

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ
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**ПРАКТИЧЕСКИЙ КУРС ИНОСТРАННОГО ЯЗЫКА.
ГРАММАТИКА: СТРУКТУРА АНГЛИЙСКОГО
ПРЕДЛОЖЕНИЯ**

Учебно-методическое пособие

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ПРЕДИСЛОВИЕ

Учебно-методическое пособие предназначено для студентов факультета иностранных языков педагогических вузов, обучающихся по направлению «540300 (050300) Филологическое образование». Содержание пособия соответствует требованиям программы по дисциплине «Грамматика» и апробировано в группах первого курса очного и заочного отделений факультета иностранных языков.

В начале пособия представлен перечень вопросов для самостоятельной работы студентов, список вопросов по разделу синтаксиса к зачету или экзамену, примерный список заданий для зачета или экзамена, а так же методические указания преподавателю и студенту при изучении грамматики английского языка на первом курсе.

Авторы-составители предлагают список терминов, использованных в пособии, с их переводом на русский язык. Перед началом работы необходимо ознакомиться с терминами и затранскрибировать их, что поможет в дальнейшем при изучении теоретического материала пособия.

Пособие состоит из трех частей: Английское предложение, Члены предложения и Косвенная речь.

В первой части пособия предлагаются правила, касающиеся типов английского предложения, его классификации по цели высказывания и структуре, типам вопросительных предложений и их структуре, особенностям предложения структуры с вводным *there* и вводимых местоимением *it*.

Во второй части пособия отдельно рассматриваются все члены предложения, особенности их употребления и структуры.

В третьей части пособия представлены основные положения по трансформации предложений разных типов из прямой речи в косвенную, обращается внимание на лексические и грамматические изменения необходимые в при такой трансформации.

После предложенного теоретического материала в каждой из частей пособия представлены упражнения для тренировки и закрепления материала. Система упражнений построена с учетом общедидактических принципов и дают разнообразный материал для усвоения материала пособия.

Пособие содержит раздел упражнений для повторения материала, примеры анализа разных типов предложений на английском языке, а так же примерные тесты, предложения для анализа и перевода на зачете или экзамене для лучшей подготовки обучаемых.

Материалы, представленные в пособии, способствуют увеличению объема фоновых знаний, и могут быть использованы в будущем в процессе педагогической практики.

Пособие может быть использовано как для работы в аудитории, так и для самостоятельной работы. Оно может быть также рекомендовано широкому кругу лиц, изучающих английский язык.

I. Перечень примерных вопросов и заданий для самостоятельной работы:

1. Заучивание наизусть правил и выполнение упражнений для формирования умений и навыков использования теоретического материала на практике.
2. Анализ английских предложений.

II. Перечень примерных вопросов и заданий к зачету / экзамену из синтаксического раздела грамматики:

1. Теоретическая часть:

- 1.1. Типы предложений;
- 1.2. Типы вопросов;
- 1.3. Части предложения;
- 1.4. Порядок слов в английском предложении;
- 1.5. Подлежащее
- 1.6. Сказуемое;
- 1.7. Дополнение;
- 1.8. обстоятельство;
- 1.9. Определение;
- 1.10. Безличные предложения с *it*;
- 1.11. Предложения с вводным *there*;
- 1.12. Косвенная речь;
- 1.13. Повествовательные предложения в косвенной речи;
- 1.14. Вопросительные предложения в косвенной речи;
- 1.15. Повелительные предложения в косвенной речи.

2. Практическая часть:

- 2.1. Перевод 5-10 предложений с русского на английский язык с объяснением грамматических явлений.
- 2.2. Анализ английского предложения.
- 2.3. Выполнение теста по материалам, изученным в течение семестра.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ

Методические рекомендации преподавателю

Рабочая программа по дисциплине ДПП.Ф.08.3 Грамматика 1 курс, ФО рекомендует преподавателю проводить изучение грамматического материала последовательно, с опорой на полученные в средней школе умения и навыки, с привлечением материала, предусмотренного для изучения по фонетике и практике устной и письменной речи, в тесном согласовании с другими аспектами языка, подлежащими изучению.

В программу изучения грамматики входят разделы, являющиеся базовыми для начального этапа изучения языка. Так как в первом семестре первого курса основной упор идёт на отработку правильного произношения, в программу по грамматике в это время включаются самые основные вопросы, связанные с такими частями речи и их категориями, как существительное, прилагательное, наречие, числительное. Из местоимений выбираются наиболее часто употребляемые разряды – личные, притяжательные, неопределённые, возвратные и указательные. Изучаются самые распространённые модальные глаголы и особенности их употребления: *can, may, must, need*. При изучении артикля берутся самые распространённые случаи их употребления или отсутствия. В синтаксическом плане рассматриваются основные типы предложений и порядок слов в них, а также предложения с вводным *there*. Из системы времён предпочтение отдаётся настоящему неопределённому времени.

Во втором семестре грамматика подвергается тщательному изучению (изучается вся система времён личной формы глагола, берутся все наиболее важные случаи использования артикля, а также такие вопросы, как согласование времён, перевод прямой речи в косвенную, наиболее частые случаи использования сложного дополнения).

Что касается методов обучения, то при обучении грамматики можно использовать как словесные методы (небольшие лекции, объяснения учителя, беседы преподавателя со студентами по взятому материалу, возможны также дискуссии). Естественно, что для занятий по грамматике берётся то или иное печатное пособие (основное и отдельные разделы дополнительной литературы). При использовании наглядных методов при преподавании грамматики хорошие результаты даёт представление объекта обучения в виде схем и таблиц. К практическим методам обучения грамматики относится выполнение студентами упражнений, дающих возможность отработать необходимые

умения и навыки. Возможно использование объяснительно-иллюстративного метода, а также проблемного изложения материала, при котором преподаватель ставит проблему и побуждает студентов к её логическому решению.

В качестве средств обучения выступают, как уже было сказано выше, учебники, технические средства обучения: компьютеры, телевизоры, магнитолы и некоторые другие.

В процессе обучения данному предмету неплохие результаты даёт также программированное обучение.

Большое внимание уделяется выводу изученного материала в устную и письменную речь и регулярному контролю за продвижением обучаемых.

Методические указания для студентов

При изучении грамматики английского языка особое внимание следует уделить регулярной проработке материала, предложенного преподавателем, включающей выполнение упражнений (устных и письменных), изучению предлагаемых правил, активной работе на занятиях и самостоятельной работе, особенно изучению материала, данного на самостоятельную проработку (Рабочая программа ДПП.Ф.08.3 Грамматика 1 курс, ФО. – ТГПУ, 2009. – С. 10–11.).

1. GRAMMAR TERMS

I. TYPES OF SENTENCES – типы предложений

1. SIMPLE SENTENCE – простое предложение

	Term	Transcription	Translation
1.	one-member sentence		односоставное предложение
2.	two-member sentence		двусоставное предложение
3.	extended		распространенное
4.	unextended		нераспространенное
5.	complete		полное
6.	incomplete		неполное
7.	elliptical		эллиптическое
8.	affirmative		утвердительное
9.	negative		отрицательное
10.	declarative		повествовательное
11.	imperative		повелительное
12.	exclamatory		восклицательное
13.	interrogative		вопросительное
14.	statement		повествовательное предложение

2. KINDS OF QUESTIONS – типы вопросов

	Term	Transcription	Translation
1.	general		общий
2.	special		специальный
3.	alternative		альтернативный
4.	disjunctive		разделительный

3. COMPOSITE SENTENCE – сложное предложение (it consists of two or more clauses)

4. CLAUSE – простое предложение в составе любого сложного

	Term	Transcription	Translation
1.	main clause		главное предложение
2.	principal clause		главное предложение
3.	independent		независимое
4.	coordinate clause		сочиненное предложение
5.	subordinate clause:		подчиненное предложение, придаточное предложение

a)	subject clause what i want is to save us all.		придаточное субъектное предложение
b)	predicative clause the question is what he will do next.		придаточное предикативное предложение
c)	object clause he said he would go there.		придаточное дополнительное предложение
d)	attributive clause the girl who is speaking is a student.		придаточное определительное предложение
e)	adverbial clause of:		придаточное обстоятельственное предложение
1)	time		придаточное времени
2)	place		придаточное места
3)	cause		придаточное причины
4)	purpose		придаточное цели
5)	condition		придаточное условия
6)	concession		придаточное уступки
7)	comparison		придаточное сравнительное
8)	manner		придаточное образа действия
9)	result		придаточное результата

5. COMPOUND SENTENCE – сложносочиненное предложение

(It consists of two or more independent or coordinate clauses which are equally important and are connected either syndetically, i.e. by means of coordinating conjunctions, or asyndetically)

6. COMPLEX SENTENCE – сложноподчиненное предложение

(It consists of a principal clause and one or more subordinate clauses)

7. COMPOUND-COMPLEX SENTENCE OR MIXED SENTENCE –

сложное предложение с сочинением или подчинением

(It consists of two coordinate clauses and one or more subordinate clauses)

II. DIRECT AND INDIRECT SPEECH –

прямая и косвенная речь

	Term	Transcription	Translation
1.	direct speech		прямая речь
2.	indirect speech		косвенная речь
3.	reported speech		косвенная речь
4.	direct address		обращение

III. PARTS OF THE SENTENCE – члены предложения

THE PRINCIPAL PARTS OF THE SENTENCE –

главные члены предложения

1. SUBJECT – подлежащее

	Term	Transcription	Translation
1.	simple		простое
2.	complex		сложное

2. PREDICATE – сказуемое

	Term	Transcription	Translation
1.	simple verbal predicate		простое глагольное сказуемое
2.	simple phraseological predicate		простое фразеологическое сказуемое
3.	compound nominal predicate		составное именное сказуемое
4.	compound verbal modal predicate		составное глагольное модальное сказуемое
5.	compound verbal aspect predicate		составное глагольное видовое сказуемое

THE SECONDARY PARTS OF THE SENTENCE –

второстепенные члены предложения

1. OBJECT – дополнение

	Term	Transcription	Translation
1.	direct		прямое
2.	indirect		косвенное
3.	prepositional		дополнение с предлогом
4.	cognate		внутреннее дополнение

2. ATTRIBUTE – определение

	Term	Transcription	Translation
1.	antecedent		определяемое слово
2.	apposition		приложение
3.	descriptive		описательное определение
4.	particularizing		конкретизирующее определение

3. ADVERBIAL MODIFIER – обстоятельство

	Term	Transcription	Translation
1.	time		времени
2.	place		места
3.	frequency		частотности
4.	condition		условий
5.	concession		уступки
6.	cause		причины
7.	manner		образа действия
8.	comparison		сравнения
9.	measure		меры
10.	result or consequences		результата, последствий
11.	attendant circumstances		сопутствующих обстоятельств
12.	degree		степени

2. ENGLISH SENTENCES

TYPES OF SENTENCES

A sentence is a word or a group of words expressing a complete idea.

They are reading a book.

Do you speak English?

It's a fine day.

There are **two principles of classification** of sentences:

1. According to the purpose of the utterance;
2. According to the structure.

According to the purpose of the utterance we distinguish four types of sentences:

1. *The declarative sentence;*

2. *The interrogative sentence;*

3. *The imperative sentence;*

4. *The exclamatory sentence.*

1. **A declarative sentence** states a fact in the *affirmative* or *negative* form.

This is a museum.

She is not a student.

Negative sentences are formed by means of the negative particle “not” which is placed after the verb (auxiliary, modal, link verb).

I do not like rainy weather.

Negative pronouns (no one, none, neither, nothing, no, etc.), negative adverbs (never, nowhere) and some other words (hardly, refuse, without, etc.) are also used to express negation.

I have no money with me.

He never says a rude word.

There is hardly a cloud in the sky in fact.

MIND! There is only one negation in the English sentence.

He never goes to school by bus. – Он никогда не ездит в школу на автобусе.

2. **Interrogative sentences** ask questions.

Where do you live?

Do you speak German?

3. **Imperative sentences** express commands, requests, invitations, etc.

Open the door, will you?

Leave the room at once!

4. **Exclamatory sentences** express some kind of emotion or feeling (joy, anger, grief, wonder, etc.). It often begins with the words “What” and “How”.

How wonderful!

What fine weather we are having today!!

According to their structure simple sentences can be *two-member* and *one-member* sentences, *extended* and *unextended*.

1. **A two-member sentence** has two members – a subject and a predicate.

He had seen her before.

A two-member sentence can be *complete* or *incomplete*.

A complete sentence has a subject and a predicate.

She often comes to see us.

An incomplete sentence has either a subject or a predicate. Such sentences are called elliptical.

What are you doing? – Drinking.

What's his name? – James.

Go home!

2. **A one-member sentence** has only one member which is neither the subject nor the predicate. One-member sentences are generally used in descriptions and in emotional speech.

If the main part is expressed by a noun, the one-member sentence is called *nominal*.

Freedom!

The main part of a one-member sentence may be expressed by an infinitive.

