens
 - C) Childs
9. 50 ... of oil leaked out of the tanker into the sea.
- A) Tonns
 - B) Tones
 - C) Tons
10. ... in our house are so annoying. We definitely need a cat.
- A) Mices
 - B) Mouses
 - C) Mousees
 - D) Mice
11. Are there..... eggs in the fridge?
- A) some
 - B) any
12. I have..... biscuits in my bag.
- A) some
 - B) any
13. We needmilk for the cake
- A) some
 - B) any
14. There isn't..... cheese in this sandwich.
- A) some
 - B) any
15. Is there..... coffee left?
- A) much
 - B) many

4. PRONOUN

Classification of pronouns

Pronouns fall under the following groups:

1. PERSONAL: I, he, she, it, we, you, they.
2. POSSESSIVE: my, his, her, its, our, your, their.
3. REFLEXIVE: myself, himself, herself, itself, ourselves, yourself (yourselves), themselves.
4. RECIPROCAL: each other, one another.
5. DEMONSTRATIVE: this (these), that (those), such, the same.
6. INTERROGATIVE: who, whose, what, which.
7. DEFINING: each, every, everybody, everyone, everything, all, either, both, other, another.
8. INDEFINITE: some, any, somebody, anybody, something, anything, someone, anyone, one.
9. NEGATIVE: no, none, neither, nobody, no one, nothing.

PERSONAL AND POSSESSIVE PRONOUNS

Personal pronouns have two cases; there are corresponding possessive pronouns and their absolute forms.

NOMINATIVE	OBJECTIVE	POSSESSIVE	Absolute FORMS
I	ME	MY	MINE
HE	HIM	HIS	HIS
SHE	HER	HER	HERS
IT	IT	ITS	-
YOU	YOU	YOUR	YOURS
WE	US	OUR	OURS
THEY	THEM	THEIR	THEIRS

Personal pronouns refer to people and things. They are divided into three categories called *first person* (referring to the person who is speaking: *I* went to the mall), *second person* (referring to the person spoken to: Joey, can *you* see the bus?), and *third person* (referring to anyone or anything else: Bob saw *us* do this assignment). The pronouns in the two example sentences above are personal pronouns.

A reflexive pronoun is formed by adding -self or -selves to certain personal pronouns. Examples of reflexive pronouns are myself, himself, herself, itself, ourselves, themselves, yourself, and yourselves. The sentence, "I found it myself," contains the personal pronoun I and the reflexive pronoun myself. Hissself and theirselves are NOT real words.

An interrogative pronoun is used to ask a question. These pronouns are which, who, whom, and whose.

A demonstrative pronoun is used to point out a specific person or thing. These pronouns include this, that, these, and those. In the sentence, "Theresa, is this yours?" this is the demonstrative pronoun, and yours is the personal pronoun.

An indefinite pronoun often does not refer to a specific or definite person or thing. It usually does not have a definite or specific antecedent as a personal pronoun does. In the sentence, “Everybody will select another to help with everything,” the three italicized words are all indefinite pronouns since they take the place of a noun and do not refer to a specific or definite person or thing.

EXERCISES

1. Underline the two pronouns found in each sentence. Above each pronoun label its type using these abbreviations: personal (PER), reflexive (REF), demonstrative (DEM), interrogative (INT), or indefinite (IND) pronoun.

1. This is the way to do it.
2. He hurt himself during gym class.
3. Can you and they finish the cleaning by three o'clock?
4. Who is the person with her?
5. I held the door for them.
6. Please tell him that we said hello.
7. Ours is older than theirs.
8. Neither of them is the clear winner of the race as of now.
9. Will she watch someone while Sarah goes shopping?
10. Those are the best ones to buy.
11. Please bring yours to us.
12. After Jerry spotted the giraffe, he photographed it.
13. Everything has gone well for us.
14. Will they be able to move the belongings by themselves?
15. All of the students know both.

2. Answer the questions.

1) Name four three-letter pronouns:

2) Name four pronouns that start with the letter *t*:

3) Name six indefinite pronouns:

4) Name three pronouns that end with *-elves*:

5) Name four pronouns that end with *-self*:

6) Name four interrogative pronouns:

3. Circle ten different pronouns in this paragraph. For the total of ten pronouns, if a pronoun appears more than once within the paragraph, count it only once.

I could not fall asleep last night. It felt as if somebody kept knocking on the window keeping me up most of the night. This is pretty unusual. So I tried to calm myself down and think about other things besides being unable to sleep. All of my work paid off when I finally fell asleep.

4. Fill each blank with he, him, she, her, they or them:

1. Where is Diana? I want to see (she, her).
2. I am younger than. (he, him).
3. They sent for you and (she, her)
4. Tell (they, them) to go away.
5. I can play much better than (she, her).
6. How do you know (they, them) are Italians?

5. Fill up the blanks in the following sentences with suitable Demonstrative pronouns (this, these, that, or those):

1. Can any of you do _____ sums?
2. What is _____?
3. Give me one of _____
4. _____ mangoes are not ripe.
5. I taught David _____ sum.
6. What is _____ chair made of?

TEST (PRONOUN)

1. The old woman lived alone, with ----- to look after ----.
A) someone / her
B) anyone / herself
C) everyone / she
D) no one / her
E) anyone / she's
2. ---- two rings here on my little finger belonged to ----- grandmother.
A) These / my
B) That / mine

- C) Those / me
 D) The / myself
 E) This / my
3. When the little boy grabbed the lizard, ---- tail broke off in----- hand.
 A) it's / his
 B) it / him
 C) its / his
 D) it / one's
 E) its / he's
4. A baby learns the meaning of words as ---- are spoken by others and later uses----- in sentences.
 A) their / they
 B) they / them
 C) they / themselves
 D) it / them
 E) they / it
5. Some of these clothes are ----, and the rest of ---- belong to Zack.
 A) yours / it
 B) my / them
 C) hers / theirs
 D) me / they
 E) mine / them
6. As for ----, I prefer to let people make up -----minds.
 A) myself / each other's
 B) I / his own
 C) mine / one another's
 D) me / their own
 E) my / theirs
7. The solicitor wrote a letter to Ann and----- in which he asked us if we could settle the matter between ----.
 A) I / us
 B) me / us
 C) myself / ours
 D) mine / our
 E) me / we
8. As -----cuts it as well as he does, I always have my hair cut at Johnson's.
 A) anyone
 B) someone else's
 C) no one else
 D) everyone
 E) nobody's
9. They decided to buy the house because ---- location would allow -----to get to work very easily.
 A) theirs / them
 B) it / themselves
 C) its / them

- D) they / us
 E) its / their
10. Our dog is of a very good breed as----- is the offspring of two very champion dogs and inherited ---- features.
 A) this / its
 B) he / them
 C) she / theirs
 D) that / his
 E) it / their
11. I didn't buy -----in the end.
 A) nothing
 B) something
 C) everybody
 D) anything
12. It's not good if everyone ---- to get----- own license.
 A) wants / their
 B) want / their
 C) wants / their
 D) want / theirs
13. He was an only child, so he had to learn how to amuse ----.
 A) himself
 B) him
 C) anybody
 D) each other
14. They always defend ----. If you blame one, the other will spring to her aid.
 A) themselves
 B) one another
 C) him
 D) them
15. He claimed to be an expert, but he knew almost----- about it.
 A) everything
 B) nothing
 C) anything
 D) something

4. VERB

The verb is the most complex grammatical class of words. It is the only part of speech in English that has a morphological system based on the six categories: person, number, tense, aspect, voice, and mood. Besides, there are two sets of verb-forms, essentially different from each other: the finite forms and the non-finite forms (infinitive, gerund, participle I, participle II).

The verb in English is unique for its grammatical categories. They are six: person, number, tense, aspect, voice, and mood. Each of them has a specific outer expression

through a corresponding morphological form.

Person and number are specific substance-relational verbal categories reflected in the verb due to the agreement of the subject with the verb-predicate. The categories of person and number are closely connected with each other, they are jointly expressed. In the system of the present tense the inflection -(e)s is used for the third person singular, with the other persons remaining unmarked. The modal verbs have no personal inflections. The unique verb to be has three suppletive personal forms for the present tense (am, are, is) and two forms for the past tense (was, were). As to the future tense, the differentiation between the analytical forms “shall + infinitive” for the first person singular or plural and “will + infinitive” for the other persons is considered to be classical British, not observed in the present-day grammatical system of English.

The category of tense has both synthetic (the inflection -(e)s for the Present, the inflection -ed for the Past) and analytical forms “will/shall + infinitive” for the Future). With the irregular verbs one can also find various patterns of sound alternation (e. g. write — wrote — written) and two suppletive formations (be — was/were — been; go — went — gone). The category of aspect is expressed by the analytical forms: “be + Present Participle” for the Continuous; “have + Past Participle” for the Perfect. The oppositional differentiation within the category of voice is based on the marking of the Passive with the analytical form “be + Past Participle”. The morphological category of mood has both synthetic (the bare infinitive, the specific form *were*) and analytical (should/would + infinitive) forms of expressions.

There are several types of **verbs** to be studied: the action verb, the linking verb, and the helping verb.

1. Action Verbs

An **action verb** tells what action (often a physical action) a subject is performing, has performed, or will perform.

My father *delivers* packages to department stores each day.

Louie *bowled* a perfect game last night.

Suzanne *skated* across the rink in Central Park.

Turn at the next corner, Noel.

Oscar will *help* Petra with the project.

2. Linking Verbs

A **linking verb** connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*.

My sister is a doctor. (The linking verb, *is*, connects the subject, *sister*, with the predicatenominative, *doctor*.)

My sister is studying to become a doctor. (In this sentence the word *is* is a helping verb for the main verb, *studying*. *Is* does not function as a linking verb.)

He appeared tired. (The linking verb, *appeared*, links the subject, *He*, with the predicateadjective, *tired*.)

He appeared at the game. (In this sentence the verb, *appeared*, is an action verb,

not alinking verb.)

In the following group of sentences, the odd-numbered sentences exemplify the linking verb and the even-numbered sentences show the same verb used as either an action verb or a helping verb. Discuss why each verb functions as it does.

1. Reggie *looked* confused.
2. Reggie *looked* for his missing wallet.
3. Tammy *grew* tired during the long concert.
4. Tammy *grew* tomatoes in her garden this year.
5. I *feel* confused in math class.
6. I *feel* the penny at the bottom of this pool.

3. Helping Verbs

A helping verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

The common helping verbs are am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would.

The italicized word in each sentence below is the helping verb. The underlined word is the main verb.

- The members *are* going to the city tomorrow evening.
Are the members going to the city tomorrow evening?
That joke *has* been heard around the office.
Has that joke been heard around the office?
Her brothers *are* leaving for the train.
Are her brothers leaving for the train?

EXERCISES

1. Underline the verb in each of the following sentences.

1. _____ Will he remember the name of the boys?
2. _____ Yes, she understands your explanation.
3. _____ Please shuffle the cards now.
4. _____ Send the messenger to the principal's office.
5. _____ Juan jokes around most of the time.
6. _____ You omitted several names of tonight's program.
7. _____ The scientists simulated the rocket's path.
8. _____ Mrs. Simmons, our teacher, erased the board quickly.
9. _____ The plant withered last week.
10. _____ Coach Albers inspired us before the big football game last week.
11. _____ The runner leaped with enthusiasm after her record-breaking performance.
12. _____ They loved last night's dance recital.
13. _____ The cyclists pedaled through the mountains during the

grueling segment of the Tour de France.