To come. To see. To conquer.

3. Simple sentences can be *unextended* and *extended*.

An unextended sentence consists only of the main parts.

Winter!

She is a student.

An extended sentence can include one or more secondary parts.

He spoke to her with a warm smile.

1. State the type of these sentences according to the purpose of the utterance and their structure:

1. It rained.
2. Piglet had never in his life seen so much water.
3. Days and days and days.
4. Awful!
5. To be forgotten in this awful rain.
6. Then he suddenly remembered a story about one man.
- 7 The man wrote something, put the message in a bottle and threw it in the sea.
8. So he took a piece of paper and a bottle and threw it as far as he could.
9. On the morning of the forth day Piglet's bottle came.
10. "Honey!" cried Pooh.
11. It wasn't.
12. "Christopher Robin, what are you doing?" – "Sleeping."
13. "How did you get here, Pooh?"
14. "On my boat."
15. "Come and tell me what is going on."
16. Would you like some honey or milk?
17. Let's go to the theatre, shall we?
18. Piglet saw the ship with his friends in it, the good ship with Captain Christopher Robin and First Mate Pooh Bear.
19. They came to help him.
20. Freedom! Happiness! What can be better?

2. State the type of these sentences according to the purpose of the utterance and their structure:

- | | |
|---|---------------------------------|
| 1. Peter likes to read. | 11. He reads an English book. |
| 2. The book was very interesting. | 12. One must do one's duty. |
| 3. How do you know all that? | 13. It was late. |
| 4. Where are my spectacles? | 14. Where did he go? |
| 5. Before their eyes lay an endless desert. | 15. I can skate. |
| 6. "Goodness," she said. | 16. "Where is he?" – "At home." |

- | | |
|-------------------------------------|--|
| 7. No, it wasn't. | 17. To be lost in this forest, how
scaring. |
| 8. Go on reading. | 18. Will you come? |
| 9. Will you sit still, Little Bill? | 19. It's pleasure. |
| 10. How dare you! | 20. In the morning. |

3. Translate the sentences and state their type:

1. There will a party tomorrow.
2. There is a student there.
3. Have you a dictionary?
4. Have you seen the ballet?
5. When do you have to be there?
6. What film are they talking about?
7. Do you work or study?
8. He is there, isn't he?
9. Don't be silly!
10. Pass me the salt, please.
11. Enough of this! Silence!
12. Why, isn't it funny?
13. Without you he wouldn't have known what to do.
14. She isn't yet forty.

4. Define the type of the question in the sentence:

1. Has she been working here for five years?
2. Does he study at the University?
3. Have any English books?
4. What are you laughing at?
5. Who told you that?
6. What river flow through London?
7. What's the matter with you, Jane?
8. Did you or did your brother win the first prize at the chess tournament?
9. You have such a book, haven't you?
10. You returned from the trip yesterday, didn't you?
11. Today is Monday, isn't it?
12. When will you come: in the evening or in the morning? – I shall come in the morning.

TYPES OF QUESTIONS

There are four types of questions in English:

1. *The general question;*
2. *The alternative question;*
3. *The special question;*
4. *The disjunctive question.*

1. **A general question** requires the answer “yes” or “no” and is spoken with the rising nuclear tone.

General questions are formed by placing part of the predicate (i.e. the auxiliary or modal verb) before the subject.

Do you like art?

Shall I read?

Sometimes such questions have a negative form and express astonishment or doubt. In Russian the words “разве не ...”, “неужели” are used in such questions.

Haven't you seen him yet? – Разве вы еще не видели этот фильм?

2. **An alternative question** denotes choice and is spoken with the rising nuclear tone in the first part and with the falling nuclear tone in the second part.

It consists of two general questions connected by means of “or”; one of the questions can be elliptical.

Are you a first or a second year student?

Do you like walking or jogging?

Are you hungry or have you already had your dinner?

3. **A special question** begins with an interrogative word or phrase (how, where, why, how many, what colour) and is spoken with the falling nuclear tone.

The order of words is the same as in general questions, but the interrogative word or phrase precedes the auxiliary word.

Where do you live?

When a special question is put to the subject or to an attribute of the subject, the order of words is direct. The notional verb comes in the third person singular or plural.

- # Who lives in this house?
- # Whose pen is on the table?
- # Whose children are playing here?

4. A **disjunctive question** requires the answer “yes” or “no” and the first part is spoken with the falling nuclear tone and the second part with the rising nuclear tone.

It consists of two parts: an affirmative statement followed by a negative question or a negative statement followed by an affirmative question.

- # He is a student, isn't he?
- # You aren't tired, are you?

MIND!

1. The question tag for “I am” is “aren't I?”

- # I'm right, aren't I?

2. After imperatives, we can use the question tags *will / would you?* and *can / can't/ could you?* when we want people to do things.

- # Switch off the light, will you?
- # Help me with these bags, could you?

3. After a negative imperative, we use *will you?*

- # Don't forget to post my letter, will you?

4. To make suggestions we use *shall we?* after let's

- # Let's listen to some music, shall we?

5. We use “they” in question tags after *somebody / someone, everybody / everyone* and *nobody / no one*

- # Somebody told you that, didn't they?
- # No one phoned you last night, did they?

6. We use “it” in question tags after *nothing*

- # Nothing is wrong, is it?

7. We can use “there” as a subject in question tags

There won't be any problem, will there?

1. Make up general questions from these statements:

- | | |
|----------------------------------|--|
| 1. She lives in London. | 7. He's doing his home work. |
| 2. You'd like a cup of tea. | 8. He can play the piano and the guitar. |
| 3. They played tennis yesterday. | 9. The shop closes at 6 p.m. |
| 4. She's got a lot to do today. | 10. You'd like to go swimming. |
| 5. They've bought a new car. | 11. The job will be finished soon. |
| 6. You know Simon Robinson. | 12. He has been waiting long. |

2. Complete the sentences make them general questions:

Model: I'll be at home this evening – Will you be there at 7?

1. He likes sports. – _____ tennis?
2. She bought some coffee. – _____ any milk?
3. She's got two sisters. – _____ any brothers?
4. I speak Italian. – _____ Spanish?
5. They've gone out. – _____ into town?
6. They visited Milan. – _____ Rome?
7. I can play the guitar. – _____ the violin?
8. He works eight hours a day. – _____ on Saturdays?
9. I'm going to the cinema. – _____ on your own?
10. We have classes on Monday. – _____ on Wednesday?
11. She wants some ice-cream. – _____ some milk shake?
12. He went to NYC last week. – _____ to Seattle?

3. Complete the special questions:

1. They went to the station. – What time _____?
2. I come from Australia. – What part _____?
3. I've got some money. – How much _____?
4. She's been waiting outside. – Where _____?
5. We're going. – Where _____?
6. I've got a car. – What kind of car _____?
7. I'm worried. – Why _____?
8. She likes pop music. – Why _____?
9. I was reading a book – What _____?
10. We saw a film. – Which film _____?
11. He visits his grand parents. – How often _____?
12. She was talking to someone. – Who _____?

13. They'll do it. – When _____?
14. They start work. – When _____?

4. Ask questions with “who” and “what”:

1. I told someone about it.
2. She wants to see someone.
3. Someone wants to see her.
4. Someone told me that.
5. I wrote a letter to someone.
6. Something is making that noise.
7. He's making something interesting.
8. Someone makes decisions.
9. They helped someone.
10. Someone helped them.
11. She was looking for someone.
12. Someone was looking for her.
13. Someone moved.
14. Someone gave me the book.

5. Look at the answers and complete the questions using question words in the box:

what	how much	how long	who
why	how much	how	whose
how often	which	how old	when
how often	which	how many	where

1. “__ do you do?” – “I'm a student.”
2. “__ do you live?” – “ In London.”
3. “__ have you lived there?” – “For two years.”
4. “__ brothers or sisters have you got?” – “Two brothers and two sisters.”
5. “__ is your favourite pop singer?” – “Kylie Minogue.”
6. “__ is your birthday?” – “November the 3rd.”
7. “__ do you play tennis?” – “About once a week.”
8. “__ does it cost to play tennis in Britain?” – “It's not very expensive.”
9. “__ bag is it?” – “I think it's Simon's.”
10. “__ do you usually get to work?” – “By car.”
11. “__ of those girls is your sister?” – “She's one in the blue skirt.”
12. “__ are you smiling?” – “Oh, I've just thought of something funny.”
13. “__ do you go to the movies?” – “Once a fortnight.”

14. “ ___ cheese do you want?” – “A bit.”
15. “ ___ is this switch?” – “Mine, I suppose.”

6. Put a question tag at the end of each sentence:

- | | |
|---|--------------------------------------|
| 1. It's a good restaurant. | 11. You don't like this music. |
| 2. Robert isn't at work today. | 12. I'm too late. |
| 3. You haven't seen this newspaper yet. | 13. Lynne speaks English and French. |
| 4. They didn't go to the concert. | 14. You'd like something to eat. |
| 5. We're leaving tomorrow. | 15. You couldn't do me a favour. |
| 6. You don't know where Sarah is. | 16. Switch on the light for me. |
| 7. Don't forget to lock the door. | 17. Nobody was watching TV. |
| 8. Everyone will be here soon. | 18. Nothing terrible happened. |
| 9. Pass me that magazine. | 19. Let's have a cup of tea. |
| 10. There's plenty of time. | 20. I'm a student. |

7. Give short answers to the following questions:

1. Have you ever been to the USA? – No, _____.
2. Can you play the guitar? – No, _____.
3. Are you over 21? – Yes, _____.
4. Did Andrew go to school yesterday? – Yes, _____.
5. Do you smoke? – No, _____.
6. Does Sarah like tennis? – Yes, _____.
7. Have you got time for coffee? – No, _____.
8. Is Ken working today? – Yes, _____.
9. Were you at home last night? – No, _____.
10. Will you be seeing Mary tonight? – No, _____.
11. Have they been living here long? – Yes, _____.
12. Has Lynne got any sisters or brothers? – Yes, _____.
13. Does Simon want to go to university? – Yes, _____.
14. Will you come on Tuesday? – Yes, _____.

8. All these sentences are untrue. Disagree with them using short answers:

Model: I'm not angry. – Yes, you are.

She lives near Stonehenge. – No, she doesn't.

1. Rio de Janeiro is the capital of Brazil.
2. Marconi didn't invent telephone.
3. Penguins can fly.
4. The earth doesn't go around the sun.

5. Shakespeare was born in London.
6. The population of the world isn't increasing.
7. The Second World War ended in 1940.
8. Spaghetti grows on trees.
9. The Moon doesn't reflect light.
10. Vegetables are unhealthy.
11. Children must watch TV all day long.
12. Soap operas are very useful.

9. Agree with these sentences using “So _____ I” or “Neither _____ I”:

1. I don't like noisy children.	Neither do I.
2. I'm a very tidy person.	So am I.
3. I'm not very interested in football.	
4. I enjoy traveling.	
5. I've never been to Australia.	
6. I'd like to go there one day.	
7. I haven't got a very good memory.	
8. They are very clever.	
9. I haven't been working very hard recently.	
10. I often forget things.	
11. I went to bed quite late last night.	
12. I should go to bed early.	
13. I always tell the truth.	
14. I'd rather die than tell a lie.	
15. I didn't tell lies when I was a child.	

10. Put in *too* or *either*:

1. I'm happy.	1. I'm happy _____.
2. I'm not hungry.	2. I'm not hungry _____.
3. I'm tired.	3. I'm tired _____.
4. It rains in autumn.	4. It rains in spring _____.
5. Ann can't drive a car.	5. She can't drive a bicycle _____.
6. I don't smoke.	6. I don't smoke _____.
7. Jane's mother is a teacher.	7. Her father is a teacher _____.
8. I can't see what is there on the blackboard.	8. I can't see that _____.
9. He can't cook.	9. His wife can't cook _____.
10. I enjoy sour and sweet chicken.	10. I like it _____.

11. Answer with So _____ I:

1. I go to bed early as a rule.	So	I.
2. I'm hungry.		
3. I like mashed potatoes and chops.		
4. I want to go home now.		
5. My sister is always half an hour late.		
6. I'm surprised at your news.		
7. My father works at a bank.		
8. She's doing her homework.		
9. My mother is cooking dinner.		
10. We prefer milk to coffee.		

12. Answer with Neither _____ I:

1. I can't play the piano.	Neither _____	I.
2. She doesn't know how to lay the table.		
3. I can't clear the table for you.		
4. She can never help herself to anything.		
5. We don't do the dishes after a meal.		
6. He doesn't take sugar in his tea.		
7. Mark and Sue aren't vegetarians.		
8. Michael doesn't eat green vegetables.		
9. I am not a cook.		
10. She is not a restaurant food lover.		

13. You're talking to someone. You have the same ideas as your friend. Use when speaking "So _____" and "Neither _____" each time:

YOUR FRIEND	YOU
1. I'm feeling tired.	
2. I don't like milk.	
3. I can't get up early in the morning.	
4. I'd love a cup of tea.	
5. I'm going to Africa.	
6. I don't like eggs.	
7. I usually spend evenings eating pop-corn.	
8. I don't know old Mrs. Sandford is in hospital.	
9. I don't eat pork because of my religion.	
10. I eat lamb and turkey with pleasure.	
11. We usually have dinner in the family circle.	
12. My father eats neither ham nor sausage.	
13. I'm a sweet tooth.	

14. My sister has to work to gain her living.	
15. I never smoke.	
16. She likes green tea most of all.	
17. He always comes late.	
18. I'm a vegetarian.	
19. She's not the best student in her group.	
20. I don't like it.	

14. Match the statement with an appropriate short answer:

1.	They've got a lovely house in the country.	A	So have I.
2.	I like going to the theatre.	B	Neither did Tony.
3.	I don't really enjoy thrillers.	C	Neither can she.
4.	I've never seen such a huge car before.	D	So should you.
5.	Mike didn't do his homework.	E	So do I.
6.	I paid to get to the theatre.	F	So have we.
7.	They can't speak French.	G	Neither do I.
8.	You shouldn't lose your temper.	H	Neither have I.
9.	I'd love to be in Hawaii now.	I	So would I.
10.	You should save some money if you want to go to India.	J	Neither should you.

15. Complete the following questions with appropriate short answers:

1. Have you done the washing up yet? – Yes, _____
2. Does he need his nappy changed? – No, _____
3. Would you like to come with me to the shops? – Yes, I think _____
4. Are you going to visit John while you're in London? – No, _____
5. Am I all right with my hair like this? – No, _____
6. Could you climb that wall if you had to? – Yes, _____
7. Had you been waiting long before the police arrived? – No, _____
8. Can Bob come to the cinema, too? – No, I'm afraid _____
9. You wouldn't tell. – Oh yes, _____!
10. Shall we go? – Yes, _____
11. Do you like my new dress? – Yes, _____
12. Would you like the seconds of honey, Pooh? – Yes, _____

16. Add an appropriate echo question:

1. I can't use the computer! – _____?
2. Some parrots live longer than humans. – _____?
3. I would wait a bit if I were you. – _____?

4. I won't bother about it. – _____?
5. She's got a rich uncle. – _____?
6. The motor can't work without petrol – _____?
7. He always makes me laugh. – _____?
8. She never says she is sorry. – _____?
9. That dog barks all night. – _____?
10. Arsenal won the semi-final. – _____?
11. I could be there by six. – _____?
12. Elephants cry. – _____?

17. Fill in each short exchange with an appropriate auxiliary verb:

1. She hasn't finished painting her house. – _____ she?
2. I haven't got a computer yet. – _____ you?
3. I _____ lend you my bike, if you want. – Can you? Thanks.
4. You shouldn't take more than three of those pills a day. – _____ I?
5. We _____ have to be going now. – Will we?
6. I'd rather stay at home tonight. – _____ you?
7. We could have done more to help you. – _____ we?
8. You don't have to invite them again. – _____ I?
9. They won't be able to visit us this Christmas. – _____ this?
10. She ought to apologize. – _____ she?
11. I'm afraid she hasn't got the clue. – _____ she?
12. She doesn't behave. – _____ she?

SENTENCES WITH "IT"

Sometimes the pronoun "it" is a formal subject, i.e. it does not represent any person or thing.

Here we distinguish:

1. *The impersonal "it"*;
2. *The introductory "it"*;
3. *The emphatic "it"*.

1. The impersonal "it" is used:

To denote natural phenomena (e.g. the state of the weather) or that which characterizes the environment.

It <u>is cold</u> in winter.	Compound Nominal Predicate
It <u>is stuffy</u> in here.	
It <u>is delightfully quiet</u> here.	

MIND!

It is dark.	1. It is getting dark. (Go home!)
	2. It gets dark (early in winter.)
It is warm.	1. It is getting warm. (I'd rather take off the sweater.)
	2. It gets warm (in summer.)

It rains. It's drizzling. It hails. It's snowing.

To denote time and distance:

Time	Distance:
It is 5 o'clock. It is morning already.	How far is it from your office to the bank?
It is late.	It is a long way to the station?

2. **The introductory "it"** introduces the real subject:

It is never late to learn (Учиться никогда не поздно).

It is interesting for him to study English (Ему интересно изучать английский).

It is time to go there (Пора идти туда).

It's nearly time for us to go there (Нам почти пора идти туда).

3. **The emphatic "it"** is used for emphasis:

It was John who did it. (Cf.: John did it.)

1. Fill in "it is" or "is it". What kind of "it" is there in each sentence?

1. What time _____?

2. _____ raining again.

3. _____ very late. We must go home.

4. _____ cold out? Yes, put on your coat.

5. _____ true that Bill can fly a helicopter?

6. "What day _____ today? _____ Monday?" – "No, _____ Sunday".

7. _____ about three miles from the airport to the city centre.

8. _____ possible for me to phone you at your office?

9. "Shall we walk to the restaurant?" – "I don't know. How far _____?"

10. _____ Jack's birthday today. He is 27.

11. _____ a pity that Ann can't come to the party on Saturday.
12. I don't believe it! _____ impossible!

2. Write questions with HOW FAR _____? Give answers to them:

Model: (here / the airport / 5 miles) How far is it from here to the airport? – It is about 5 miles.

1. (Warsaw / Krakow / quite far).
2. (New York / Washington / 200 miles).
3. (your house / the station / 10 meters).
4. (the hotel / the beach / 50 feet).
5. (California / Seattle / a long distance).
6. (the pub / your house / 10 miles).
7. (the beach / your hotel / 10 feet).
8. (the office / your house / about 15 miles).
9. (the bank / from your job / not far).
10. (the library / from your school / in the same building).

3. Complete the sentences. Use "It is" + a phrase from #1+ to + a phrase from #2:

#1			#2		
easy	impossible	difficult	wear	meet people	understand him
easy	stupid	nice	sleep	see you again	go out alone
dangerous			save		

1. It is easy to understand him, because he speaks slowly.
2. _____, Jill. How are you?
3. _____ at night. There is always a lot of noise.
4. A lot of cities are not safe. _____ at night.
5. If you haven't got a well-paid job, _____ money.
6. _____ warm clothes in hot weather.
7. Everybody is very friendly in this town. _____

4. Translate from Russian into English:

1. Весна.
2. 8 апреля.
3. Четверг.
4. Половина восьмого.

5. Светает.
6. Ветрено, но снег не идет.
7. Четверть девятого.
8. Необходимо учиться.
9. Учиться никогда не поздно.
10. Скоро июнь.
11. Пора готовиться к экзаменам, Максим.
12. Вполне возможно, что я не сдам некоторые из них.
13. Мне легко изучать историю, а английский трудно, но необходимо знать хотя бы один иностранный язык.
14. Давно пора идти в университет.
15. Нам давно пора идти в школу, не так ли?
16. Нехорошо пропускать занятия, хотя уже поздно идти в университет.
17. Учиться невозможно, когда на улице тепло и солнечно.
18. Давно пора обедать.

5. Rewrite the sentences. Use the emphatic “it”:

1. Mary cooks dinner.	It's Mary who cooks dinner.
2. Mike sings very nice.	
3. Andrew closes the window.	
4. Mark gets only bad marks.	
5. Gina is answering the home task.	
6. George doesn't like English.	
7. Mariana and Sue can't come to school today.	
8. Michael and Steve don't answer my questions.	
9. John gets the phone	
10. Vera explains the rule to us.	
11. Ivy doesn't like speaking English to people.	

6. Make up dialogues, using sentences with “it”.

SENTENCES WITH INTRODUCTORY “THERE”

Sentences with introductory “there” are used when it is necessary to point out the existence of a thing in a definite place.

There is some water on the desk.

There is a clock on the desk.

There are books in the bookcase.

If the countable noun is in the singular, it is used with the indefinite article; if it is in the plural or it is the uncountable noun, it is used with no article.

There is an apple, cucumbers and milk in the fridge.

If a sentence with the introductory “there” has several subjects the verb is used in the same number as the first subject.

There is a girl and 2 boys in the family.

There are 2 boys and a girl in the room.

In the interrogative form the inverted order of words is used.

Is there a clock?

Are there any students?

1. Complete the sentences:

cheese on the plate.

butter in the fridge.

duster on the blackboard.

book in the hand.

There is / are a / some cup on the table.

lovely flower in the vase.

boys in the room.

books on the shelf.

milk in the jar.

coins in my pocket.

2. Give the interrogative and the negative forms:

1. There are onions in the bag.

2. There is some jam in the bowl.

3. There is an apple on the desk.

4. There are some mistakes in his dictation.

5. There is some coffee in the coffee-pot.

6. There are a lot of flowers in the garden.

7. There is some milk in the jar.

8. There are 2 girls in the street.

9. There is a boy and 2 dogs in the garden.

10. There are a lot of pictures on the walls.

3. Fill in “is” or “are”:

1. There _____ a table near the window.

2. On the table there _____ a tape-recorder.
3. There _____ twin beds in their bedroom.
4. There _____ a vase and many cups on the table.
5. There _____ a big wardrobe opposite the door.
6. There _____ some cassettes and a small table at the TV set.
7. There _____ children in the room.
8. On the shelves there _____ a lot of plants.
9. There _____ a lot of juice in the fridge.
10. There _____ some cheese and milk for breakfast.
11. There _____ a cup of water on the coffee-table.

4. Make up sentences of the following words using “there is” or “there are”:

1. The, a park, house, opposite.
2. Lots of, nice, trees, old, flowers, and.
3. The, window, armchairs, two, near, comfortable.
4. Bedroom, big, a, in, double, the, bed.
5. Snow, a lot of, street, in, the.
6. A, wardrobe, huge, hall, the, in.
7. The left hand corner, in, a settee, comfortable, cushions, two, on, and, it.
8. Fridge, cheese, a lot of, on the plate, in, next, the, to, some, milk.
9. A big, in, table, room, middle, of the, the.
10. Nice, a, sofa, sitting-room, in, the.

5. Fill in “some”, “any”, “no”:

1. Are there _____ children in the classroom?
2. No, there are _____ kids in the class.
3. Is there _____ chalk in the box? – Yes, there is _____
4. There are _____ chairs and two sofas in the room.
5. Are there _____ flowers in the garden?
6. There is _____ snow in July.
7. There are two maps and _____ pictures on the wall.
8. There is _____ milk in the cup, but _____ sugar at all.
9. There is _____ money in the purse.
10. There aren't _____ girls in the room.

6. Put in “there” or “it”:

1. MUM: _____ is a good programme on TV tonight. _____ about computers.
DAD: I’m not interested in computers. Is _____ a long programme?
MUM: No, only half an hour. Why?
DAD: Because _____ is another programme I want to watch at 9.30.
2. JUAN: Excuse me. Is _____ a bank near here?
MARK: Yes, _____ is one on the corner of Broad Street.
JUAN: Is _____ open at lunchtime?
MARK: Yes, I think so.
3. JANE: (*standing outside a restaurant*) This is the new Mexican restaurant.
MARY: Is _____ expensive?
JANE: No, I don’t think so. Look, _____ is an empty chair. Let’s go in.
4. DAVE: Mum, _____ isn’t any soap in the bathroom.
MUM: Yes, _____ is. _____ is a new packet on the shelf.
DAVE: I can’t see _____.

7. Make up your own dialogues, using sentences with “it” and “there”.

8. Describe the room you are in (your house, your bedroom), using sentences with “there”.

3. PARTS OF THE SENTENCE

In a sentence we distinguish:

The *principal parts* and the *secondary parts* and the *independent elements*.

They are:

The Principal Parts	The Secondary Parts	The Independent Elements
The Subject	The Attribute	The Interjection
The Predicate	The Object	The Direct Address
	The Adverbial Modifier	The Parenthesis.

The independent elements are words and word groups which are not grammatically dependent on any part of the sentence.

1. State the parts of the following sentences:

1. Once upon a time Winnie-the-Pooh lived in a forest all by himself.
2. One day he was walking out.
3. He came to an open place in the middle of the forest.
4. In the middle of the forest was a large oak-tree.
5. From the top of the tree came a loud buzzing-noise.
6. Winnie-the-Pooh sat down at the foot of the tree, put his head between his paws and began to think.
7. He began to climb the tree.
8. He climbed and he climbed.
9. Climbing, he sang a little song to himself.
10. Then he climbed a little further ... and a little further ...
11. He was nearly there now ... crack!
12. "Oh, help!" said the Pooh.
13. "Christopher Robin, help!" cried the Pooh.
14. He crawled out of the bush, brushed the prickles from his nose and went to his friend Christopher Robin.
15. "I wonder, Christopher Robin, if you have a balloon?" he asked.
16. Well, they both went out with a blue balloon.
17. Winnie-the-Pooh went to a muddy place and rolled in it.
18. He was black all over.
19. Then they blew up the blue balloon.
20. Pooh Bear floated up into the sky.