14. _____ He envies the other players.
15. _____ I told you that earlier.
16. _____ The artist etched the rough outline.
17. _____ I forgot my jacket in the music room.
18. _____ They easily recalled the unforgettable incident.
19. _____ That game ended his hopes for a professional career.
20. _____ Her parents decided that long ago.

2. Fill in the blanks in each sentence with a helping verb or a main verb.

1. We should _____ by tomorrow afternoon.
2. Joey would _____ your phone number anyway.
3. None of us _____ that you remembered his locker combination.
4. The president _____ many television appearances.
5. They had _____ in the fifty-mile run.
6. Our friends have _____ several wild animals.
7. She is _____ a great time at the dance.
8. You _____ the election by many votes, Teresa.
9. I am _____ to the rodeo with Todd and Frank tomorrow.
10. Roberto and Herm are _____ the float for the homecoming parade.
11. All of us can _____ to your interesting story.
12. He will probably _____ your help installing the air-conditioner.
13. I _____ be _____ with you if I need a ride tonight.
14. Most of the actors were certainly _____ to the Academy Awards that evening.
15. The passengers _____ being _____ at the airport gate.

3. Fill in the past simple and past participle forms of the verbs in brackets.

1. The arctic wind.....from the north yesterday morning. (blow)
2. Look at my hand! The dog has..... me. (bite) I'm ill.
3. I have..... a cold, I'm afraid. (catch)
4. Which shoes have you ? (choose)
5. I.....the cat a moment ago. (feed)
6. My dad a Swiss watch on a beach. (find)
7. Have you ever..... by plane? (fly)
8. He..... me and I started to cry. (hit)
9. I.....him go because he wanted to see the match so much. (let)
10. Imagine! She in bed till noon! (lie) Where is my key?
11. I have it! (lose) We have everything.

12. We have no more Latin music. (sell)
13. Have I.....you my new mobile phone yet? (show)
14. I.....English a lot when we were on holiday. (speak)
15. Someone.....my bike in front of the shop. (steal)
16. Greg has never.....in the sea. (swim)

4. Fill the gaps choosing the infinitive form or gerund.

- 1) A lot of people are worried about _____ their jobs. (lose)
- 2) Are you thinking of _____ London? (visit)
- 3) He apologized for _____ so late. (arrive)
- 4) He agreed _____ a new car. (buy)
- 5) Stop _____ noise, please; I'm studying. (make)
- 6) The question is easy _____ (answer)
- 7) Not everybody can afford _____ to university. (go)
- 8) She doesn't mind _____ the night shift. (work)
- 9) I look forward to _____ you at the weekend. (see)
- 10) I learned _____ the bike at the age of 5. (ride)

5. Fill the gaps with the verb in brackets in the appropriate form.

- 1 I can't stand _____ in queues. (to wait)
- 2 I wouldn't like _____ in his shoes. (to be)
- 3 Jim loves _____ in Thailand. (to work)
- 4 I hate _____ the shopping on Saturday. (to do)
- 5 Blast! I forgot _____ milk. (to buy)
- 6 In the end we decided _____ in. (to stay)
- 7 I need _____ some information about Portugal. (to find)
- 8 My parents like _____ for long walks at the weekend. (to go)
- 9 Tony gave up _____ years ago. (to smoke)
- 10 I wanted _____ and see Troy but no one else was interested. (to go)
- 11 Mrs Leith offered _____ us to the airport. (to take)
- 12 Clare refused _____ clean up after the party. (to help)
- 13 I tried _____ him to come but it was no use. (to persuade)
- 14 Do you mind not _____? (to smoke)
- 15 Everybody really enjoyed _____ the cha-cha-cha. (to dance)

6. Fill in the blanks using must, mustn't, don't have to, should, shouldn't, might, can, can't!

1. Rose and Ted _____ be good players. They have won hundreds of cups!
2. You _____ pay to use the library. It's free.
3. I'm not sure where my wife is at the moment. She _____ be at her dance class.
4. Jerry _____ be working today. He never works on Sundays.

5. You _____ be 18 to see that film.
6. You _____ hear this story. It's very funny.
7. Dad _____ go and see a doctor. His cough is getting worse all the time.
8. You don't have to shout. I _____ hear you very well.
9. It _____ be him. I saw him a week ago, and he didn't look like that.
10. You look pretty tired. I think you _____ go to bed early tonight.
11. Let me look. I _____ be able to help you.
12. "Children, you _____ cross the street if the lights are red!"
13. You _____ sit so near the TV. It's bad for your eyes.
14. I'm sorry but I _____ give you a lift because my car is broken.
15. I _____ stop and talk to you now. I have to get to the library.
16. You really _____ go to the Louvre if you're in Paris. It's wonderful.
17. You _____ come to the party if you don't feel well.
18. I don't know where Kelly is. She _____ be at her sister's.
19. You have passed all your tests. You _____ be very pleased with yourself.
20. You _____ smoke in your car, especially if there are children sitting in the back.
21. You _____ work this evening. I can do the tasks for you.
22. John doesn't need a calculator. He _____ do sums in his head.
23. Passengers _____ open the door when the train is moving.
24. It _____ rain today. It's getting cloudy already.
25. I _____ pay for the tickets because I got them from Sam for free.

TEST (VERB)

1. _____ you help me with my homework?
 A) Are
 B) May
 C) Can
 D) Need
2. You _____ enter without a tie.
 A) aren't
 B) can't
 C) ought not
 D) weren't

3. We _____ leave now or we'll be late.
A) has to
B) must
C) can
D) will
4. If you had video, you _____ record it yourself tonight.
A) could
B) can
C) must
D) may
5. A: My car has been stolen.
B: _____.
A) You should ring the police.
B) Will you phone the police?
C) Could you ring the police?
D) You are phoning the police.
6. Do you recommend _____ this course?
The walls ... by the next Wednesday.
A) were painted
B) are painted
C) will be painted
D) will have been painted
7. He stopped _____ letters to his brother. He doesn't do it anymore.
A) write
B) to write
C) writing
8. Remember _____ your notebook. You will need it.
A) to bring
B) bringing
C) bring
9. I enjoyed _____ to you.
A) talking
B) talk
C) to talk
10. My phone needs _____.
A) charging
B) charge
C) to charge
11. Cheese ... of milk.
A) is being made
B) is made
C) will be made
D) has been made
12. That mirror ... yesterday.
A) is broken
B) will be broken

- C) was broken
 D) had been broken
13. Look! The castle ... now. It will look great soon!
 A) is being reconstructed
 B) is reconstructed
 C) was reconstructed
 D) will have been reconstructed
14. The task ... tomorrow.
 A) is done
 B) was done
 C) will be done
 D) is being done
15. The walls ... by the next Wednesday.
 A) were painted
 B) are painted
 C) will be painted
 D) will have been painted

6. ADJECTIVE

An **adjective** modifies (qualifies or limits the meaning of) a noun or a pronoun. It answers the questions *What kind? Which one(s)? How many? How much?*

Carrie read an **interesting** story. (*What kind of story?*)

The **recent** article has that information. (*Which article?*)

Kent owns **those** surfboards. (*Which surfboards?*)

Wendy paid **fifty** dollars for the jacket. (*How many dollars?*)

Much space was devoted to her artwork. (*How much space?*)

Adjectives express the property, quality or state of the object. An adjective can come before or after the noun or pronoun it describes:

Older cards are found on the table. (*Which cards?*)

Tall players and **intelligent** coaches were interviewed by the **interested** reporter. (*Which players? Which coaches? Which reporter?*)

Tired and **hungry**, the campers reached the lodge. (*What kind of campers?*)

The campers, **tired** and **hungry**, reached the lodge. (*What kind of campers?*)

There are several types of adjectives:

A **proper adjective** is formed from a proper noun (Italian bread, Herculean strength, Midas touch, Canadian sunset).

A **compound adjective** is a word composed of two or more words. Sometimes these words are

Hyphenated and sometimes not (landmark decision, black-and-blue mark, hometown hero). Do not use a hyphen after an adverb ending in *-ly* (newly painted mural, sickly sweet odor, recently purchased).

Here are some more examples of compound adjectives:

This is a four-foot table.

Daniella is a part-time worker.

This is an all-too-common error.

Beware of the green-eyed monster.

He is a cold-blooded man.

I love this brightly - lit room!

Danny's dog is well-behaved.

You have to be open-minded about things.

There are different **structural kinds of compound adjectives**:

Num + N – *three-second, five-day, six-week, four-year-old, twelve-storey, twenty-page.*

Adj / Adv + Past Participle – *narrow-minded, well-behaved, old-fashioned, densely-populated, short-haired, widely-recognized, well-educated.*

Adj / Adv / N + Present Participle – *long-lasting, record-breaking, mouth-watering, thought-provoking, time-saving.*

N + Adj – *ice-cold.*

Adj + N – *last-minute, full-length.*

The valency of adjectives determines their syntactic roles. They combine with nouns and can play an attributive role.

By structure adjectives can be **simple** (*blue, big, nice*) or **derivative** (formed with suffixes:

-able or -ible, -ent or -ant, -ed, -ing, -ive, -(at)ory. E.g. navigable, sensible, dependent, frustrated, boring, attractive, congratulatory).

All the adjectives can be divided into two large groups: **qualitative and relative**. Qualitative adjectives (also called gradable) denote quality that can be graded:

Nice

Very nice

Extremely nice

A little bit nice

Gradable adjectives can be further divided into **stative and dynamic**.

Some qualities are stable, some are unstable: *Ex.: Ne is tall. He is tall (stative property) vs. He is careful (dynamic property) with this chemical substance.*

Dynamic adjectives resemble activity verbs: like activity verbs, they can be used in the progressive and in the perfect form in combinations with link verbs. *E.g. He is being careful today, because yesterday he got a burn from this substance. He has been careful today, so no accidents happened in his laboratory.*

Relative adjectives express the property of an entity typical for some entity. For instance, *wooden* is a typical characteristic of wood, the same can be said about such adjectives as *English, chemical, coloured, etc.* Relative adjectives express non-gradable properties.

Qualitative adjectives can be used attributively and predicatively: *e.g. a big house vs. the house is big.* Adjectives denoting a temporary property, or state, are used only predicatively: *e.g. She is ill. He is asleep.*

Adjectives can combine with link verbs to become part of compound nominal modifiers.

Ex.:The plan is not final, but the official says the group may include former House

speaker Newt Gingrich and former New York mayor Rudy Giuliani, both Trump allies. (from *The Guardian*)

Adjectives are sometimes confused with nouns or with pronouns. Here are some points to remember.

QUESTION 1: *When is a word a noun? When is a word an adjective?*

The **magazine** article applauded the students' efforts in the charity drive. (*Magazine* is an adjective that describes *which* article.)

The article about the students' efforts in the charity drive was in the **magazine**. (Here *magazine* is a noun since it is the name of a thing and does not describe anything.)