2. State the parts of the following sentences:

1. The trouble with tea is that it was quite a good drink.
2. So a group of British scientists made complicated experiments to spoil it.
3. To the eternal glory of British science their labour bore fruit.
4. They drink it with lemon or rum and sugar, or pour a few drops of cold milk into it, or add no sugar at all.
5. This refreshing beverage was successfully transformed into colourless and tasteless gargling-water.
6. It suddenly became the national drink of Great Britain and Ireland.
7. There are some occasions when you must not refuse a cup of tea.
8. If you are invited to an English home, at five o'clock in the morning you get a cup of tea.
9. It is brought to you by a heartily smiling hostess.
10. Then you have tea for breakfast.
11. Then you have tea at eleven o'clock in the morning.
12. Then you have tea for tea; then after supper; and again at eleven o'clock at night.
13. You might not refuse any additional cups of tea.

3. State the parts of the following sentences:

1. You definitely must not follow my example.
2. I sleep at five o'clock in the morning.
3. I have coffee for breakfast.
4. I drink innumerable cups of black coffee during the day.
5. I have the most unorthodox and exotic teas even at tea-time.
6. The other day I wanted a cup of coffee and a piece of cheese for tea.
7. It was one of the exceptional hot days.
8. My wife made some cold coffee and put it into refrigerator.
9. It froze and became one solid block.
10. On the other hand, she left the cheese on the kitchen table.
11. It melted.
12. So I had a piece of coffee and a glass of cheese.

4. Analyze the sentences according to their parts:

1. The moon was rising in the sky.
2. To smoke is bad for one's health.
3. I am going to the library today.
4. There is a fine park in our town.
5. It must be about ten.

6. Did you have a talk with him?
7. Are you ready?
8. I am paring for my lessons.
9. He met a friend.
10. My mother wants you to come and stay with us.
11. The teacher gave us a very difficult task.
12. I explained to him a rule.
13. The Moscow Metro was once one of the most beautiful underground railways in the whole world.
14. We saw the lighted windows of the cottage.
15. That's all I have to say.
16. He found himself in a lonely street.

5. Translate the sentences into Russian and define subject, object, predicate, attribute or adverbial modifier:

1. Four will be enough.
2. Ann is not at home.
3. Let's have a swim.
4. My hobby is collecting postage stamps.
5. The pilot started the engine.
6. Nobody expected him to come.
7. A cup of tea will do you no harm.
8. I must speak to you at once.
9. There are no books on the table.
10. The distance from Earth to Venus is 40 million kilometers.
11. He seldom spoke with such frankness.

6. Translate into Russian and find the subject:

1. I've known him for many years.
2. Brown will suit me fine.
3. Printing helped to standardize spelling.
4. From the other window one could see the four large blocks of university building.
5. They say he'll be back on Monday.
6. It's very cold today, isn't it?
7. It seems so.
8. Neither you nor he is right.
9. John's doing it at once is absolutely necessary.
10. He is known to be a good sportsman.

7. Form the sentences using the parts:

1. was reported, the plane, safely, to land.
2. it, for me, will be, impossible, to come tomorrow.
3. ought to, be, polite, he, more.
4. seemed, excited, she, very.
5. some, give, water, me.
6. you, pupil, him, to be, do, think, a, good.
7. nobody, about, told, failure, this, he.

WORD ORDER

Word order in English is of great importance. English words have hardly any inflexions and their relations to each other are shown by their place in the sentence and not by their form.

The word order in English is fixed and it is called **the direct word order** if it is the following:

SUBJECT – PREDICATE – OBJECT – ADVERBIAL MODIFIER.

He likes English greatly.

The indirect word order is:

PREDICATE – SUBJECT – OBJECT – ADVERBIAL MODIFIER.

Have you books at home?

1. State the type of word order in the following sentences:

1. I like ice-cream.
2. Does he often come here?
3. Hardly had he realized the situation, when he was asked to lead the group.
4. The bees were still buzzing.
5. "Did I miss?" asked Christopher Robin.
6. "Christopher – oh! - Robin", called out the cloud.
7. The air came slowly out, and Winnie-the-Pooh floated down to the ground.
8. "Is anybody at home?"
9. "Hallo, Rabbit, isn't it you?"
10. No sooner had she laid herself down than she heard someone knocking at the door.
11. Will he come?
12. Then came an old man.

2. Make up sentences of the following words:

1. Looked at, Pooh, paws, two, his.
2. One of them, other one, and, was, right, left, the, was.
3. He, remember, could, which, was, never, which.
4. Ten, later, stopped, minutes, they, again.
5. Waited, for Tigger, the others, time, for, some.
6. Accidentally, Tigger, one, knocked over, chairs, or, two.
7. So, slowly, they, Six, went, Trees, to, the, Pine.
8. Kanga, at once, told, to talk, them, not.
9. They, a, a, the Forest, rest, in, were having, small, sand-pit, on the top of.
10. Was getting, Pooh, rather, sand-pit, tired of, that.
11. He, think of, something, tried to, to say.
12. Half-way, a, between, house, house, and, special, Piglet's, place, there, was, Pooh's.
13. And, Thursday, is going, what, to happen, on?
14. Is, outside, it, a, blustering, very, day?
15. Did, have, Owl, letter-box, always, a, in, ceiling, his?
16. Where, we, are?
17. What, going, are, we, Pooh, to do?
18. Can, anything, think of, you?
19. Is, jam, this, or, honey?
20. It's, day, an, isn't, awful, it?

3. Form the correct word order in the following sentences:

1. Had ill I not been I should have come by all means.
2. After discussed the film we seeing it.
3. We last summer went to the mountains, we are going this summer to the Black Sea coast.
4. I have been this year to the museum several times.
5. In the dead of night the scouts were moving along a narrow path noiselessly.
6. But he could not, not know how to turn and did go away.
7. The mountains a long way away were and you could see on their tops snow.
8. I do believe not of his a single word.
9. He might seen be in the club any night of the year.
10. That fellow has and felt seen ten times as much as I, he must be although younger ten years.

4. Translate the sentences from Russian into English paying attention to the word order in the sentence:

1. Он рекомендовал нам осудить пьесу, после того как мы ее посмотрим.
2. Я очень люблю читать хорошие книги.
3. Хорошие книги подобны хорошим друзьям.
4. Гид предложил туристам поездку в Новосибирск.
5. Почему вы не принимаете участие в нашей работе?
6. Я не видела его с прошлого понедельника.
7. Почему вы не последовали совету врача?
8. Ты должна одеться в самое лучшее.
9. Я хочу, чтобы ты произвела на всех наилучшее впечатление.
10. Он достаточно умен, чтобы понять это.
11. Они обещали мне помочь подготовиться к приему гостей.
12. Его заставили обратиться к врачу.

THE SUBJECT

The subject is the principal part of a two-member sentence. It can be expressed by a noun in the common case, a pronoun (personal, demonstrative, defining, indefinite, negative, possessive, interrogative), a substantivized adjective or participle, a numeral, an infinitive, a gerund, etc.

The boy went away.

Nobody answered.

Smoking is unhealthy.

1. Point out the subject and say what it is expressed by:

1. Peter is talking.
2. The train stopped.
3. Nigel Blake arrived in Oxford at 5.20 in the afternoon.
4. The girl opened the door and entered the room.
5. A couple was standing by the door and Kate had the impression that the woman was in tears.
6. I know him very well.
7. Anybody can answer the question.
8. He took me to the room upstairs.
9. Six is a cardinal numeral.
10. To dance is very pleasant.
11. Reading is my favourite activity.
12. Cycling into endless streets made him happy.

2. Translate the sentences into English and define the subject:

1. Придете сюда сегодня вечером?
2. Великобритания расположена на островах.
3. Кто-то ждет вас внизу.
4. «The» – определенный артикль.
5. Говорят, он уедет в четверг.
6. Если хочешь разозлить кого-нибудь, просто скажи ему, что ты о нем думаешь.
7. Сейчас только семь часов.
8. Сегодня очень холодно, да?
9. Вчера весь день шел дождь.
10. Становится все труднее.

3. Translate the sentences into Russian:

1. It takes me 10 minutes to get to school.
2. It's a pity he hasn't come.
3. Gold, silver and platinum are precious metals.
4. He is expected to come at any moment.
5. The plane was reported to land safely.
6. You seem to know the material very well.
7. He proved to be right in the end.
8. She is unlikely to be late.
9. It was necessary for him to go there.
10. He is sure to come soon.

4. Form the sentences. Pay attention to the place of the subject.

1. To, the, it, is, far, station, ?
2. Has, dark, it, grown.
3. That, it, useful, said, is, swimming, is, sport, very, a.
4. Chess player, said, a, to be, is, good, he, a.
5. Urgent, her, it, to buy, was, for, shoes.
6. In, street, shop, our, a, was, not, there.
7. Chatting, at, stopped, once, he.
8. The, first, was, to come, he.
9. All. either, right, is, month.
10. Scattered, fleeing, the, crowd, were.

THE PREDICATE

The predicate is the second principal part of the sentence which expresses an action, state, or a quality of a person or a thing denoted by the subject.

We distinguish simple and compound types of predicate.

PREDICATE				
simple		compound		
verbal	phraseological	nominal	verbal	
He came there.	She gave a cry.	I am 17.	modal	aspect
			I can do it.	She stopped talking.

The simple verbal predicate is expressed by a verb in a simple or a compound tense form.

Erick arrived early.

I have been waiting for you for two hours.

There is a special type of predicate – **the phraseological predicate**. Here we use different phraseological constructions (to get rid of, to take care of, to pay attention to, to lose sight of, to have a smoke, to give a cry, to make fun of, to take part in, to change one's mind, to get in touch, etc).

The man gave a violent start.

He was making fun of us.

The compound predicate consists of two parts: a finite verb and a predicative expressed by some other part of speech (a noun, a pronoun, an adjective, etc).

The compound nominal predicate consists of the link verb and the predicative (expressed by a noun, adjective, numeral). The main link verbs are:

1.	<i>link verbs of being</i>	be, look, feel, taste, smell, sound
2.	<i>link verbs of becoming</i>	get, grow, become, turn, prove, make
3.	<i>link verbs of remaining</i>	remain, keep, continue, go on
4.	<i>link verbs of seeming</i>	seem, appear

He grew more cheerful.

He was a nice-looking fellow.

- # The dance continued fast.
- # She will make a good wife.

The compound verbal modal predicate may consist of a modal verb and an infinitive, modal expression, a verb with a modal meaning and a infinitive or gerund (can, may, must, to hope, to intend, to try, to want, to wish, to be able, to be obliged, to be willing, to be going, to be bound, to be anxious, to be capable, etc).

- # You can prove everything.
- # I have to work for my living.
- # He wanted to throw himself into the whirlpool of Paris.

The compound verbal aspect predicate expresses the beginning, repetition, duration or ending of the action (to begin, to start, to go on, to finish, to keep on, to continue, to give up, etc). After the verb comes either infinitive or gerund.

- # She began to study English.
- # He kept speaking.
- # It has stopped raining.

There can be several **mixed types of predicate**:

1. The compound modal nominal predicate

- # Don't think I mean to be unkind.

2. The compound aspect nominal predicate

- # I began to feel rather hungry.

3. The compound modal aspect predicate

- # I had to begin living all over again.

1. Read the following sentences. State the type of the predicate in each sentence:

1. Mary came rather late that morning.
2. She's been working here for 20 years.
3. She used to be beautiful in her youth, but now she seemed rather weary.
4. Mark didn't take any part in our work.
5. The British Isles were known as "Tin Islands".
6. He was looking through the window at the river.

7. I can tell at once what is going on.
8. She remained silent.
9. He stopped talking.
10. They went away.
11. Moscow is the capital of Russia.
12. He looked tired.
13. It began raining.
14. He finished his speech abruptly.

2. State the type of the predicate in each sentence:

1. He speaks English well.
2. He is speaking English now.
3. Do you know him?
4. He has invited me to his birthday party.
5. They will return tomorrow.
6. When Helen had gone, I returned to Rose.
7. "Well, what do you make of it?" – "I think, she's telling the truth now," said Rose decidedly.
8. The dog began to bark.
9. It went on raining.
10. She suddenly stopped talking.
11. I must return home at once.
12. You should be more attentive while crossing the street.
13. I'll make now promises, but I'll see what I can do.
14. He is very happy.
15. The weather became fine.
16. She looks an adult.
17. I have known him since we were very young men.
18. Life seemed worth fighting for.

3. Translate the following sentences into English:

1. Я сегодня иду в библиотеку.
2. В нашем городе есть хороший парк.
3. На нашей улице не было магазина.
4. Ему следует быть более вежливым.
5. Ты выглядишь усталым.
6. Мой брат станет инженером.
7. Она вполне здорова.
8. Когда ты будешь свободен сегодня?

9. Мой отец против моего поступления в колледж этой осенью.
10. Что ты делаешь? – Я готовлюсь к урокам.