Our **Thanksgiving** celebration was fun. (*Thanksgiving* is an adjective describing *which* celebration.)

We celebrated **Thanksgiving**. (*Thanksgiving* is the name of the holiday that was celebrated.)

QUESTION 2: *When is a word a pronoun? When is a word an adjective?*

These **demonstrative pronouns** can be used as adjectives: *that, these, this, and those*.

These **interrogative pronouns** can be used as adjectives: *what* and *which*.

These **indefinite pronouns** can be used as adjectives: *all, another, any, both, each, either, few, many, more, most, neither, other, several, and some*.

This problem is difficult. (*This* is an **adjective** since it answers the question *Which problem?*)

This is difficult. (*This* is a **pronoun** since it takes the place of a noun and does not modify a noun or a pronoun.)

Some people are very funny. (*Some* is an **adjective** since it answers the question *Which people?*)

Some are funny. (*Some* is a **pronoun** since it takes the place of a noun and does not modify a noun or a pronoun.)

There is not much to be said about the English adjective from the morphological point of view; it has neither number, nor case, nor gender distinctions. To recognize adjectives in a text one should take into account their semantic and syntactic features. Derivative suffixes may also be helpful. Among these are the suffixes *-al, -ial* (*national, residential*), *-ful* (*doubtful*), *-less* (*useless*), *-y* (*dusty*), *-like* (*ghostlike*). They are used to derive adjectives from nouns. There are two suffixes, *-ive* (*progressive*) and *-able* (*readable*), to derive adjectives from verbal stems. On the whole, the number of adjectives which are recognized by their suffixes is insignificant as compared with the mass of English adjectives.

Degrees of Comparison.

Adjectives have only one category – comparison. It is expressed only with the help of qualitative adjectives.

It is based on the opposition of three forms: the positive, the comparative, and the superlative.

There are three ways of forming degrees of comparison: synthetic, analytic, and suppletive.

The comparative and superlative forms can be morphemic (*bigger, biggest*), analytical (*more attentive, most attentive*) or suppletive (*good, better, the best*).

The comparative degree and the superlative degree are formed by adding the suffixes *-er* and *-est* to the positive form of the adjective or by using *more* and *most* before the positive form of the adjective.

Monosyllable adjectives form the comparative and superlative degrees by adding the suffixes *-er* and *-est*: *black, blacker, blackest; cheap, cheaper, cheapest*.

Most two-syllable adjectives, including adjectives ending in the suffixes “*al, ant, ent, ish, ive, ic, ous, ful, less*”, form the comparative and superlative degrees with the help of *more* and *most*: *active, more active, most active*.

Two-syllable adjectives ending in “*y, er, ow*” often have 2 variants, including *more* and *most*: *lazy, lazier/ more lazy, laziest / most lazy*.

Variants formed with the help of *-er and -est* are more traditional and more widely used than those with *more* and *most*.

Polysyllabic adjectives form the comparative and superlative degrees by using *more* and *most* before the adjective: *beautiful, more beautiful, most beautiful*.

The same concerns adjectives formed from participles: *annoying, more annoying, most annoying*.

Superlative form can have a noncomparative meaning “*very, extremely, highly*”.

She is a most beautiful woman.

They are most interesting people.

Yesterday I had a most strange dream.

I'm most pleased to see you here.

Uncomparable adjectives (*absent, full, sufficient, wooden and so on*) can nevertheless change their meaning in context and form degrees of comparison. *Ex. This cup is full.*

But if we see a microscopical difference in the volume of the second cup, we'll see that it is *more, full* than the first one.

Adjectives with the prefix *-a*, such as *afraid, alike, alive, alone, ashamed, asleep, awake, aware*, are used only predicatively after linking verbs, i.e., they are not used in the position before a noun. *Ex.: She is more afraid of him than of his father.*

The quality can be not only increased, but also decreased. Such comparison is called reverse comparison or lower degree: *attentive, less attentive, least attentive; common, less common, least common*.

The comparison can become the basis of a specific parallel construction:

The more we learn, the more we know,

The more we know, the more we forget,

The more we forget, the less we know.

So, the more we learn — the less we know.

Hence, what's the reason to learn?

The category of degrees of comparison is the only morphological problem concerning English adjectives. Most practical grammars only focus on the ways of forming degrees of comparison:

1) the synthetical pattern (with the suffixes *-er, -est*);

2) the analytical pattern (*more + Adj.; the most + Adj.*);

3) the suppletive formations (e. g. *good – better – the best; bad – worse – the worst*).

Theoretical interpretation of degrees of comparison is not so easy. The first question which arises here is about the number of them. How many degrees of comparison does the adjective have? If we take the three forms, e. g. *large* (positive), *larger* (comparative), *the largest* (superlative), shall we say that they are all degrees of comparison? Or shall we say that only the latter two are degrees of comparison, whereas the first does not express any idea of comparison? Both views hold.

It is well known now that not every adjective has degrees of comparison. Since degrees of comparison express a difference of degree in the same property, only those of adjectives admit of degrees of comparison which denote properties capable of appearing in different degrees. For example, the adjective *middle* has no degrees of comparison. This refers to most relative adjectives and some qualitative, such as *blind*, *main*, *perfect*.

A more complex problem is the grammatical status of such formations as *more difficult*, *the most difficult*. They are referred to as the analytical forms of degrees of comparison. In that case the words *more* and *most* would be auxiliary words devoid of their lexical meaning. In fact, they preserve their meaning in the word combinations under discussion and they should be treated as components of free phrases. But, on the other hand, qualitative adjective like *difficult*, *beautiful*, *interesting* express properties which may be presented in different degrees and, therefore, they are bound to have degrees of comparison. B. A. Ilyish says that considerations of meaning tend towards recognizing the formations of the type *more difficult* as analytical forms of degrees of comparison, whereas strictly grammatical considerations lead to the contrary view. The traditional interpretation of these formations as analytical forms prevails in linguistic literature.

Substantivization of Adjectives.

Adjectives can, under certain circumstances, be substantivized, i. e. become nouns. This phenomenon can be found in many languages (e.g., in Russian: *ученый совет* – *ученый*).

Substantivized English adjectives acquire the characteristic feature of nouns:

- 1) ability to form a plural;
- 2) ability to have a possessive case form;
- 3) ability to be modified by an adjective;
- 4) ability to have both definite and indefinite article;
- 5) the functions of subject and object in a sentence.

If we take, for example, the word *relative*, we can find that it possesses all these features: *my close relatives*, *his relative's address*, etc.

Such words as *native*, *relative*, *representative* are fully substantivized. But there are cases of a different kind: *the poor*, *the rich*, *the Chinese*, *the English*, etc. They do not form a plural in *-s*; they have no possessive form; they cannot be used in the singular meaning and with the indefinite article. Such adjectives are said to be partially substantivized.

EXERCICES

1. Sixteen of the words in this activity are not adjectives. Twenty-four are adjectives. Find them.

Nothing, plumber, pretty, brave, crust, interesting, faith, marry, attractive, smart, grabbed, old, nice, solitude, America, nasty, dainty, beautifully, agile, proud, mechanic, infantile, mean, earn, they, great, odd, forget, noisy, zany, nor, elegant, kind, boastful, neither, Rigid, easy, decide, young, average

2. Listing Three Adjectives

1. Name three complimentary adjectives that describe one of your friends: _____
2. Name three adjectives that describe the beach on a summer's day: _____
3. Name three adjectives that describe a Super Bowl crowd: _____
4. Name three adjectives that describe one of your Halloween costumes: _____
5. Name three adjectives that describe a famous actor or actress: _____
6. Name three adjectives that describe a book article that you recently read: _____
7. Name three adjectives that describe a typical spring day where you live: _____
8. Name three adjectives that describe your favorite song: _____
9. Name three adjectives that describe one of your recent math tests _____
10. Name three adjectives that describe one of your most difficult experiences: _____

3. Write the comparative or superlative form of the adjectives.

Example: The people in Ireland are some of the friendliest (friendly) in the world.

1. I think this design is _____ (interesting) than that one.
2. When we all checked in, Sarah's luggage was _____ (heavy).
3. Is transport here _____ (expensive) as in your country?
4. The trains in Japan are _____ (modern) I've ever travelled on.
5. That was probably _____ (bad) meal we've ever had in a restaurant!
6. She looks much _____ (good) with long hair.
7. My new office is _____ (tiny) as my last one.

4. Choose from the pairs of adjectives to complete the sentences: embarrassed / embarrassing, bored / boring, frightened / frightening, tired / tiring.

Example: The match was boring. There weren't any goals.

1. Studying for five hours a day is really _____.
2. I fell over in the restaurant. I was so _____!
3. It rained every day on my holiday. I couldn't do anything and was really _____.
4. It was really _____ when we saw the lion so close.
5. My mobile rang in the middle of the film; it was so _____! Everyone in the cinema looked at me.
6. I'm too _____ to spend a night alone in this house.
7. I'm very..... I spent all day sightseeing and shopping in London.

5. Correct the mistakes in the underlined phrases

1. I think tennis is more exciting as golf to watch on TV.
2. In the UK coaches are much more cheap than the train.

3. She's wearing the same skirt than you.
4. My mother drives slower than my father.
5. Do the British work as harder as the Americans?
6. My brother is a bit taller than I.
7. Paolo is most intelligent student in my class.
8. Today is the hottest day of the year.
9. This is the worse restaurant I've ever been to.
10. It was the more boring journey I can remember.

TEST (ADJECTIVE)

1. Which adjective isn't a proper adjective?
 - A) African elephant
 - B) Alaskan salmon
 - C) Expensive watch
 - D) Shakespearean poetry
2. An adjective qualifies ...
 - A) a noun
 - B) a pronoun
 - C) a noun or a pronoun
 - D) a verb
3. Which sentence isn't correct?
 - A) Some personal pronouns can be used as adjectives.
 - B) Some interrogative pronouns can be used as adjectives.
 - C) Some indefinite pronouns can be used as adjectives.
 - D) Some demonstrative pronouns can be used as adjectives.
4. Which sentence isn't correct?
 - A) English adjective from the morphological point of view doesn't have category of number.
 - B) English adjective from the morphological point of view doesn't have category of case.
 - C) English adjective from the morphological point of view doesn't have category of gender.
 - D) English adjective from the morphological point of view doesn't have degrees of comparison.
5. The way of forming degrees of comparison with the suffixes is called ...
 - A) the synthetical pattern
 - B) the analytical pattern
 - C) the suppletive formations
 - D) the superlative formations
6. I'm younger ... my sister.
 - A) that
 - B) then
 - C) than
 - D) more

7. Please, drive We are late.
- A) more faster
 - B) faster
 - C) the fastest
 - D) more fastly
8. This book is not so ... as that one.
- A) interesting
 - B) more interesting
 - C) the most interesting
 - D) less interesting
9. ... you read, ... you know.
- A) the less, the more
 - B) the more, the more
 - C) the more, the most
 - D) the least, the most
10. He worked ... of all.
- A) better
 - B) good
 - C) worse
 - D) best
11. That's ... mistake I have ever made.
- A) the worst
 - B) worst
 - C) worse
 - D) baddest
12. Hotels are becoming ... nowadays.
- A) more expensive
 - B) the most expensive
 - C) expensiver
 - D) the more expensive
13. The damage to the car could be.....than we expected.
- A) bad
 - B) worse
 - C) the worst
 - D) a worse
14. That was case in his practice.
- A) the least difficult
 - B) the less difficult
 - C) the less difficulter
 - D) less difficult
15. The sea is.... unknown part of our world.
- A) the most large
 - B) the largest
 - C) the most largest
 - D) larger

7. ADVERB

An **adverb** is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb.