4. Point out the predicate in the sentences:

1. Meeting her was a pleasure.
2. The crowd was helpless.
3. 30 miles is a day's journey in these hills.
4. 6 cm of aluminum are required to stop all beta rays.
5. The Earth and other planets move around the Sun.
6. Both the dog and his master were dragged ashore by Peter and Hans.
7. Either Margaret or I'm going with you.
8. Neither Margaret nor her sisters were ready.
9. John, as well as his brothers, doesn't bear townfolk.
10. He knew all the ups and downs of their family history.

THE OBJECT

The object is a secondary part of the sentence which completes the meaning of a verb. It can be expressed by a noun in the common case, a pronoun (a personal in the objective case, possessive, defining, reflexive, demonstrative, indefinite), a substantivized adjective or participle, etc.

There are three kinds of objects:

1. *The direct object;*
2. *The indirect object;*
3. *The prepositional object.*

1. **The direct object** is used after transitive verbs with which it is closely connected. It is used without any preposition. If there is only one object in the sentence, it is usually direct.

I moved my head negatively.

I asked him his name.

2. **The indirect object** can be of two types.

The first type expresses the addressee of the action. It is used after transitive verbs and the indirect object comes before the direct object. No preposition is used in this case.

She gave him an interesting book.

She sent them a telegram.

The second type of indirect object is used with the prepositions *to* and *for*.

Give it to me.

She can do it for you.

MIND! The following verbs are used with the preposition “to” all the time: *to explain, to dictate, to suggest, to relate, to announce, to ascribe, to attribute, to communicate, to introduce, to submit, to repeat, to interpret, to point out.*

I shall dictate to you a letter.

I shall dictate a letter to you.

3. The prepositional object.

Tell me about it.

MIND!

The direct object and the indirect prepositional object may be *simple* and *complex*.

I like this work.

I like to watch people working.

4. There is a special type of object – **the cognate object**. It is usually used in such combinations: *to smile a sad smile, to live a happy life, to laugh a bitter laugh, to die a violent death, to fight an awful fight, etc.*

He smiled a happy smile.

She lived a simple life.

1. State the type of the object in each sentence:

1. One day Pooh Bear had nothing to do.

2. I'll put a muffler round my neck, and then I'll go to see Eeyore and sing the song to him.

3. He looked at his clock.

4. Christopher Robin began to explain the sad story Of Eeyore's Lost House to Piglet and Pooh.

5. Eeyore lived a lonely long life.

6. I think I can do it for you, Eeyore.

7. Christopher Robin went back to lunch with his friends.

8. On the way they told him of their awful mistake.

9. And then they sang the Outdoor Song on the way home.

10. Winnie-the-Pooh got out of the bed, lit his candle and tried to see what was there in the room.

11. Tigger explained to everybody that he wanted his breakfast.
12. Tigger said he ate everything but honey, hay corns and thistles.
13. Pooh found a tin of condensed milk and ate it quietly.
14. But the more Tigger put his nose and paws into pots and bowls in the cupboard.
15. Tigger lived in Kanga's and Roo's house afterwards and had Extract of Malt for breakfast, dinner and tea.
16. He smiled watery and sad smiles.

2. State the type of the object in each sentence:

1. I saw a film yesterday.
2. The sailor was quickly joined by his companions.
3. I meet him very often.
4. I know them all. I've always lived here.
5. I don't want to buy two notebooks. I need only one.
6. He had seen two of Mikhalkov's movies.
7. We plan to go to the country on Sunday.
8. "I should like to see his room," said Miss Carter.
9. I like playing the piano.
10. That fact was decidedly worth knowing.
11. Don't let him cross the street at the red light.
12. We planned for us to meet after classes.
13. I saw her reading at the open window.
14. He watched the old lady fussing round the grand piano.

3. Translate the sentences from Russian into English:

1. Мама хочет, чтобы ты приехал к нам погостить на следующей неделе.
2. Он хочет, чтобы книгу вернули завтра.
3. Никто не ожидал его прихода.
4. Он видел, как он вошел в сад.
5. Я не слышал, как звенел замок.
6. Я не допускаю, чтобы ты так разговаривал.
7. Что заставляет тебя так думать
8. Ты считаешь его хорошим учеником?
9. Я не верю, что это правда.
10. В котором часу он просил тебя зайти?

4. Point out the object in the sentence:

1. You must forgive our coming late.

2. We painted the door white.
3. I found the box empty.
4. I gave him a book on art.
5. What a funny story I heard yesterday!
6. The engineer showed the boys how to build a boat.
7. We gave our mother a nice present for her birthday.
8. I wish you all a Happy New Year!
9. He read the letter to all his friends.
10. Will you buy me some envelopes?
11. We congratulated him on his success.
12. I cannot agree to your proposal.
13. Thank you for coming.
14. You must work more at your English.
15. He never boasted of his success.
16. May I introduce you to my brother?

THE ATTRIBUTE

The attribute is a secondary part of the sentence which qualifies a noun, a pronoun, or any other part of speech that has a nominal character. An attribute can stand in pre-position and in post-position. An attribute can be expressed by an adjective, a pronoun (possessive, defining, demonstrative, interrogative, relative), a numeral, a noun, a prepositional phrase, an adverb, participle I and II, etc.

Her father's name was unknown.

She was a beautiful woman.

The letter from her sister calmed her.

Attributes can be **descriptive** and **particularizing**.

It was a good restaurant.

The restaurant you saw is good.

If there are several attributes in the sentence, they must be placed in the following order:

Opinion adjectives		Descriptive adjectives					
1	2	3	4	5	6	7	8
general	specific	size	shape	age	colour	nationality	material
lovely	comfortable	big	round	old	black	Italian	leather

1. Take adjectives from the phrases below and put them into the columns given:

Opinion adjectives		Descriptive adjectives						Noun
1	2	3	4	5	6	7	8	
general	specific	size	shape	age	colour	nationality	material	

- _____ a lovely comfortable leather chair.
- _____ a large round wooden table.
- _____ a nice intelligent young man.
- _____ a nasty ugly blue china vase.
- _____ an old Spanish song.
- _____ a big square metal box.
- _____ a horrible stinking fish.
- _____ a small brown paper bag.
- _____ a valuable ancient Egyptian manuscript.
- _____ a huge red American automobile.

2. Say if the adjectives in the phrases below are in the normal order.

Correct the mistakes:

#	Phrase	Yes/ No	Correct answer
1.	_____ a long hot day.	NO	_____ a hot long day.
2.	_____ a large black dog.		
3.	_____ a tall handsome young man.		
4.	_____ short fat legs.		
5.	_____ a new red dress.		
6.	_____ a big juicy steak.		
7.	_____ a slim graceful woman		
8.	_____ a grey woolen pullover.		
9.	_____ a large comfortable armchair.		
10.	_____ a long difficult journey.		

11. _____ a weekly cash payment. YES
12. _____ the French film industry.
13. _____ the highest monthly figures.
14. _____ a serious political force.
15. _____ the long bitter struggle.
16. _____ a clever political opinion.
17. _____ a great personal triumph.
18. _____ the worst British air disaster.
19. _____ finite. Energy resources.
20. _____ a violent armed robbery.

3. Rewrite the phrases by putting one of these adjectives in front of the appropriate noun:

atomic	countless	digital	eastern	indoor
introductory	maximum	neighbouring	northern	outdoor

1. _____ the region in the east of the country. _____
2. _____ power produced by nuclear fission. _____
3. _____ a watch which uses figures to show the time. _____
4. _____ the first paragraph in a piece of writing. _____
5. _____ the largest number possible. _____
6. _____ the border to the north of the country. _____
7. _____ countries on the borders. _____
8. _____ a party held in the open air. _____
9. _____ plants which can be kept in the house. _____
10. _____ a huge number of people. _____

4. Complete the definitions using the adjectives below:

afraid	asleep	aware	content	due
glad	unable	ready	sorry	sure

1. If you are _____ to do something, you feel fear because you think it will hurt you in some way.
2. If you are _____ about something, you are pleased and happy about it.
3. If you are. _____ to do something, it is impossible for you to do it.
4. If something is _____ at a particular time, it is expected to happen or arrive at that time.
5. If you feel _____ about something, you are sad and disappointed about it.
6. If you say that someone is _____ of himself or herself, you mean that they are very confident.

7. If you are _____ of something, you know that exists or that is important.
8. If you are half _____, you are not listening or paying attention because you are very tired.
9. If you are _____ to do something, you are willing to do it.
10. If you are _____, you are fairly happy.

5. Match the phrases and definitions below:

- | | |
|---|-----------------------------|
| 1. Someone who is very stupid is _____. | A _____ an utter disaster. |
| 2. Someone who is very troublesome is _____. | B _____ a real problem. |
| 3. Something which is extremely unfortunate is _____. | C _____ a positive menace. |
| 4. Something which is quite ridiculous is _____. | D _____ a champion. |
| 5. Someone who wins a sports competition is _____. | E _____ a true friend. |
| 6. Something which will cause difficulties is _____. | F _____ a total failure. |
| 7. Someone who is always loyal is _____. | G _____ a perfect nuisance. |
| 8. Something that does not work at all is _____. | H _____ a complete fool. |
| 9. Something which is extremely dangerous is _____. | I _____ absolute nonsense. |

THE ADVERBIAL MODIFIER

Adverbial modifier is a secondary part of the sentence which modifies a verb, an adjective or an adverb. The adverbial modifier can be expressed by an adverb, a noun, a prepositional phrase, a pronoun, an adjective, an infinitive, a participle, etc.

According to their meaning we distinguish adverbial modifiers of:

- | | |
|-----------|--------------------------------------|
| 1) time | I'll see you <u>tomorrow</u> . |
| 2) manner | He spoke <u>with icy formality</u> . |

3) place	He had friends <u>everywhere</u> .
4) comparison	<u>Like his sister</u> he was freckled.
5) measure	It weighs <u>a kilo</u> .
6) result or consequences	She was too happy with him <u>to leave him</u> .
7) degree	It is <u>rather</u> good.
8) frequency	He often <u>bothered</u> them at home.
9) attendant circumstances	The ball rolled, <u>clattering over the stones</u> .
10) cause	He had fear of water, <u>his father having sunk</u> last year.
11) purpose	They opened the door <u>for her to come in</u> .
12) concession	<u>Though frightened</u> he stepped forward.
13) condition	She never would have been able to do that but <u>for the kindness of the neighbours</u> .

1. State the type of the adverbial modifier in each sentence:

1. Roo fell into the water twice, the first time by accident and the second time on purpose, because he saw Kanga coming from the forest.
2. Christopher Robin and Pooh and Piglet were left on the bridge by themselves.
3. One day Rabbit and Piglet were sitting outside Pooh's front door.
4. Half-way between Pooh's house and Piglet's house there was a place where they met sometimes when they had decided to go and see each other.
5. One afternoon morning when the wind had blown all the leaves off the trees in the night and was trying to blow the branches off, Pooh and Piglet were sitting there and thinking hard what to do.
6. Then they went on to Kanga's house.
7. They stayed to lunch at Kanga's house.
8. When they came out it seemed rather cold outside, so they run to Rabbit's house as quickly as they could.
9. "Rabbit is clever," said Pooh thoughtfully.
10. Christopher Robin was at home already.
11. He was glad to see them that they stayed almost until tea-time.
12. Pooh's side of the room was going upwards slowly and his chair began sliding down on Piglet.
13. The clock slithered along the mantelpiece, collecting vases on the way.
14. Pooh was standing quietly in front of what had once been Owl's house.

2. State the type of the adverbial modifier in each sentence:

1. In summer I stayed at Grandmother's.
2. I'll bake some pastries when I get back to my mother's.
3. Pushkin was born in 1799.
4. I stayed there in 1932. What happened to it?
5. She learns very quickly.
6. "Do you work terribly hard?" – "Not really."
7. I telephoned to ask you our home task.
8. She went back to live in her own country.
9. He shut the door before leaving to room.
10. Can I come with you instead of waiting for a ferry?
11. Having finished his home task, he went out to play.
12. He lay still, pretending to sleep.
13. I opened the door for him to enter.
14. I sent a telegram for them to know of my arrival in advance.
15. She slowed for Leila to walk beside her.
16. The bicycle being repaired, he went riding.
17. I cannot write him a letter until your giving me his address.
18. I can't form my opinion before your giving me all the details.
19. "I want to be an explorer, too." – "That's a bit difficult, isn't it, you being a girl."

3. Point out the adverbial modifier in the sentence:

1. The snow began to fall early in the morning.
2. The worthy old lady took a fancy to Rawdon Crawly when a boy.
3. He moved steadily but slowly over the soft snow.
- 4 He likes to sleep with the windows open.
5. It is very romantic to take a walk by the moonlight.
6. I don't feel like going out in such weather.
7. I did my best to prevent her from making this mistake.
8. To achieve success one should work hard.
9. The plane was detained because of fog.
10. She was shivering with cold.
11. She sat still like a statue.
12. He was as ugly as a monkey.
13. Almost all pupils behaved well.
14. He was clever enough to understand this.
15. Whatever the reason, she should have come.
16. Though tired, he agreed to accompany us.