Adverbs answer the questions: *Where? When? How? To what extent?*

Adverbs make language more specific and more exact.

Many adverbs end in *-ly*. But some don't. Here are some adverbs that do not end in *-ly*: *again, almost, alone, already, also, always, away, even, ever, here, just, later, never, not now, nowhere, often, perhaps, quite, rather, seldom, so, sometimes, somewhat, somewhere, soon, then, there, today, too, very, yesterday, yet.*

Adverbs modify verbs:

John ate **quickly**. (*How* did he eat?)

I walk **there**. (*Where* did I walk?)

Ashleigh will eat **soon**. (*When* will Ashleigh eat?)

Adverbs modify adjectives: Rex is **very** happy. (*Very* modifies the adjective *happy* and answers the question *To what extent?*)

The program was **too** unrealistic. (*Too* modifies the adjective *unrealistic* and answers the question *To what extent?*)

Adverbs modify other adverbs:

Warren walks **too** quickly. (*Too* modifies the adverb *quickly* and answers the question *How quickly?*)

He moved **rather** recently. (*Rather* modifies the adverb *recently* and answers the question *How recently?*)

When is a word an adjective, and when is it an adverb? Adjectives describe nouns and pronouns. Adverbs do not. Adverbs describe verbs, adjectives, and other adverbs. Adjectives do not.

Helen has a **yearly** membership at the local health club. (*Yearly* is an adjective since it modifies the noun *membership* and tells *which* membership.)

Helen contributes **yearly**. (*Yearly* is an adverb since it modifies the verb *contributes* and answers the question *When does Helen contribute?*)

Mike arrived **late**. (*Late* is an adverb since it tells *when* Mike arrived.)

The **late** delivery cut down on sales in the supermarket. (*Late* is an adjective because it tells *which* delivery.)

Adverbs have a lot of lookalikes and can be mistaken for adjectives.

Ex.:

Close friend – stand close

Daily papers – to issue daily

Early morning – to get up early

Live concert – to perform live

Right way – to say it right

Some adverbs can be confused with adjectives, because they are similar in form, but can be different in meaning.

Dead and deadly – *Dead* means 'exactly', 'completely' or 'very'. Ex.: *I am dead certain that he is committing a mistake.*

Deadly is an adjective. It means ‘fatal’ or ‘causing death’. . *Ex.: Cyanide is a deadly poison.*

Some adverbs can be similar in form, but different in meaning.

Free and freely – The adverb *free* means ‘without payment’. *Ex.: You can’t eat free in a restaurant.*

Freely means ‘without limit or restriction’. *Ex.: Speak freely – no one will harm you.*

Hard and *hardly* are a triple case. The adverb *hard* has a similar meaning to the adjective *hard*. *Ex.: Work hard if you want to succeed. It’s a hard case.*

Hardly means ‘almost not’. *Ex.: We have got hardly any rice left.*

Adverbs can be simple and derivative by structure.

Simple adverbs are those that consist of only root: *hard, clean, right, slow, etc.*

Derivative adverbs are formed from adjectives by adding the suffix: *carefully, slowly, hardly, politely, considerably, constantly, shortly, etc.*

Compound adverbs are formed by two roots: *downstairs, somehow.*

Semantically adverbs can be notional words, but some adverbs have weakened semantics and easily become conjunctive adverbs: *also, consequently, conversely, finally, however, similarly, still etc.*

Adverbs are classified into three groups: qualitative, quantitative and circumstantial.

Qualitative adverbs are also called gradable, they can show variable quality and can form degrees of comparison: *loudly, more loudly, the most loudly.*

Quantitative adverbs show gradation of quality indicated by adjectives or gradable adverbs. Degree that they denote can be different.

Adverbs of degree are also called *intensifiers* and in the most general sense can be divided into amplifiers and downtoners.

Amplifiers increase the quality: *perfectly, completely, by far.*

Ex.: utterly oblivious bitterly opposed a great deal harder

Downtoners scale downwards: *almost, kind of, merely, scarcely.*

Ex.: drowned quite alone slightly exhausted. barely enough

Adverbs of degree can be classified in a more particular way according to the degree they denote:

Negative degree: not, little, scarcely, hardly, etc.

Slight degree: a little slightly, somewhat, rather, etc.

Great degree: much, very, far, greatly, extremely, etc.

Excessive degree: exceedingly, too, too much, etc.

Completeness: quite, wholly, entirely, thoroughly, etc.

Sufficient degree: enough, exactly, etc.

Deficient degree: almost, nearly, partly, etc.

Circumstantial adverbs can denote different aspects of action: time, place, manner, degree, and mood.

Adverbs of time, including frequency: *once, always, again, often, daily, seldom, frequently, sometimes, occasionally, etc.*

Adverbs of place: *here, inside, upstairs, abroad, everywhere, up, down, etc.*

EXERCICES

1. In each sentence, the letters of the underlined adverb are scrambled.

Unscramble the letters, and write the word on the line provided before the sentence.

1. He walks tsaf.
2. Do you want to stop ehre ?
3. He visits his grandmother ywlkee.
4. Do you feel lewl enough to go on the trip?
5. Have you erve been to Mexico City?
6. I wasaly run errands for her.
7. Have I met you foebre ?
8. I would raerht drive to your house tonight.
9. Are you ilsit going to go to summer school?
10. I am tno trying to insult you, Nick.
11. Will you bat frsit tonight?
12. Are you ftneo at this location, Mitch?
13. Let's start the performance onw.
14. May I aosl assist you, Helene?
15. Thank you nlidyk.

2. Tell whether the underlined adverb modifies a verb, an adjective, or another adverb.

1. Patricia slept peacefully.
2. Our teachers are very happy with the results.
3. Larry's unusually good cooking skills came in handy last weekend.
4. He ran swiftly away from the tackler.
5. She danced so gracefully in the competition.
6. They sang beautifully during the entire winter concert.
7. My aunt was extremely hungry after we completed the three-hour hike.
8. We had met somewhat earlier than you think.
9. Are they going away?
10. His rather clever remarks were not appreciated.
11. These stories seem strangely familiar to me.
12. They will hardly try to win.
13. Francine earns high grades quite often.
14. Do not walk alone in the forest.
15. We met only recently.

3 Complete the sentences with a (+) or (-) adjective or adverb.

Example: The bride and groom smiled happily (happiness) for their wedding photos.

1. Don't be so _____ (patience). I'm sure they'll arrive soon!
2. We missed our flight, but _____ (fortune) we were given seats on the next plane.
3. It's _____ (use) asking him – he never knows anything.
4. She was sitting so _____ (comfort) that she fell asleep.
5. He knocked the glass off the table, but _____ (luck) he caught it before it hit the floor.
6. I don't like being in a car with James. He drives very _____ (care) and too fast.

4. Complete the sentences making adjective or adverb from the noun in brackets.

1. The beach was beautiful, but _____ it rained every day. (fortune)
2. If the beds had been more _____, we would have slept better. (comfort)
3. You would have got better marks if you hadn't done the exam so _____. (care)
4. We were really _____. We missed the flight by just five minutes. (luck)
5. Don't be so _____. The programme will start in a minute. (patience)
6. I fell off my bicycle last week, but _____ I wasn't badly hurt. (luck)
7. There was a huge queue to pay, but we waited _____. (patience)
8. If you had been more _____, you wouldn't have had an accident. (care)
9. It was freezing cold but _____ we'd all brought jackets. (fortune)
10. Are you sitting _____? Then I'll begin the story. (comfort)

5. Write the sentences with adverb 'yet'.

Example: It's still raining. (stopped) – It hasn't stopped yet.

1. George is still here. (gone)
2. The concert is still going on. (finished)
3. The children are still asleep. (woken up)
4. Ann is still on holiday. (come back)
5. Jack is still up. (gone to bed)
6. We're still waiting for him to reply to our letter (replied)
7. I'm still thinking about what colour to paint the wall. (decided)

TEST (ADVERB)

1. Which statement isn't correct?
A) An adverb modifies a verb.
B) An adverb modifies an adjective.

C) An adverb modifies a verb another adverb.

D) An adverb modifies a noun.

2. Which word isn't an adverb?

A) lonely

B) slowly

C) quickly

D) happily

3. Which word isn't an adverb?

A) humbly

B) lovely

C) historically

D) terribly

4. Which word isn't an adverb of place?

A) inside

B) upstairs

C) up

D) once

5. Please, drive_____. We are late.

A) more faster

B) faster

C) the fastest

D) more fastly

6. He worked_____ of all.

A) better

B) good

C) worse

D) best

7. Give it to me! Very interesting! He says he broke the glass by accident and he is
apologetic.

A) soundly

B) deeply

C) purely

D) sorry

8. My teacher mumbled so softly that I could only understand him.

A) invariably

B) vaguely

C) discreetly

D) persistently

9. I am sure you made the right choice and I..... support your decision.

- A) fairly
- B) quite
- C) considerably
- D) wholly

10. Peter was the best swimmer, but he lost the final of the swimming competition.

- A) inevitably
- B) vaguely
- C) ironically
- D) surly

11. Which sentence is correct?

- A) Does he go late to bed usually?
- B) Does he usually go to bed late?
- C) Does he go late usually to bed?
- D) Does he go late to bed usually?

12. Which sentence is correct?

- A) She hardly ever gets angry.
- B) She gets angry hardly ever.
- C) She gets hardly ever angry.
- D) She gets angry ever hardly.

13. Choose the correct form:

They dress very _____ in Rome.

- A) stylishly
- B) more stylishly
- C) the most stylishly
- D) stylish

14. Choose the adverbs.

- A) dangerous
- B) nice
- C) safely
- D) perfectly
- E) lazy
- F) wonderfully
- G) silly
- H) lovely

15. Choose the words that can be both adverbs and adjectives.

- A) best
- B) ugly
- C) free

- D) high
- E) low
- F) wrong
- G) cozy
- H) silly

8. NUMERALS

Numerals are parts of speech that denote numbers. Numerals have a double syntactic function (attributive and nominal). Numerals are divided into **quantitative** (Cardinal Numerals) and **serial** (Ordinal Numerals).

1) Cardinal numbers denote quantity of objects and consequently can be used alone in a nominative function (*One is the starting numeral*) or combine with nouns (*two books*).

2) Ordinal numerals denote the order of objects and perform either an attributive function (the third day) or a predicative function (*He was the second in line*).

Numerals can be:

- **simple** (*zero, one, two, three*)
- **derivative** (*1 fourteen, fifteen, sixteen, thirty, forty*)
- **composite** (*fifty one, seventy two*)

Numerals are a limited group of words, but they are widely used in a number of functions:

1. They are used as **fractions**. In simple fractions the numerator is designated by a cardinal number, and a denominator – serial.

Ex: $1/3$ a (one) third $1/5$ a (one) fifth

0.2 (zero) point two, 3.4 three point four

2. **Dates**: July 25 (25th), 1976 The twenty-fifth of July

3. **Measure nouns**: 1 inch, 2 centimeters, 1 foot, 3 ounces, 28 grams.

4. Numerals can also be used in a **substituting functions**:

Ex: Would you like some rolls? – Give me two.

I'll take this place. I'll be the first.

Numerals have the categorical meaning of number (both cardinal and ordinal numerals). As to the formal distinctions, there is a narrow set of simple numerals; there are specific forms of composition for compound numerals; there are also specific suffixal forms of derivation. But there are no morphological categories to discuss in numerals. There is no category of number, nor of case. So there is only the function of numerals to be considered and also the possibility of substantivization. The most characteristic function of numerals is that of an attribute preceding its noun. However, in the anaphoric usage, numerals can perform substantive functions in the sentence, those of subject, object, and predicative (cf: *we are seven; one is missing; after a minute or two*). Ordinal numerals used as denominators of fractions are fully substantivized and have the morphological form of plurality (e.g. *two thirds, three sevenths*, etc).

Points to notice about cardinal numerals

1) When writing in words, or reading, a number composed of three or more figures we place “and” before the word denoting tens or units:

713 seven hundred and thirteen

5,102 five thousand, one hundred and two, but

6,100 six thousand, one hundred (no tens or units) and is used similarly with hundreds of thousands:

320,410 three hundred and twenty thousand, four hundred and ten and hundreds of millions:

303.000,000 three hundred and three million

2) “A” is more usual than “one” before *hundred, thousand, million etc.*, when these numbers stand alone or begin an expression:

100 a hundred

1,000 a thousand

100,000 a hundred thousand

We can also say *a hundred and one, a hundred and two etc. up to a hundred and ninety-nine and a thousand and one etc. up to a thousand and ninety-nine.*

Otherwise we use “one”, not “a” (see above).

So:

1,040 a/one thousand and forty, but

1,140 one thousand, one hundred and forty

3) The words “*hundred*”, “*thousand*”, “*million*” and “*dozen*” when used of a definite number, are never made plural:

six hundred men

ten thousand pounds

two dozen eggs

If however, these words are used loosely, merely to convey the idea of a large number, they must be made plural:

hundreds of people

thousands of birds

dozens of times

Note also that in this case the preposition “*of*” is placed after hundreds, thousands etc.

“Of” is not used with definite numbers except before the/them/ these/those or possessives:

of the blue ones

ten of these four

of Tom’s brothers

4) Numbers composed of four or more figures are divided into groups of three as shown above.

Decimals are indicated by “.”, which is read “*point*”:

10.92 ten point nine two

A zero after a decimal point is usually read “*nought*”:

8.04 eight point nought four, but

“o” and “zero” would also be possible.

Points to notice about ordinal numerals

1) Notice the irregular spelling of “*fifth*”, “*eighth*”, “*ninth*” and “*twelfth*”.

2) When ordinal numbers are expressed in figures the last two letters of the written word must be added (except in dates):

first = 1st

twenty-first = 21st

second = 2nd

forty-second = 42nd

third = 3rd

3) In compound ordinal numbers the rule about “*and*” is the same as for compound cardinal numbers: *101st = the hundred and first*.

4) The article “*the*” normally precedes ordinal numbers:

the sixtieth day

the fortieth visitor

5) Titles of kings etc. are written in Roman figures:

Charles V

James III

Elizabeth II

But in spoken English use the ordinal numbers preceded by “*the*”:

Charles the Fifth

James the Third

Elizabeth the Second 352

Points to notice about dates

1) Days and months are always written with capital letters.

2) Dates are expressed by ordinal numbers, so when speaking say:

March the tenth, July the fourteenth etc. or the tenth of March etc.

They can, however, be written in a variety of ways;

e.g. *March the tenth* could be written:

March 10

10 March

10th of March

March 10th

10th March

March the 10th

3) When reading or speaking the year use the term “*hundred*” but not “*thousand*”.

The year 1987 would be read as *nineteen hundred and eighty-seven* or *nineteen eighty-seven*. Years before the Christian era are followed by the letters *BC* (= Before Christ) and years dating from the Christian era are occasionally preceded by the letters *AD* (= Anno Domini).

1500 BC would be read as *one thousand five hundred BC* or *fifteen hundred BC*.

Points to notice about length

1) The English table of length is as follows:

12 inches (in.) = 1 foot (ft.)

3 feet = 1 yard (yd.)

1,760 yards = 1 mile (m.)

1 inch = 2.54 centimetres (cm)

1 yard = 0.914 metre (m)

1 mile = 1.609 kilometres (km)

2) When there is more than one inch/mite/centimetre the plural form of these words is normally used: *one inch, ten inches one mile, four miles one centimetre, five centimetres*.

3) When there is more than one foot either “foot” or “feet” can be used; “feet” is the more usual when measuring heights. You can say: *six-foot-tall* or *six feet tall, two-foot-long* or *two feet long*.

When used in compound adjectives the above forms never take the plural form: *a two-mile walk, a six-inch ruler*.

Points to notice about liquid measure

Liquid measure:

2 pints (Rt.) = 1 quart (qt.)

4 quarts = 1 gallon (gal.)

1 pint = 0.568 litre (l.)

1 gallon = 4.55 litres (l.)

Traditionally British measurements have been made in ounces, inches, pints etc. but there is now a gradual move towards the metric system.

Points to notice about fractions

1) When writing in words or reading fractions other than $\frac{1}{2}$ (*a half*) and $\frac{1}{4}$ (*a quarter*), use a combination of cardinal and ordinal numbers:

$\frac{1}{5}$ - a/one fifth

$\frac{1}{10}$ - a/one tenth (“a” is more usual than “one”)

$\frac{3}{5}$ - three fifths

$\frac{7}{10}$ - seven tenths

2) A whole number + a fraction can be followed directly by a plural noun: *2 $\frac{1}{4}$ miles = two and a quarter miles*.

3) $\frac{1}{2}$ (*half*) can be followed directly by a noun but other fractions require “of” before a noun: *half a second* but *a quarter of a second*.

Half + of can also be used, but the *of* is optional: *Half (of) my earnings go in tax.*

EXERCICES

1. Write the numbers as words.

- 1) 1,000 _____
- 2) $\frac{3}{4}$ _____
- 3) 3.1 _____
- 4) 555 _____
- 5) 1,000,000,000 _____
- 6) $\frac{5}{8}$ _____
- 7) 444,000 _____
- 8) $3\frac{1}{3}$ _____
- 9) 133 _____
- 10) 0 _____
- 11) 3,033 _____
- 12) $\frac{1}{2}$ _____
- 13) 1,000,000,000,000 _____
- 14) 3.75% _____
- 15) 103,006 _____

2. Write the numbers.

- 1) one hundred and seventeen _____
- 2) two hundred and nine _____
- 3) two hundred and thirty _____
- 4) three hundred and thirty-three _____
- 5) three hundred and eighty _____
- 6) four hundred and fifty-seven _____
- 7) five hundred and eighty-two _____
- 8) six hundred and five _____
- 9) seven hundred and seventy-one _____
- 10) eight hundred and fifteen _____
- 11) eight hundred and eighty _____
- 12) nine hundred and sixty-six _____

3. Write the following numbers in digits.

1. Ten thousand, one hundred and eighty-five _____
2. Two hundred and ninety-seven _____
3. Two thousand, eight hundred and sixty-two _____

4. Seven hundred and seventy-four _____
5. One thousand nine hundred and seventy-seven _____

4. Write the following numbers in words.

1. 4,736
2. 892
3. 405
4. 6,030,144
5. 1,601
6. 415
7. 8,515
8. 59,595
9. 15,212
10. 1,982

5. Write in digits.

A) fractions:

1. A (one) half
2. two thirds
3. a (one) quarter
4. three fourth
5. two and (one) half
6. five and one sixth
7. a (one) fifth

B) decimals:

1. Zero (nought/ou) point two
2. two point four five
3. four point five
4. three four (thirty four) point one zero two
5. nought point nought one
6. six point three five
7. fifty eight point three nought five

TEST (NUMERALS)

1. Choose the correct response to fill in the blanks: 13, 14, _____, 16, 17, _____, 19, 20.

- A) fifty / eighteen
 - B) five / eight
 - C) fifteenth / eighteenth
 - D) fifteen / eighteen
- 2. Choose the incorrect response.**

- A) 102: A hundred and two
B) 99: nineteen-nine
C) 56: fifty-six
D) 36: thirty-seven
3. Two thousand six hundred and twenty-nine
A) 2069
B) 2609
C) 2629
D) 2269
4. Monday is the _____ day of the week.
A) first
B) second
C) third
D) one
5. This is not your _____ mistake. Please be more careful.
A) one
B) a
C) very
D) first
6. I am very happy because I am the _____ student of my class.
A) one
B) number
C) first
D) many
7. 41th is _____.
A) forty-first
B) forty-one
C) fourth
D) one-fourth
8. $11 \times 3 =$ _____
A) thirty-first
B) thirty-three
C) thirty-third
D) thirty-one
9. This school is not my (2) _____. It is my (3) _____ school.
A) second / third
B) two / three
C) second / threeth
D) two / twenty
10. $22 - 10 =$
A) twenty
B) eleven
C) twelve
D) ten-two
11. John is very fast. He can run 0.250 mile in 45 seconds!

- A) John is very fast. He can run oh point two oh mile in forty-five seconds!
 B) John is very fast. He can run one divided by four of mile in forty-five seconds!
 C) John is very fast. He can run a quarter mile in forty-five seconds!
 D) John is very fast. He can run one fourth of a mile in forty-five seconds.
 E) John is very fast. He can run one over four mile in forty-five seconds!
12. He gave $\frac{1}{2}$ of his money to Peter.
 A) He gave one second of his money to Peter.
 B) He gave one divided by two of his money to Peter.
 C) He gave half of his money to Peter.
 D) He gave one over of his money to Peter.
 E) He gave one seconds of his money to Peter.
13. He wanted to buy 4 _____ eggs and 3 _____.
 A) dozens / hundreds sheeps
 B) dozens / hundred sheeps
 C) dozen / hundred sheep
 D) dozen / hundreds sheeps
14. Which numeral is not cardinal?
 A) three
 B) thirteen
 C) thirty
 D) third
15. Which statement is not correct?
 A) Numerals can perform as subject in the sentence.
 B) Numerals can perform as adverbial modifier in the sentence.
 C) Numerals can perform as predicative in the sentence.
 D) Numerals can perform as object in the sentence.

9. ARTICLE

Articles are words that define a **noun** as specific or unspecific. Consider the following examples:

- After *the* long day, *the* cup of tea tasted particularly good.

By using the article *the*, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

- After *a* long day, *a* cup of tea tastes particularly good.

By using the article *a*, we've created a general statement, implying that any cup of tea would taste good after any long day.

English has two types of articles: *definite* and *indefinite*. Let's discuss them now in more detail.