4. Define the adverbial modifier and translate the sentences into Russian:

1. To look at her you wouldn't believe she was a famous actress.
2. He said he would do it if necessary.
3. He had no choice but to obey the order.
4. The second day was exactly like the first.
5. Where will you go after classes?
6. We were all sitting at table when he entered.
7. He was a kid at that time.
8. The Mediterranean Sea is between Europe and Africa.
9. He is leaving for Kiev tomorrow.
10. He put the book into the table drawer.
11. The children met him with smiles and laughter.
12. Taking a dictionary, he began translating the text.
13. I've come to tell you about tomorrow's concert.
14. Ernest was too tired to read, too tired even to think about the future.
15. To my disappointment he passed by without speaking.
16. I remember a holiday of mine being ruined by our paying attention to the weather report of our local newspaper.
17. The weather was too cold for the children to have a walk.
18. Come whenever you like.

ADVERBS IN A SENTENCE

Adverbs may come at the beginning, in the middle and at the end of the sentence. They are most adverbs of manner, some adverbs of time and frequency.

Beginning of the sentence	Middle of the sentence	End of the sentence
Slowly, she opened the door.	She slowly opened the door.	She opened the door slowly.
Once I had a motorbike.	I once had a motorbike.	I had a motorbike once.
Occasionally, he loses his temper.	He occasionally loses his temper.	He loses his temper occasionally.

Many adverbs of time and place usually come at the end of the sentence but can also be used at the beginning.

Beginning of the sentence	End of the sentence
Yesterday I had a difficult day.	I had a difficult day yesterday.
Outside it was raining.	It was raining outside.

The following adverbs are usually used in the middle of the sentence before the notional verb.

Types of adverbs	Adverbs	Example
frequency	Always, ever, frequently, hardly, never, normally, often, rarely, seldom, sometimes, usually	I always get up early. I have never been there.
degree	Almost, hardly, nearly	She has almost finished the work.
certainty	Certainly, definitely, probably, really	He probably won't come to the party.
time	Already, soon, still	It's still raining.
others	Also, even, just, merely, only, suddenly	She has even done it herself.

Adverbs of manner, place and time usually come at the end of the sentence.

Types of adverbs	Adverbs	Example
manner	As well, badly, cheerfully, happily, mildly, politely, quickly, regularly, sweetly, tenderly, very much, well	I like music very much.
place	In London, in the stadium, at the cinema, on the dance floor, by the television	They were standing in the playground.
time	Daily, late, monthly, once, at once, at six o'clock, on the hour, on Tuesday.	He woke up with a headache on Sunday morning.

If there are two or more adverbial modifiers, the usual order is:

place + manner + time	He went home by taxi at four.
manner + place + time	She ran quickly to the bus stop this morning
manner + time + place	They played badly on Saturday at Wembley.

1. Read the following sentences. Correct the place of the adverb if necessary:

1. I went yesterday to the post office.	I went to the post office yesterday.
2. The magazine comes out monthly.	
3. I've become recently interested in skiing.	

4. We play football in the playground after school often.	
5. Very carefully he drives on the motorways.	
6. He got up and walked suddenly away.	
7. I have never visited the United States.	
8. Outside he was waiting.	
9. Only I like ice-cream not chocolate.	
10. I cooked and as well I washed the dishes.	

2. Fill in each space with an appropriate adverb or adverbial phrase.

the night before	probably	usually
occasionally	after midnight	always
never	rarely	quickly
a few minutes later	hardly	outside
yesterday	immediately	often

One of Those Days

Bill wasn't feeling very well (1) _____ – he had a headache and was feeling dizzy so he (2) _____ decided to go and see the doctor. He didn't (3) _____ have to go to the doctor – in fact he very (4) _____ had a health problem. (5) _____, say once every two years, he would go and have a check-up and the doctor had (6) _____ found him to be in good shape. He had (7) _____ had any serious health problem. There (8) _____ wasn't anything seriously wrong with him this time, either, but he (9) _____ arranged an appointment, finished his coffee and (10) _____ he was ready to go. (11) _____, it was raining lightly but Bill (12) _____ noticed, so surprised was he to find his car missing. (13) _____, he had been to a party at his friend's house and he had had a great time. He had got back (14) _____ and parked his car where he (15) _____ parked it, but now it was gone.

3. Put the adverbial modifiers of place, manner and time into the correct order:

1. Ginny went (an hour ago, home, quickly).
2. They spent (quietly, all night, in the room).
3. She left (at six, by bus, for her office).
4. Mother stood (at the gates, for some time, looking at the road).
5. Felicia lived (in NYC, for all her life).
6. We went (to the mall, at about three).
7. They headed (after dinner, for the airport, immediately).

8. Remember to see you dentist (twice a year, regularly).
9. I will meet you (at dawn, on the porch, tomorrow).
10. Washington was founded (in 1800, on the bank of the Potomac river).
11. Tomsk was founded (in 1604, on the bank of the river Tom).
12. Will you come (on your car, to my place, next morning)?
13. You'll finish your homework if you don't hurry up (never, in time).
14. I have lived in this neighbourhood for a year (probably).
15. I love travelling by plane (very much).
16. Doesn't she play the piano (well)!
17. She won't be coming to work (today, probably).
18. He performed the part (on Saturday, superbly, at the National Theatre).
19. She visits her mother (usually, in hospital, at the weekend).
20. Our party won't raise taxes (definitely).
21. Can you come (at six o'clock, to my office, in town)?

4. REPORTED SPEECH

Direct Speech is the exact words somebody said. Quotation marks (“ ”) are used in direct speech.

“I like life,” Ike says.

Reported Speech is the exact meaning of what someone said, but not the exact words.

Quotation marks are not used. The conjunction that may either be used or omitted after the introductory verb.# Ike says (that) he likes life.

REPORTED STATEMENTS

While rendering direct statements into reported speech the following changes must be made:

Personal and possessive pronouns are changed according to the sense.

“I work together with my sister,” Mary-Lee says.

Mary-Lee says (that) she works with her sister.

The verbs to say and to tell may be used in both direct and reported speech.

To tell is always used with a personal pronoun.

To say is used with and without a personal pronoun. To say followed by a pronoun is used with the preposition to.

Direct Speech	Reported Speech
He says, “Jane is late again.”	He says (that) Jane is late again.
He says to me, “Jane is late again.”	He says / tells me (that) Jane is late again.
He tells me, “Jane is late again.”	He tells me (that) Jane is late again.

If the verb of the introductory sentence is in the present tense and the reported action refers to the present, the tense forms of the both clauses in indirect speech remain the same.

The following reporting verbs and phrases are usually used:

to apologise for + gerund

to ask (smd) + to-infinitive

to declare

to promise (smd) + to-Infinitive

to remark

to reply

to shout

to refuse + to-infinitive

to be sure

to exclaim

to promise + that

to add

to announce

to think

to suggest +gerund
to suppose,
to tell (smd)

to advise (smd)+ to-infinitive
to inform (smd)
to answer

Julia says, "I don't like to spend all my free time with my baby-brother."
Julia remarks (that) she doesn't like to spend all her free time with her baby-brother.

1. Change the following sentences into reported speech. Use the reporting verbs:

1. He says to me, "I'm not from this region."
2. David says, "I live in a suburb."
3. Mr. Howard says, "We spend every holiday in Brighton."
4. Mrs. Parker says to her lady friend, "Robert is in the library."
5. Mrs. Howard says, "You needn't apologize."
6. Robert says, "Usually I go to the football matches instead of a library."
7. The teacher says to her pupils, "We must write a dictation."
8. The monitor says to the teacher, "Two students are absent from the class."
9. Peter says, "I'm 5 minutes late again."
10. Tom says, "I take lemon in my black coffee."
11. Mike says to me, "I want to see you again."
12. Gina tells me, "I don't like her behavior."
13. Mike and Alice tell us, "We go to the Third World to work as nurses."

2. Change the following sentences into reported speech using "to tell" instead of "to say":

1. Nora says to Harry, "It's Peter's birthday the day after tomorrow."
2. Peter says to Robert, "I'm awfully hungry."
3. Bill says to Peter, "I have my week-end at my uncle's."
4. Jane says to Arthur, "Ann writes letters to me every week."
5. Jane says to Peter, "My friends can move to a new flat tomorrow."
6. George says to John, "There's a huge dog at the door."
7. The mother says to her son, "I'm worried about your studies."
8. Kelly says to her mother, "I don't usually have my dinner."
9. Mary says to her boy friend, "I'm not sure I want you to follow me to the theatre."
10. "I must tell you the truth," Jane says to her fiancé.

3. Change the following sentences into Direct Speech:

1. Linda says that she doesn't take fish for dinner.
2. Peter tells his mom he is as hungry as a hunter.
3. Mike exclaims they may have dinner at his place.
4. Jane announces that she likes to give parties for her friends.
5. John remarks that his girl friend cooks very well.
6. The teacher replies that she doesn't like the behaviour of some students.
7. Peter hopes that somebody can clean the blackboard for him.
8. Ann adds she can fetch the cassette-recorder at once.
9. I suppose the weather is good enough for a picnic.
10. The monitor concludes that everybody has very good marks for the test.

4. Translate the following sentences containing Reported Speech into English:

1. Марк говорит, что ему нравится этот город.
2. Анна добавляет, что она уверена в ее английском.
3. Джейн говорит Питеру, что она занята.
4. Марта объявляет, что она хочет представить своего жениха.
5. Келли думает, что она должна учить больше английских слов.
6. Мери говорит своей матери, что ей не нравится погода.
7. Джон утверждает, что он не понимает ни одного английского слова.
8. Продавец объявляет, что новую книгу мы можем найти на полке.
9. Отец добавляет к словам матери, что он согласен уехать завтра.
10. Студенты говорят, что им не хочется учиться в субботу.

5. Render the following phrases into Reported Speech:

1. He says to me, "I receive letter from you twice a week."
2. "I go to the theatre really seldom", she says to her friend.
3. Oleg says to me, "My room is not large; I can't give a party there."
4. Mike says, "I go Seattle every year, Anna."
5. Our teacher says, "I'm sure your group is very good."
6. He says, "I don't go to the shop very often, Jane."
7. Tom says, "I'm not hungry."
8. Marsha says to her friend, "We must go to the sports club."
9. Nelly says to the teacher, "I read "Jane Eyre" every year, I really like it."
10. Mark says, "I have breakfast at 11 a.m."

6. Render the following sentences into Direct Speech:

1. My uncle says he comes back from the mountains soon.

2. He says he like to spend weekends in your company.
3. She tells her mother she doesn't believe her husband's story.
4. Mary declares that she wants to get married to her new boy friend.
5. He regrets that his wife spends too much time at the mirror.
6. Mark hopes that Mary likes his new camera.
7. Ted answers that he cannot understand what I mean.
8. The president replies that the economics of his country develops without any difficulties
9. Mike says that his friends are not very good guides in his city.
10. Mrs. White regrets that her husband spends too much time at Dr. Sandford's house.

7. Choose the right verb:

1. Please, speak / tell / say more clearly; I can't understand you.
2. What do you talk / tell / discuss every Saturday?
3. I'd like to ask / tell / discuss about holidays to my friends.
4. Can you say to / ask / tell me the time, please?
5. Do you expect to talk / speak / say English well after ten lessons?
6. He tells / says / asks he wants to retire.
7. He tells / asks / tells everyone about Peter.
8. If you say to / tell / ask me the truth, I'll try to help you.
9. The teacher informs to / inform / informs us about the dictation.
10. Tell / speak / say to me! Tell / say / tell to me that you still love me!

8. Translate the following Russian words into English:

1. Не (жалуется) that he spends all his time learning English.
2. Faith (заявляет) she likes ice-cream.
3. Martha (объявляет) that her husband works as a doctor.
4. Mike (уверен) that all the students must study foreign languages at our Universities.
5. Gerry (сожалеет) she doesn't have enough time for her friends.
6. Harry (замечает) he wants to go to the cinema twice a week.
7. Mary-Jane (надеется) her husband likes her better than tennis.
8. Carl (полагает) that he sees his new neighbour every morning.
9. Ted (думает) that knows where to find all the necessary books.
10. Alfred (сообщает) the teacher that two students are absent from the lesson.

REPORTED QUESTIONS

GENERAL QUESTIONS IN REPORTED SPEECH

Reported general questions are introduced by the conjunctions *if*, *whether*.

A passer-by asks, "Is it far from here to the station?"

A passer-by asks *if* it is far from here to the station.

REPORTED SPECIAL QUESTIONS

Reported special questions are introduced by the interrogative pronouns *who*, *what*, *which* and the interrogative adverbs and adverbial phrases: *when*, *where*, *how long*, *how far*, *how often*, *how much*, *how many*, etc.

Peter asks, "How long is it before the bell?"