The Definite Article

The definite article is the word *the*. It limits the meaning of a noun to one particular thing. For example, your friend might ask, "Are you going to *the* party this weekend?" The definite article tells you that your friend is referring to a specific party that both of

you know about. The definite article can be used with singular, plural, or uncountable nouns. Below are some examples of *the* definite article the used in context:

- Please give me *the* hammer.
- Please give me *the* red hammer; *the* blue one is too small.
- Please give me *the* nail.
- Please give me *the* large nail; it's *the* only one strong enough to hold this painting.
- Please give me *the* hammer and the nail.

The Indefinite Article

The indefinite article takes two forms. It's the word *a* when it precedes a word that begins with a consonant. It's the word *an* when it precedes a word that begins with a vowel. The indefinite article indicates that a noun refers to a general idea rather than a particular thing. For example, you might ask your friend, "Should I bring *a* gift to the party?" Your friend will understand that you are not asking about a specific type of gift or a specific item. "I am going to bring *an* apple pie," your friend tells you. Again, the indefinite article indicates that she is not talking about a specific apple pie. Your friend probably doesn't even have any pie yet. The indefinite article only appears with singular nouns. Consider the following examples of indefinite articles used in context:

- Please hand me *a* book; any book will do.
- Please hand me *an* autobiography; any autobiography will do.

There are a few exceptions to the general rule of using *a* before words that start with consonants and *an* before words that begin with vowels. The first letter of the word *honor*, for example, is a consonant, but it's unpronounced. In spite of its spelling, the word *honor* begins with a vowel sound. Therefore, we use *an*. Consider the example sentence below for an illustration of this concept.

- My mother is a honest woman (incorrect)
- ✓ My mother is an honest woman (correct)

Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, use *a*, as in the sample sentence below:

- She is an United States senator (incorrect)
- ✓ She is a United States senator (correct)

Sometimes an article modifies a noun that is also modified by **an adjective**. The usual word order is **article + adjective + noun**. If the article is indefinite, choose a or an based on the word that immediately follows it. Consider the following examples for reference:

- ✓ Eliza will bring **a** *small gift* to Sophie's party (correct)
- ✓ I heard **an** *interesting story* yesterday (correct)

Uncountable nouns are nouns that are either difficult or impossible to count. Uncountable nouns include intangible things (e.g., information, air), liquids (e.g., milk, wine), and things that are too large or numerous to count (e.g., equipment, sand, wood). Because these things can't be counted, you should never use **a** or **an** with them—

remember, the indefinite article is only for singular nouns. Uncountable nouns can be modified by words like *some*, however. Consider the examples below for reference:

- Please give me **a** water (incorrect)

Water is an uncountable noun and should not be used with the indefinite article.

- Please give me **some** water.

Possessive pronouns can help identify whether you're talking about specific or nonspecific items. As we've seen, articles also indicate specificity. But if you use both a possessive pronoun and an article at the same time, readers will become confused. Possessive pronouns are words like *his, my, our, its, her, and their*. Articles should not be used with pronouns. Consider the examples below.

- Why are you reading **the my** book? (incorrect)

The and **my** should not be used together since they are both meant to modify the same noun. Instead, you should use one or the other, depending on the intended meaning:

✓ Why are you reading **the** book? (correct)

✓ Why are you reading **my** book? (correct)

Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a "zero article." Often, the article is omitted before nouns that refer to abstract ideas. Look at the following examples:

- Let's go out for **a** dinner tonight. (incorrect)

✓ Let's go out for **dinner** tonight. (correct)

Many languages and nationalities are not preceded by an article. Consider the example below:

- I studied **the French** in high school for four years. (incorrect)

✓ I studied **French** in high school for four years. (correct)

Sports and academic subjects do not require articles. See the sentences below for reference:

- I like to play **the baseball**. (incorrect)

✓ I like to play **baseball**. (correct)

EXERCISES

1. Fill in: THE, A, AN or -----(no article)

1. _____ boys like playing with cars.

2. _____ Amazon is South America's largest river.

3. I never listen to _____ radio. In fact, I haven't even got _____ radio.

4. What _____ amazing idea he had yesterday evening.

5. _____ rich should do more to help _____ poor.

6. My dad always liked to go to _____ school.

7. Did you see the film on _____ television or at _____ cinema?

8. There's half _____ litre of milk left in _____ fridge.

9. _____ Uncle Norman and _____ Aunt Lydia stayed with us over the weekend.

10. Austria was ruled by _____ Habsburgs for many centuries.

11. Dad told us to go to _____ bed at ten.
12. What's _____ highest mountain on _____ earth?
13. I met _____ few American tourists when I was in Italy.
14. _____ earth moves around _____ sun every 365 days.
15. _____ Soviet Union was _____ first country to send _____ human being into _____ space.

2. Fill in: THE, A, AN or -----(no article)

1. I had to stay in _____ hospital for two weeks in order to recover.
2. _____ oranges and apples have a lot of vitamins.
3. This is _____ most wonderful present I've ever had.
4. _____ President Bush is from Texas.
5. I'm not very hungry. I had _____ big breakfast
6. Peter lives in Tokyo, _____ capital of Japan.
7. In Britain, drinking _____ tea is more common than drinking _____ coffee.
8. She is such _____ clever girl. She's bound to go to _____ university later on.
9. It was _____ long journey. We were at _____ sea for two months.
10. _____ women are often said to be better teachers than _____ men.

3. Complete the sentences with the definite article "THE" if necessary, otherwise leave blank.

1. _____ money doesn't always lead to _____ happiness.
2. _____ finals will be played in _____ O2 arena.
3. _____ more you eat, _____ fatter you'll get.
4. _____ aluminium is made from _____ bauxite.
5. The old woman was not afraid of _____ death.
6. _____ fruits and _____ vegetables have got a lot of _____ vitamins.
7. _____ moon travels around _____ earth.
8. The ship was seen off _____ coast of Florida.
9. We are going to _____ Netherlands next summer.
10. Do your parents ever go to _____ church?
11. He wrote a book about _____ lives of former presidents.
12. My sister kissed me on _____ cheek.
13. _____ Mount Everest is the highest peak on _____ earth.
14. Liverpool will probably win _____ Champions League this year.
15. _____ Mississippi River is _____ largest in North America.

4. Complete the sentences with the definite article “THE” if necessary, otherwise leave blank.

1. As a tourist you have to visit _____ Tower of London and _____ Piccadilly Circus.
2. He will not have a chance to compete at _____ 2020 Olympics.
3. _____ cancer is a very serious disease.
4. People say that _____ British are very polite people.
5. _____ public transport is an effective way of travel.
6. Someone stole valuable paintings from _____ gallery last week.
7. _____ last time I saw him he was preparing for _____ university.
8. One of _____ most serious environmental problems is _____ pollution.
9. He went to _____ prison because he had mugged an old lady.
10. When I was 5 I got _____ measles.

5. Fill in: THE, A, AN or ----- (no article)

1. _____ little knowledge is _____ dangerous thing.
2. _____ Tower is one of _____ main attractions of London.
3. Where are _____ scissors you borrowed from me last week?
4. _____ Elephants are very intelligent animals.
5. I need _____ little bit of time to think about _____ offer you made.
6. _____ President of _____ United States is going to give _____ interesting speech tonight.
7. There was _____ time in my life when I enjoyed _____ skating.
8. I haven't been to _____ concert like that before.
9. Neill Armstrong made _____ first footprint on _____ moon.
10. I was in _____ pain after I had twisted my ankle

TEST (ARTICLE)

1) On our journey toFrance, we crossed.....Atlantic Ocean.

- A. the the,
- B. the, -
- C.-, the
- D.-, -

2) What did you eat for lunch?

- A.-

B. A

C. the

D. an

2) Randy plays violin, and Mark plays hockey at..... Boy's Club near Times Square.

A. the, the, the, the

B. the, -, -, the

C. the, -, the, -

D. -, -, -, -

4) Queen Elizabeth II is monarch of Great Britain.

A. the, the, the

B. -, a, -

C. -, the, -

D. the, the, -

5) Scientists are willing to send expedition to Venus during 2020s.

A. the, the, the

B. an, the, -

C. an, -, -

D. an, -, the

6) Clara's mother is in.... hospital, that's why she didn't come to work on Tuesday.

A. the, the

B. -, -

C. the, -

D. -, the

7).....Florida State University is smaller than University of Florida.

A. the, the

B. -, -

C. the, -

D. -, the

8) Nick is doctor in small hospital in London, His wife works as nurse in same hospital.

A. a, -, the, -

B. the, a, the, the

C. a, the, a, the

D. a, a, a, the

9) It was a tough voyage. We were at sea for six weeks and had nice time.

A. -, -

B. the, -

C.-, a

D.the, -

10) - I'd like to have piano at home. - Can you play piano?

A. the, the

B. a, the

C. the, -

D. a, a

11) Is there church in..... Brown Street?

A. a, -

B. a, the

C. the, -

D. a, a

12) I would like to go to China. I want to try Chinese food and to learn Chinese language. I've heard that..... Chinese are very hospitable.

A.the, the, the

B. -, the, the

C.-, -, the

D.-, the, -

13) Andes are inSouth America.

A.The, -

B. -, -

C. The, the

D.-, the

14) Mount McKinley is in Alaska.

A.The, -

B. -, -

C. The, the

D.-, the

15) National Gallery is to north ofLondon.

A.-, the, -

B. The, -, -

C. The, the, -

D. The, the, the

11. PREPOSITION

Prepositions show the relationship between a noun or a pronoun and some other element in a sentence or phrase. Prepositions may look like insignificant little words, but in reality they have very important functions, and the effective user of English has to understand those functions.

Prepositions are not simply little words that introduce a prepositional phrase such as ‘in the room’, ‘from the top floor’, ‘near the beach’, or ‘with mother’.

Many prepositions have some very specific uses. Sometimes they even act as other parts of speech. They can be adverbs. Or they can be the prefix on a noun or verb. And they can combine with other words to create a completely new meaning, far different from the original meaning of the individual words.

The variety of prepositions is not great. But there are clearly defined differences between the categories of prepositions. An examination of these categories is a good place to start.

Prepositions of Location

Location can be thought of as the area, point, or surface of something. Certain prepositions indicate those locations.

Here are some of the most commonly used ones:

above	in
along	in back of
among	in front of
at	in the middle of near
behind	next to
below	on
beside	over
between	under
	with

Most of these prepositions make sense in the same sentence, because they all *indicate location*:

*The boy is **at** the table.*

*The boy is **behind** the table.*

*The boy is **beside** the table.*

*The boy is **next to** the table.*

*The boy is **under** the table*

Besides the verb to be, which is frequently used to show location, there are several

other verbs that also indicate where someone or something is:

- to be found
- to remain
- to be located
- to sit
- to be situated
- to stand
- to lie
- to stay
- to live

There are many other such verbs. Those in the preceding list are among the ones used frequently. Look at these examples:

*Is Turkey located **in** the east or west?*

*The center of the earthquake was situated **near** Istanbul.*

*Shells like this can be found **along** the banks of the river.*

*John sits **in front of** me.*

*The girl was lying **on** a cot and resting.*

*A stranger stood **next to** us.*

*I have to remain **at** my workbench until noon.*

*You can stay **with** me.*

*We live **between** two large houses.*

As long as you know the meaning of the **prepositions**, you can use them with relative accuracy. But in English, just like in all other languages, certain prepositions can only be used with **certain verbs or phrases**. And even if two or more prepositions can be used with the same phrase, there is a change in meaning—even if it's only a slight change.

Let's look at the prepositions **at** and **in**. They are used quite commonly and have a meaning that is easy to understand. In most cases, **at** is used to show that someone or something is positioned next to a horizontal or vertical surface:

- at the table
- at the door
- at the computer
- at the window
- at the desk
- at the blackboard

The preposition **in** indicates that someone or something is located inside something:

- in the car
- in the city
- in the house
- in the box
- in the garden
- in the center

These two prepositions, while having very distinct uses in a sentence, are also often used with the same phrases. But when they are, the meanings are different.

Use at to show that someone is at the location of his or her occupation, preoccupation, or some activity:

- at school
- at the store
- at the hospital
- at the movies
- at the library
- at the factory

With certain phrases, in can also be used:

- in school
- in the store
- in the hospital
- in the movies
- in the library
- in the factory

EXERSICES

1. Complete the sentences with one of the prepositions from the box.

AT - FOR – FROM – ON -TO

1. My mother begged me to listen _____ her.
2. The stranger stared _____ me in surprise.
3. They saved me _____ certain death.
4. In the last election I voted _____ the Green Party.
5. After I heard what had happened, I apologised _____ him.
6. I borrowed the car keys _____ my best friend.
7. We agreed _____ attending the meeting separately.
8. She applied _____ a job at the local newspaper office.
9. We added a few shots of rum _____ the drink to make it tastier.
10. The hunter aimed _____ the deer and killed it with one shot.

2. Complete the sentences with one of the prepositions from the box.

AT - FOR – FROM – ON -TO

1. Dad suffered _____ Parkinson's disease during his final years.
2. I pray _____ my family every day.
3. My brothers congratulated me _____ winning the school finals.
4. Mary and a few other girls headed _____ the new restaurant at the far end of town.
5. The president had to resign _____ office after the scandal became public.
6. We arrived _____ the station ten minutes early.
7. The bank robber was able to hide _____ the police for a few days.

8. Jack depends _____ his father to give him the money he needs for his new company.
9. I would not like to comment _____ what I heard on TV.
10. John admires her _____ her bravery

3. Complete the sentences with one of the prepositions from the box.

AT – BY – FOR – IN – ON

1. I liked him _____ first, but then he started being bossy and arrogant.
2. _____ conclusion, the report told us to follow the guidelines.
3. We went to the stadium _____ bus.
4. The nurse was _____ duty from 6 in the morning until midnight.
5. _____ your left you can see one of the biggest libraries in the world.
6. When his wife died, he put up the house _____ sale.
7. My sister travelled to the Far East _____ the first time _____ nher life.
8. _____ theory it was a good method, but we did not know if it would work _____ practice.
9. We had to learn all the poems _____ heart.
10. I filled out the wrong application _____ mistake.

4. Complete the sentences with one of the prepositions from the box.

AT – BY – FOR – IN – ON

1. He's _____ a diet so don't offer him any sweets.
2. _____ any case, the police have to catch the criminal before he causes any more harm.
3. The black Porsche was driving _____ a speed of over 100 m.p.h.
4. After the attack they found themselves _____ war with the enemy.
5. We must try to avoid deaths and casualties _____ all costs.
6. John is _____ university and comes home every two or three months.
7. Why don't you go with your mother _____ a change?
8. She had to travel to New York _____ business.
9. The paintings are _____ loan to the Guggenheim museum.
10. She can't sleep _____ night and always needs to take some pills.

5. Complete the sentences with one of the prepositions from the box.

AT – BY – FOR – IN – ON

1. She was _____ university when she heard about the death of her father.
2. We usually go on holidays _____ plane but this year we are going to Italy _____ car.
3. Let's go _____ a walk. The weather is so great!
4. The train was travelling _____ a speed of over 150 km an hour.
5. She got _____ the bus at Oxford Street and got off five stops later.
6. Despite the bad weather all trains are running _____ time.

7. Bats are mammals that are highly active _____ night.
8. This village isn't even _____ the map. It's so small.
9. We usually go to dance class on Mondays.
10. _____ nightfall over 10 inches of snow had fallen

TEST (PREPOSITION)

1. Tom is sitting ... his armchair. Margaret, ... the blue stool. Mary, ... the table. She is doing her homework. Someone is ... the door, as the bell has just rung.
 - A. on, on, at, at
 - B. in, on, at, at
 - C. on, on, on, on
 - D. in, on, on, in
 - E. in, in, in, in
2. Our son was born ... 18th March ... six am. When we took him ... home, everybody ... the family was jumping ... joy, and wanted to take him ... their arms.
 - A. on, at, -, in, with, with
 - B. on, at, to, in, with, in
 - C. in, at, -, in, for, with
 - D. on, at, -, in, for, in
 - E. in, at, to, in, with, in
3. Would you like to live ... a desert island? You would wake up early ... the morning, and be surrounded ... animals and plants. You would not hear anything ... corruption, or be affected ... any financial crisis.
 - A. on, in, with, about, with
 - B. on, on, with, of, with
 - C. in, in, with, of, with
 - D. in, in, with, about, with
 - E. on, in, by, about, by
4. Some powerful people are said to be ... suspicion. Even if all evidence is ... them, they will never be convicted. They have lobbies ... them, and they are ... the masses.
 - A. beyond, against, in favour of, in control of
 - B. in, against, for, in control of
 - C. out of, with, for, in control of
 - D. without, with, in favour of, in control with
 - E. among, against, in favour of, in control with
5. This train is very slow because it stops ... every town, and we must be ... the reception ... good time, so let's go ... a taxi.
 - A. in, in, in, by
 - B. in, in, in, on

C. at, at, in, in

D. at, at, on, on

E. at, at, in, by

6. We will have to climb ... that wall, run ... a field, swim ... the river and go ... a tunnel.

A. over, across, through, through

B. over, over, over, over

C. across, across, across, across

D. over, across, across, through

E. above, in, on, over

7. Please do not behave like that ... my parents. I told them that you are ... me, that you will never leave me ... the lurch, that you will always be there ... me. Do not make them be disappointed ... you, please.

A. in front of, against, on, for, in

B. before, with, in, with, with

C. before, for, in, with, with

D. before, for, in, for, with

E. in front of, with, in, for, in

8. Have you ever been ... Portugal?

No, I haven't, but I want to buy a house ... the sea there. My wife is ... Portugal, and she will be delighted ... the idea.

A. in, by, from, with

B. in, near, from, by

C. to, by, from, at

D. to, next, from, with

E. in, in, in, with

9. My sister is ... Ann and Martha, that is, she is the woman ... blue ... the middle.

A. between, in, in

B. among, with, in

C. between, with, in

D. among, in, of

E. between, in, of

10. I haven't seen him ... ages, ... a long time, ... last year? Is he living ... London yet?

A. for, for, for, in

B. for, for, since, in

C. since, since, since, in

D. for, since, since, in

E. at, for, since, near

11. Janie doesn't approve _____ using video games in the classroom.

A. about

B. ---

C. of

12. They believe _____ the essential goodness of human nature.

A. in

B. on

C. about

13. Congratulations _____ winning the scholarship!

A. from

B. on

C. of

14. The success of the project depends _____ his work.

A. on

B. of

C. in

15. The rules of this game are complicated, but I can explain them _____ you.

A. to

B. at

C. with

12. CONJUNCTION

Conjunctions are words which join phrases, clauses and sentences. There are three types of conjunctions in English: *coordinating conjunctions*, *correlative conjunctions* and *subordinating conjunctions*. Conjunctions are words or phrases that are used to join two independent clauses together.

Coordinating conjunctions are *and/or/but/nor/as/for/so*. When they are used to connect two independent clauses together they should be accompanied by a comma, which comes before the coordinating conjunction.

Here are some examples of coordinating conjunctions in English and what they do:

For – presents rationale (“They do not gamble or smoke, for they are ascetics.”)

And – presents non-contrasting item(s) or idea(s) (“They gamble, and they smoke.”)

Nor – presents a non-contrasting negative idea (“They do not gamble, nor do they smoke.”)

But – presents a contrast or exception (“They gamble, but they don’t smoke.”)

Or – presents an alternative item or idea (“Every day they gamble, or they smoke.”)

Yet – presents a contrast or exception (“They gamble, yet they don’t smoke.”)

So – presents a consequence (“He gambled well last night, so he smoked a cigar to

celebrate.”)

A **subordinating conjunction** is a word that connects a main clause to a subordinate clause. A main clause is an independent clause that can stand alone by itself as a sentence. In other words, a main clause does not need any additional information to operate as a sentence.

For Examples:

Than, rather than, whether, as much as, whereas, that, whatever, which, whichever, after, as soon as, as long as, before, by the time, now that, once, since, till, until, when, whenever, while, though, although, even though, who, whoever, whom, whomever, whose, where, wherever, if, only if, unless, provided that, assuming that, even if, in case (that), lest, how, as though, as if, because, since, so that, in order (that), that, as ...

In English, there are lots of subordinating conjunctions, but the most common ones, along with a few examples of how subordinating conjunctions are used, are as follows:

- He is cleverer **than** I am.
- You must decide **whether** you will go by train or by plane.
- I eat **as much as** you.
- Elliot is tall and blond, **whereas** his brother is short and has dark hair.
- She went to the school **that** my father went to.
- I copied in my notebook **whatever** he wrote on the blackboard.
- The car **which** I drive is old.
- Bruce will wear his pink or green sweater, **whichever** is clean.

Correlative conjunctions work in pairs to join words and groups of words of equal weight in a sentence. There are many different pairs of correlative conjunctions:

For Examples:

- both...and,
- either...or,
- neither...nor,
- whether...or,
- not only...but also,
- such...that,
- scarcely...when,
- no sooner...than

How to use Correlative conjunctions in Sentences:

- She played **both** hockey **and** basketball when she was a student.
- I will eat **either** carrots **or** peas for dinner.
- Natale, likes **neither** milk **nor** cream cake.

- Do you care **whether** we have noodles **or** rice for dinner?
- **Not only** will they paint the outside of the house **but also** the inside.
- He is **such** a bad-tempered person **that** no one can work with him for long.
- **Scarcely** had she finished reading **when** she fell asleep.
- **No sooner** did he enter the room **than** he saw a snake.