Peter asks *how long* it is before the bell.

Mind!

In Reported questions the question mark (?) and words such as *oh*, *please*, *well*, etc. are omitted.

"Oh, can you open the window, please?" she asks.

She asks *if* I can open the window.

The word order in reported questions is direct, no auxiliary verbs are used.

The following reporting phrases may be used:

<i>I wonder</i>	<i>I am interested to know</i>	<i>Are you sure</i> ?
<i>I have no idea</i>	<i>I'd like to know</i>	<i>Do you know</i> ?
<i>I'm not sure</i>	<i>Have you any idea</i> ?	<i>Ask him/her</i>
<i>I want to know</i>	<i>Do you remember</i> ?	<i>Could you explain</i> ?

1. Change the following direct questions into reported ones. Use different reporting phrases:

Tell me	I'd like to know
Will you tell me ?	Can you tell me ?
Do you know ?	Would you mind telling me ?
Do you happen to know ?	I wonder
I need to know	Are you sure ?

1. Does your brother speak English?
2. Will you study German next year?
3. Must we read Chapter 15 for the next lesson?
4. Is your mother's friend better now?
5. Have you done shopping today?
6. Is English difficult for you?
7. Are you hungry?
8. Do you have a person on duty in your group?
9. Does your girl friend die her hair?
10. Am I allowed to go to the movies?
11. Where do you usually have your dinner?
12. Where are you going today?
13. Who cooks in your family?
14. How many times a week do you go to the café after classes?
15. What books do you borrow from the library for your mom?
16. Which is your favourite programme?
17. How much time does it take you to get to the Institute?
18. What is the film about?
19. When are you going to visit your parents?
20. How long does she usually take a shower?

2. Make the following questions direct:

1. I wonder if you are a student.
2. I'd like to know if your mother works.
3. Ask her if she likes the book.
4. Tell me if the book is interesting.
5. I've no idea if the exam is difficult.
6. She is interested to know if the film is still on.
7. Can you tell me if it is far to the Drama Theatre?
8. Do you know if there is a bus-stop near here?
9. Are you sure the weather will keep fine?
10. I wonder if you can recommend me anything to take for the first course.

3. Three persons are speaking in a very noisy street:

Model:

Alex: Have you seen any films this week, Bob?

Bob: Sorry? What does he say, Carol?

Carol: He asks if you have seen any films this week.

Bob: Tell him I haven't seen any films this week.

Alex: What does he tell you?

Carol: He tells me that he hasn't seen any films this week.

Alex: Thank you.

1. Have you passed your exam yet?
2. Where are you going to spend your holidays?
3. What does your friend write?
4. How is your mother?
5. What exams must you take next session?
6. What shop can we go into?
7. Do you like "Butter finger" ice-cream?
8. How long is it before the movie?
9. How much do the tickets cost?
10. What film is on?

REPORTED COMMANDS AND REQUESTS

Reported commands and requests are introduced by means of the infinitive of the notional verb with the particle to.

The teacher says to his pupils, "Open your books at page 55."

Julia says to her son, "Could you come in time to dinner?"

The teacher says to his pupils to open their books at page 55.

Julia says to her son to come in time to dinner.

The following reporting verbs may be used: to tell, to invite, to order, to recommend, to forbid, to allow, to ask, to offer, to advise.

The negative particle not is placed before the particle to in reported speech.

The teacher tells, "Don't be late for the lesson."

The teacher tells not to be late for the lesson.

1. Make the following sentences direct:

1. The teacher tells the students to do exercises at home.
2. The customer orders the waiter to bring a glass of salty water.
3. The mother allows her children to watch the night film on TV.
4. Mrs. Brown forbids her daughter to sit on the wet grass.
5. Sandy invites Lucy to go to the cinema with him.
6. The librarian recommends the reader to take the book "To Whom the Bell Tolls."

7. Father asks Mary to switch off the TV set.
8. The teacher asks the students not to talk during the lecture.
9. John asks Jack not to be bored.
10. Marge tells her husband not to grumble all the time.

2. Make the following commands and requests indirect:

1. Gina says to her friend, "Have a cup of tea (to offer)."
2. The teacher says to the pupils, "Take your seats (to allow)."
3. Mel says to me, "Listen to the text several times if you want to understand it (to advise)."
4. Jane says to her girl-friend, "Will you come to see me when you have spare time (to ask)?"
5. Harry says to his little sister, "Don't switch on the TV set (to forbid)."
6. The librarian says to the reader, "Don't be so noisy next time, will you (to ask)?"
7. Grandma says to Lucy, "Don't go shopping if you are busy (to allow)."
8. "Will you make a cup of tea for me?" Robert asks Julia (to ask).
9. "Let's go to a café to have a bite" says Peter to Alex (to invite).
10. "Don't be nuts" says Gina to Kelly (to tell).

3. Render the following phrases of the teacher into reported speech:

1. Get ready for writing, please.	The teacher asked ...
2. We are going to write a dictation.	
3. Whose duty is it to clean the blackboard?	
4. Make use of the duster.	
5. Don't use the fingers.	
6. Will you wet the duster?	
7. Please, come out to the blackboard.	
8. Will you put the words into columns?	
9. Try to write without recline.	
10. Will you mark the stress, please?	
11. Could you wipe off the words?	

4. Render the following dialogue into Reported Speech:

Bill: What would you like to drink?

Mrs. Taylor: I'll take some maki.

Bill: What's maki?

Mrs. Taylor: It is the local wine. It's made from mangoes.

Bill: Is it strong?

Mrs. Taylor: It's quite strong, but you can add water if you like.

Bill: Let's order it. I'll take a couple of bottles.

Mrs. Taylor: You must start with the soup.

Bill: I'd prefer to finish with the soup.

Mrs. Taylor: Don't do this, follow my advice.

SEQUENCE OF TONES IN REPORTED SPEECH

In reported speech a past tense of the verb in the principle clause is followed by a past tense of the verb in the subordinate clause.

Mother says, "I'm cooking dinner."

Present Tense: Mother says (that) she is cooking dinner.

Past Tense: Mother said (that) she was cooking dinner.

The tenses in the subordinate clauses are changed as follows:

Direct Speech	Indirect Speech
Present Simple "I am thirsty," the girl said.	Past Simple The girl said (that) she was thirsty.
Present Continuous "She is working," he explained.	Past Continuous He explained (that) she was working.
Present Perfect "I have brushed my teeth," he added.	Past Perfect He added (that) he had brushed his teeth.
Future Simple "I'll try it," she said.	Future Simple-in-the Past She said (that) she would try it.
Future Continuous "Will you be going to the post office?" she asked/	Future Continuous-in-the Past She asked me if I would be going to the post office.
Past Simple "I played football, John said."	Past Perfect John said (that) he had played football.
Past Continuous "We were playing cards," he said.	Past Perfect Continuous He said they had been playing cards.

Mind!

The past perfect and the past perfect continuous do not change in reported speech.

"John had fixed the car by the time we had dinner," she said.

She said (that) John had fixed the car by the time they had dinner.

Tenses do not change when the speaker reports something a short time after it was said (up-to-date reporting).

#“The car has broken again,” my sister said.

My sister said (that) the car has broken again.

Tenses can either change or remain the same when the speaker reports a general truth, a law of nature or a permanent state.

“The printing press was invented by Johann Gutenberg,” the teacher said.

The teacher said (that) the printing press was invented / had been invented by Johann Gutenberg.

The pronouns and adverbs are changed according to the sense:

Direct Speech	Indirect Speech
now	then
tonight	that night
today	that day
yesterday	the day before / the previous day
tomorrow	the next day / the following day
last night	the night before
here	there
this	that
these	those
ago	before

1. Refer the following sentences to the past:

1. Susan says she is going to buy a new hat.
2. Mary says to Susan she wants to help her choose a suitable hat.
3. Susan supposes that the choice of hats is not that good.
4. Mary notices that she saw a nice blue hat yesterday.
5. Susan tells Mary that she doesn't have enough money.
6. Mary says she can lend her some money when she gets her scholarship.
7. My friend asks me if the schedule is ready.
8. Alex is interested to know if I have taken any tests.
9. I answer that I have already taken two tests and that I have already got the credit.
10. I am sure he will pass his exams well as he has been working the whole term through.

2. Change the following sentences into indirect speech:

1. Dr. Watson said to Sherlock Holmes, “I've seen a stranger on the moor today.”

2. The cook said, "I've just come from the supermarket and I've bought everything for dinner."
3. Robert asked Peter, "What are you looking for in the pantry?"
4. "What will you do if the weather keeps fine this week-end?" asked William.
5. "I see you've been working hard, Nora" said Harry.
6. The waiter said, "The fish is very nice today."
7. Mrs. Parker said, "I saw an awful dog in the yard yesterday."
8. Mother asked little Bessie, "What has happened? Why are you late for dinner?"
9. "Will Robert go to the University?" asked Mrs. Howard.
10. Mrs. Parker said, "I'm sure he'll win the scholarship."
11. He says, "I always go to the cinema on Sunday."
12. She said, "I went to the cinema yesterday."
13. He says, "I think I shall go to the movies tomorrow."
14. They said, "We always go to the movies together every week-end."
15. He asked, "Will you join me to the movies?"
16. He ordered, "Don't get mad with your brother."

3. Render the dialogues into Indirect Speech:

1. MIKE: Is anything the matter, Jenny?
 JENNY: Not really, Mike. I just feel nervous about my exam tomorrow.
 MIKE: But, Jenny, you've done enough work for it.
 JENNY: But I'm afraid I'll get everything mixed up. I always feel nervous about exams.
 MIKE: Take it easy, Jenny, I'm sure you will do well.
2. JACK: I won't be back till late a t night today, Mom. I won't have any dinner.
 MOM: What is it this time, Jack?
 JACK: We're going to the theatre. Well, Mom, is there anything I can do for you in the town?
 MOM: No, I don't think so. Thank you, dear.
3. JOHN: Gina, I've just called to say good-bye to you.
 GINA: What time are you leaving, John?
 JOHN: My train leaves at 7.25.
 GINA: Well, have a nice trip and remember to keep in touch.

4. JOHN: Mark, will you be seeing Jack tomorrow?
 MARK: I don't think I will, John.
 JOHN: Won't he be coming to watch TV?
 MARK: No, I don't think so. He's got his own TV-set now.
 JOHN: Will he be having lunch with you on Sunday?
 MARK: I expect so. He usually comes round to have lunch with us on Sundays.
 JOHN: Could you give me a favour and tell him that the dead line for the exam application is May, 22nd.
5. NORA: Are you leaving, Mark?
 MARK: Yes, Nora. I'm going out to get a paper.
 NORA: Which way are you going?
 MARK: Towards the station, I suppose.
 NORA: D'you mind taking Rex for a walk?
 MARK: I'm a bit afraid of the traffic, you know.
 NORA: Oh, he's very good in the street.
 MARK: All right, then. Send him down the stairs and I'll get him.

4. Rewrite the sentences in reported speech:

1. "There's no one at home," he said.
2. "Mr. and Mrs. Wilson have gone on holiday," Mr. Bradley said.
3. "I'm going to the dentist now," said Lynn.
4. "Jamie has never seen a dolphin here," John said.
5. "I will order a pizza," he said.
6. "The sun rises in the east," the teacher said.
7. "There was a good documentary on TV yesterday," Gregory said.
8. "It's always hot in this time of the year," she said.
9. "I have a headache," she said to me.
10. "I got a letter from Joanne this morning," he said.
11. "There's a bus strike tomorrow," he said to us (up-to-date reporting).
12. "I'm going to the airport to pick up James," he said.
13. "We all speak French fluently," They said to her.
14. "I've just come back from the museum," she said to me (up-to-date reporting).
15. "I got an A in my history test yesterday," she said to me.
16. "I've just finished reading a brilliant novel," he said to her.

5. Turn the following questions from direct into reported speech:

1. "Who broke the window?" the teacher asked the students.
2. "Where are you going on holiday this year?" Josh asked me.
3. "What time is the wedding?" Helen asked.
4. "Did John go to the party last night?" Jill asked.
5. "Why are you laughing?" Philip asked.
6. "How long does it take you to walk home from here?" Peter asked.
7. "Will you lend me some money?" Lesley asked Sarah.

5. SAMPLE SENTENCE ANALYSIS

1. I like this book.

According to the purpose of the utterance it's a declarative affirmative sentence.

According to the structure it's a simple two-member complete extended sentence.

The principal parts are the following:

“I” is a simple subject, expressed by a personal pronoun in the first person singular.

“like” is a simple verbal predicate, expressed by the verb to like in the Present Indefinite Tense.

The secondary parts are the following:

“book” is a direct object, expressed by a countable class noun in the singular, in the common case, modified by a descriptive attribute, expressed by the demonstrative pronoun “this” in the singular.

2. Mark is a bright student.

According to the purpose of the utterance it's a declarative affirmative sentence.

According to the structure it's a simple two-member complete extended sentence.