EXERCISES

1. Complete each sentence using the subordinating conjunction from the parenthesis:

1. I visit the Grand Canyon_____I go to Arizona. (once, whenever, wherever)
2. This is the place_____we stayed last time we visited. (where, when, how)
3. _____you win first place, you will receive a prize. (wherever, if, unless)
4. You won't pass the test_____you study. (when, if, unless)
5. I could not get a seat,_____I came early. (as, though, when)
6. We are leaving Wednesday_____or not it rains. (if, whether, though)
7. Pay attention to your work_____you will not make mistakes. (so that, unless, or)
8. The musicians delivered a rousing performance_____they had rehearsed often. (though, as, once)
9. She's honest_____everyone trusts her. (if, so, when)
10. Write this down_____you forget. (or, when, lest)

2. Complete each sentence using the correct correlative conjunction pair from the parenthesis:

1. I plan to take my vacation_____ in June_____ in July. (whether / or, either / or, as / if)
2. _____I'm feeling happy_____sad, I try to keep a positive attitude. (either / or, whether / or, when / I'm)
3. _____had I taken my shoes off_____I found out we had to leave again. (no sooner / than, rather / than, whether / or)
4. _____only is dark chocolate delicious,_____it can be healthy. (whether / or, not / but, just as / so)
5. _____I have salad for dinner,_____I can have ice cream for dessert. (if / then, when / than, whether / or)
6. _____flowers_____trees grow_____during warm weather. (not only / or, both / and, not / but)
7. _____do we enjoy summer vacation,_____we_____enjoy winter break. (whether / or, not only / but also, either / or)
8. Calculus is_____easy _____difficult_____ (not / but, both / and,

either / or)

9. It's _____ going to rain _____ snow tonight. (as / if, either / or, as / as)

10. Savory flavors are _____ sweet _____ sour. (often / and, neither / nor, both / and)

3. Complete each sentence using the correct coordinating conjunction from the parenthesis:

1. My car has a radio _____ a CD player. (but, or, and)

2. Sharon hates to listen to rap music, _____ will she tolerate heavy metal. (but, nor, or)

3. Carol wanted to drive to Colorado, _____ Bill insisted that they fly. (and, or, but)

4. I'm afraid of heights, _____ I appreciate the view from the top of this building. (and, yet, nor)

5. I have to be on time, _____ my boss will be annoyed if I'm late. (and, nor, for)

6. Do you like chocolate _____ vanilla ice cream better? (or, nor, and)

7. I have to go to work at six, _____ I'm waking up at four. (but, so, yet)

8. I was on time, _____ everyone else was late. (so, but, for)

9. Nadia doesn't like to drive, _____ she takes the bus everywhere. (but, yet, so)

10. Our trip to the museum was interesting, _____ there were several new artifacts on display. (but, for, yet).

4. Complete each sentence using the correct coordinating conjunctive adverb from the parenthesis:

1. Bianca wore her rain boots; _____, her feet stayed dry during the storm. (however, therefore, on the other hand)

2. I love the color red; _____, this shade seems a little too bright. (therefore, nonetheless, in fact)

3. You have to be on time; _____, you'll miss the train. (nonetheless, however, otherwise)

4. Teresa likes to read; _____, her sister Julia prefers to watch TV. (however, in contrast, again)

5. She really wanted to eat ice cream; _____, she had a salad. (however, likewise, instead)

6. We were working hard; _____, Jill and Jerry were lounging by the pool. (meanwhile, instead, therefore)

7. He is a weak leader; _____, he has plenty of supporters. (otherwise, moreover, nevertheless)

8. She has an incredible voice; _____, she will go far in her music career. (otherwise, undoubtedly, similarly)

9. Natalie wanted to make pie but didn't have apples; _____, she decided to bake a cake. (therefore, namely, in contrast)

10. We had hoped to go to Spain; _____, we ended up in France. (otherwise, instead, again).

5. In the passage given below, a sentence connector is missing in each line. Find the missing word and write it.

My mother was both a mother (i) father to me. She taught us the right values (ii) she passed away. We all looked towards her for support. We were very scared of her. Not (iii) she had a bad temper or ever hit us, (iv) we could never say no to her. She was a wonderful cook (v) taught us all how to cook.

TEST (CONJUNCTION)

1..... the great diversity in social behavior and habits between different types of ants, most of them have the same basic physical structure.

- A. Regardless
- B. Even though
- C. As if
- D. Besides
- E. Despite

2. Strawberries are cheap at the moment..... we should make some jam.

- A. both/an
- B. not only/but also
- C. so/that
- D. more/than
- E. as/as

3. This book is entertaininginformative, so I definitely recommend it to you.

- A. both/and
- B. either/or
- C. so/that
- D. neither/nor
- E. whether/or

4. Some people argue that traditional blood sports, fox-hunting and bullfighting, should be banned because they are barbaric and inhumane.

- A. in case
- B. even when
- C. as far as
- D. such as

E. as though

5. The police are determined to find the culprits long it may take to trace them.

A. in spite of

B. however

C. even if

D. the more

E. no matter

6. engaged in as competition as recreation, waterskiing is an exhilarating outdoor sport.

A. No sooner/than

B. Unless/and

C. Whether/or

D. Hardly/when

E. The more/the less

7. Special heat sensors on the front of the rattlesnake's head enable it to detect the presence of prey in the dark to strike its victim accurately.

A. in addition/due

B. not only/but also

C. whether/or

D. either/or

E. scarcely/when

8. Peter is leaving to go back to England, we are holding a farewell dinner for him.

A. or else

B. since

C. once

D. yet

E. so

9. As we will be touring, we could take the tent just..... we see a nice campsite and want to stop.

A. in case

B. when

C. unless

D. until

E. as

10.urgently callers say they need to speak to me, I do not want any calls for the next hour.

A. Moreover

- B. Provided that
- C. However
- D. Even if
- E. The more

11. ...the work was physically demanding, and at times we felt really exhausted, seeing the end result was very satisfying.

- A. Owing to
- B. Even though
- C. No matter
- D. As though
- E. However

12. He has put on a little weight he started doing this sedentary office job.

- A. once
- B. when
- C. despite
- D. since
- E. before

7. It is a pebble beach, we had better take some beach mats to lie on.

- A. as
- B. because
- C. unless
- D. for
- E. so

14. They looked around a lot of different buildings..... they could choose the most suitable one to rent for their new business.

- A. yet
- B. besides
- C. since
- D. by the time
- E. so that

15. he is a strong man, he had no trouble hiking with a heavy rucksack.

- A. For
- B. Since
- C. Until
- D. Provided that
- E. When

13. INTERJECTION

An interjection is a kind of exclamation inserted into regular speech. Actually, it is a brief and abrupt pause in speech for expressing emotions.

Interjections are unique and have some interesting features:

- Interjections don't have a grammatical function in the sentence construction.
- They usually cannot be modified or inflected.
- They do not have to have a relation to the other parts of the sentence.
- They are highly context-sensitive.

In spoken language, interjections are the words we instantly use to show our reaction to something which influences our emotion. They are the initial reaction and sometimes do not even make sense. However, for formal speech or writing, using interjections is not appropriate.

Interjections express a sudden *mood, emotions, and feeling* with emphasis. There are also many taboo words that are usually used in everyday conversation but not in formal aspects. These words fall into the category of interjections.

Example:

Wow! That's an amazing scene.

Aw, I did not want him to come.

What? You never told me that!

Some interjections interrupt a conversation or a thought or hold someone's attention for a moment. These are just sounds, not words because these sounds do not make any sense.

Example:

Your, **um**, shirt has a stain on the back.

I want to, **uh**, ask you out on a date.

Some interjections express only *yes or no*.

Example:

Yes! I will most definitely do it.

Nah, we are not going.

Some interjections are used to get someone's attention.

Example:

Yo, Alex! Get in the car!

Hey! Will you give me that ball?

Yoo-hoo! Is there anyone?

EXERSICES

1. Underline the interjections.

1. Wow! John hit the ball far.
2. Ouch! That soup is hot.
3. Oops! The plate broke.
4. Well, I guess I'll go.
5. Hurray! We won the game.
6. Hey! You left me behind.
7. Hurry! I saw something scary in the cave.
8. Ah, I see what you mean.
9. Shh! I heard something.
10. Alas! I cannot go with you.

2. Fill the blanks with the appropriate interjection.

1. _____ that seems nice.
2. "It's hot today." " _____?" "I said it's hot today."
3. _____ What a great idea!
4. _____ please say 'yes'!
5. _____ look at that!
6. _____ I don't think that's a good idea.
7. _____ Sia is here!
8. _____ I don't know the answer to that.
9. Shall we go? _____
10. 98 divided by 7 is _____ 14.

3. Complete these sentences with suitable interjections

1. We have won the match.
2. Where are you going now?.
3. What a beautiful color?.
4. I hear some one coming.
5. What a wicked lie.

4. Complete these sentences with suitable interjections:

- ... ! (Oops/Ouch/Well) That really hurts!
- (Alas/Wow/Yuck) I can't do anything for her.
- (Aww/Hooray/Well) I think we need a short break now.
- (Wow/Hey/Geez) I just wanted to talk to you about my wife.

- ... ! (Darn/Yummy/Oh dear) I'm surprised to see you here.
- ... ! (Yuck/Alas/Phew) It tastes horrible!
- (Gosh/Hush/Well) The baby is sleeping.
- ... ! (Yahoo/Oops/Alas) We are the winners! Let's celebrate!
- ... ! (Grr!/Ouch!/Crikey!) That's incredible!
- ... ! (Umm/Good grief!/Alas!) Why are you playing football in boots

5 . Fill the blanks with the appropriate interjection.

1. _____ What are you doing there?
2. _____ He is dead.
3. _____ We have won the game.
4. _____ Have they gone?
5. _____ I got such a fright.
6. _____ Don't make noise.
7. _____ you've stepped on my toes.
8. _____ I've got a toothache.
9. What do you think of that, _____
10. Kathmandu is the capital of , _____, Nepal.

TEST (INTERJECTION)

1. Paraphrase the interjection used in the following dialogue.
A: I've forgotten to tell John about the party.
B: Eh?
 - A. What did you say?
 - B. Really?
 - C. How come?
2. Which of the following interjections is NOT an expression of surprise or wonder?
 - A. Gee!
 - B. Gosh!
 - C. Boo!
3. You are vegetarian and you are offered a dish of raw meat. What do you think?
 - A. Ugh!
 - B. Hurrah!
 - C. Yippee!

4. Somebody has just stepped on your toe. Which interjection would best fit the situation?

- A. Yoo-hoo!
- B. Ouch!
- C. Eh!

5. You are most likely to hear or use the interjection boo_____.

- A. at a theatrical performance
- B. while listening to a political speech
- C. on both of the above mentioned occasions

6. __, Mary! Come here! I want to talk to you.

- A. Oops
- B. Mmm
- C. Hey

7. 'Ta' is synonymous of .

- A. take it easy
- B. thank you
- C. tra-la-la

8. A: I scored 660 points at the TOEFL test! B: _____ ! That's amazing!

- A. Wow
- B. Aha
- C. Woe

9. Your children are making a lot of noise and you want to hear the news on the radio. How do you urge silence?

- A. Shh!
- B. Tut-tut
- C. Ow!

10. _____! The spinach soup is out of this world!

- A. Mmm
- B. Yuk
- C. Uh

11. Interjections are words that don't add anything grammatically to the sentence. Identify the interjection in the sentence below:

Ouch! The husky bit Margot at the dog park, but Warren defended her honor.

- A. Ouch!
- B. at
- C. but
- D. her

12. Choose the best interjection to fill in the blank. _____ , that's mine!

- A. Wow

- B. Hey
- C. Okay
- D. Eek

13. Choose the best interjection to fill in the blank. _____! That was a great show!

- A. Wow
- B. Oh
- C. Nope
- D. Sure

14. Choose the BEST interjection to fill in the blank. _____The roof is leaking!

- A. Great!
- B. Super!
- C. Oh no!
- D. Excellent!

15. Choose the best interjection to fill in the blank. You got an A on your test. _____!

- A. Hey now
- B. Well done
- C. Good grief
- D. That sucks

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