The principal parts are the following:

“Mark” is a simple subject, expressed by a personal proper name in the singular in the common case.

“is a student” is a compound nominal predicate, expressed by the link-verb to be in the third person singular in the Present Indefinite Tense and a predicative, expressed by a countable class noun in the singular in the common case, modified by an indefinite article.

The secondary part is the following:

“bright” is a descriptive attribute to the predicative, expressed by a qualitative adjective in the positive degree.

3. It's not dark.

According to the purpose of the utterance it's a declarative negative sentence. According to the structure it's a simple two-member complete unextended sentence.

The principal parts are the following:

“it” is a simple subject, expressed by an impersonal “it”. It's used to express the state of the environment.

“is not dark” is a compound nominal predicate, expressed by the link-verb to be in the third person singular in the Present Indefinite Tense with the negative particle “not” and a predicative, expressed by a qualitative adjective in the positive degree.

4. Is she a naughty girl?

According to the purpose of the utterance it's an interrogative sentence, a general question.

According to the structure it's a simple two-member complete extended sentence.

The principal parts are the following:

“she” is a simple subject, expressed by a personal pronoun in the third person singular.

“is a girl” is a compound nominal predicate, expressed by the link-verb to be in the third person singular in the Present Indefinite Tense and a predicative, expressed by a countable class noun in the singular in the common case, modified by an indefinite article.

The secondary part is the following:

“naughty” is a descriptive attribute to the predicative, expressed by a qualitative adjective in the positive degree.

5. There is nothing on the shelf.

According to the purpose of the utterance it's a declarative negative sentence. According to the structure it's a simple two-member complete extended sentence.

The principal parts are the following:

‘there’ is introductory, it introduces the real subject and shows the existence of a thing in a definite place.

“nothing” is a real simple subject, expressed by a negative pronoun.

“is” is a simple verbal predicate, expressed by the verb to be in the third person singular in the Present Indefinite Tense.

The secondary part is the following:

“on the shelf” is an adverbial modifier of place, expressed by a common class noun in the singular in the common case, modified by a definite article and a preposition of place.

6. REVISION

1. Indicate the type of the adverbial modifier:

1. *In 1925* he left for Moscow.
2. *For I don't know him*, I don't talk to him.
3. *To tell the truth* everyone you must be a brave person.
4. I looked *where she pointed*.
5. I went *to the garden*.
6. *If you want to enter a University*, you must study hard.
7. *Although I was tired*, I felt happy.
8. The wind was blowing *so that there was no one in the street*.
9. She was eating *slowly*.
10. She did *as he told her*.
11. He left *as fast as he could*.
12. I wrote the letter *in order to inform you* about the event.

2. What kind of predicate is it?

1. I *like* reading.
2. He *had a wash* in the morning.
3. She *is a teacher*.
4. He *looks bad*.
5. They *must leave* in a moment.
6. She *has been writing* for three hours.
7. She *kept staring* at me.
8. She *gave a laugh*.
9. He *stopped talking*.
10. They *are having* dinner.

3. What kind of object is it?

1. I like *it*.
2. He helped *him*.
3. She gave *him* the book.
4. I envy *you your husband*
5. I gave the book *to him*.
6. Tell *her* the address.
7. I want *you to go there*
8. She lets *him stay as long as he wants*
9. He smiled *a happy smile*
10. Explain it *to me*.

4. Choose the correct answer:

1. The book **is interesting** enough for me to read it.

- a) simple verbal predicate
- b) compound verbal aspect predicate
- c) compound nominal predicate

2. Ann, **I have been looking** for you everywhere.

- a) simple compound predicate
- b) compound nominal predicate
- c) simple verbal predicate

3. I must read **this letter** right now.

- a) direct object
- b) indirect object
- c) cognate object

4. We stayed there **for an hour** (adverbial modifier of...).

- a) place
- b) time
- c) manner

5. They were surprised to meet the two sisters **at home** (adverbial modifier of...).

- a) place
- b) time
- c) manner

6. Something has gone wrong with the radio-set (type of sentence).

- a) simple
- b) complex
- c) compound

7. For a few moments we looked at each other in silence; then the door opened and the old man returned (type of sentence).

- a) simple
- b) complex
- c) compound

8. If you're staying in London for a few days, you'll have no difficulty whatever in finding somewhere to spend an enjoyable evening (type of sentence).

- a) simple
- b) complex
- c) compound

9. The first commercial television broadcast was made **on April, 20, 1939** by Radio Corporation of America (RCA) (type of adverbial modifier).

- a) time
- b) place
- c) condition

10. Since 1939, it has become one of **the most important** facts of modern life (the degree of the adjective).

- a) positive
- b) superlative
- c) comparative

11. Good or bad, television is difficult to avoid. Its pictures enter **homes**, stores, airports, and factories (type of object).

- a) indirect
- b) direct
- c) prepositional

12. Television **is a reflection** of the modern world; say some people (type of predicate).

- a) compound nominal
- b) verbal phraseological
- c) simple verbal

13. Plants, animals, birds, and insects **have** many beautiful colors (type of predicate).

- a) simple verbal
- b) compound nominal
- c) compound verbal aspect

14. Color, **however**, for animals, birds and insects is not only for beauty (type of phrase).

- a) direct address

- b) apposition
- c) parenthesis

15. It means life **to them** because it helps them hide from their enemies (type of object).

- a) direct
- b) indirect
- c) prepositional

16. **To tell the age of a tree** it is necessary to cut it down (type of adverbial modifier).

- a) place
- b) concession
- c) purpose

5. Convert the following conversations into reported speech:

At the Jeweller's

A: Ricky, will you get me this little emerald set?

B: You bet, I will.

A: When?

B: Well, it'll depend.

In a Shop

A: Can I help you?

B: Yes. What's that?

A: It's an exquisite dress from a French collection.

B: Not bad. Very fashionable. I'll take it.

A: We are selling it only for ten.

B: Pounds?

A: Hundred. Will you have it?

B: Oh, maybe, I'll come again. Maybe on Wednesday or Saturday. Yes...
Maybe, then.

Girltalk

A: Earnest is always flirting with Mrs. Myrtle. I wonder why he prefers her.

B: Well, with her body curves and curly hair she is a rare bird.

A: In this frilly skirt and a shirt she is a fat bird.

In the Kitchen

A: Sandra, don't forget to add lard into your nut tart or it'll be like sand

B: Mum, it'll be bad to add lard. It'll taste like tar.

A: Then add margarine.

B: I haven't any. I'll add butter.

A: Such lavish habits!

In the House

A: Where've you been, Ron? There are lots of spots on your socks.

B: I was playing golf on the lawn.

A: Oh, there are even more spots on your shorts!

B: Never mind! I can say it's a pattern called 'dots'.

In the Street

A: Look, Bart, there's a Ferrari coming down. I love this make.

B: Chuck, stop it! Let's hurry up!

A: This Ferrari is just like mine, stolen last month in March.

B: Chuck, I'm starving!

A: And it's of the same colour - blue star.

B: Chuck, come on!

A: A lovely car – full of charm! Wait, Bart... It's got my car's plates!!!

At a Party

A: Ruth has got such good looks!

B: Who? Who is a beauty?

A: Ruth! Rupert should be very happy to have such good-looking wife!

B: I would choose a wife who could be a good cook.

Mother's Warning

A: Dear girl! You must be more serious about Bert!

B: He is a bore!

A: He is tall, sturdy and earnest!

B: When we walk he never talks. He is a taciturn.

A: He is a surgeon. He works a lot.

B: Yes?! But what does he earn?

Losses

A: Clair, where is my teddy-bear?

B: And where is my eclair?

A: I ate it.

B: Ate my eclair! How dare you?!

A: Just ate it. So where is my teddy-bear?

B: I'll tell you: I ate it.

In a Restaurant

A: What will you have?

B: I'm on a diet.

A: Come on! I'll pay!

B: What did you say?

A: Don't be shy, I'll pay.

B: Thanks. Great. Then I'll have dry wine, a steak, fried potatoes, grapes, ice-cream and a cake.

A: Okay. Waiter!

Frank Talk

A: Where've you been walking around, Simon?

B: In the library.

A: Don't try to tell lies now. I saw you in the pub down the street. Lier!

B: Right! I'm a liar but you're a spy!

In the Sitting-room

A: Tony, will you buy a new blouse and a coat for your Rose? I've found a lovely shop selling clothes round the corner.

B: No, I'm going to buy trousers.

A: Noble spouses don't say 'No' if they don't know.

B: Why should I say 'Don't know' if I won't?

A: One never knows, Tony!

In the Classroom

A: Excuse me for interfering, is there a spare chair?

B: Yes, merely come in and sit here near us. You may be interested in this sphere.

A: No, thanks. I'm sorry, but we need a chair there.

B: Where?

A: Downstairs.

6. Correct the mistakes in the following reported sentences:

1. Christopher Robin asked to Pooh if they will not see you under the balloon.
2. Christopher Robin said Pooh he'd better take the blue balloon.
3. Pooh said Christopher Robin, good morning.
4. Pooh cried to help him, please.
5. Pooh put his head between his paws and thought and then said if when you go after honey with a balloon, it was important not to let bees know you are coming.

6. Pooh said Christopher Robin he thinks the bees suspected something.
7. Christopher Robin answered to Pooh, maybe, they thought he wanted their honey.
8. Pooh asked to Christopher Robin weather he had an umbrella in his house.
9. Pooh told Christopher Robin to must shoot the balloon with the gun.
10. Christopher Robin asked if did he miss.
11. Pooh complained him he didn't exactly miss, but he missed the balloon.
12. Pooh asked to Rabbit where was Piglet.
13. Rabbit wanted to know if Pooh wants some honey or condensed milk.
14. Rabbit asked, hello, are you stuck, Pooh?

7. Convert this dialogue to reported speech.

Pooh: Good morning, Christopher Robin!
 Christopher Robin: Hallo, Pooh Bear! We are going on a Expedition.
 Pooh: Going on a Expedition? I don't think I've ever been on one of those. Where are we going to on this Expedition?
 Christopher Robin: We're going to discover the North Pole!
 Pooh: Oh! What is the North Pole? Can bears discover it?
 Christopher Robin: Of course they can. And Rabbit, and Kanga, and all of you. It's an expedition. That's what an expedition means. A long line of everybody. And we must all bring provisions.
 Pooh: Bring what?
 Christopher Robin: Things to eat.
 Pooh: Oh, I'll go and tell the others.

8. Convert these stories into direct speech.

a) The first person Pooh met was Rabbit. He greeted him cheerfully and said they were going on an Expedition with Christopher Robin. Rabbit was interested to know what it was if they were going *on* it. Pooh was sure it was something like a boat. Rabbit got quite satisfied. Pooh added they were to discover a Pole or something. Rabbit didn't look very enthusiastic about it. Pooh assured him they really were to take something to eat with them and added that he was heading to Piglet and asked Rabbit to warn Kanga.

b) Christopher Robin turned out to Pooh, hushed at him and said they were just coming to a Dangerous Place. He explained to him it was a stream and once Christopher Robin had seen how dangerous that place was. It was just the place for an Ambush. Pooh didn't know such a word and asked Piglet about its meaning. Piglet was not quite sure himself but Owl helped them

and explained it was a sort of surprise. It happened when people jumped out at you suddenly.

9. Turn the following into indirect speech using various reporting verbs in the past tense.

1. Michelle to Bob: "Please come to my birthday party".
2. Bob to Michelle: "I am sorry but I can't go to your birthday party because I'm going away for this weekend".
3. Tony to Leo: "Hello, Leo! What are you busy with?"
4. Mary to her friend: "You'd better take a taxi".
5. A policeman to a motorist: "Get out of your car".
6. Jimmy to his mother: "Mummy, I'm sorry I broke your vase".
7. Terry to his girlfriend: "I'll write as soon as I get there".
8. Sid to his mother-in-law: "I would be happy if you came to us again soon.
9. A boss to his employee: "Let's talk about your pay-rise tomorrow".
10. Tony to Mark: "I saw Helen here ten minutes ago".

10. Translate into English.

1. Она спросила меня, буду ли я сдавать экзамен по английскому языку в конце года.
2. Я спросил, устроит ли их эта цена.
3. Он сказал, что звонил вам час назад.
4. Преподаватель сказал мне, что я должна уделять больше внимания моему произношению.
5. Директор предложил, чтобы мы обсудили эту ситуацию немедленно.
6. Она сказала, что ей пришлось идти пешком, потому что она не могла сесть на автобус.
7. Родители спросили его, где он провел весь этот вечер, и почему он вернулся так поздно.
8. Мы сказали, что еще не видели этот фильм.
9. Врач велела ему сесть на стул и закатать рукав рубашки.
10. Мать спросила, буду ли я обедать дома или в столовой института.
11. Отец сказал мне, что приходил Борис и прождал меня полчаса, но я так и не появился, поэтому он отказался выпить чаю и ушел.
12. Я хотел знать, где я мог взять вопросы к экзамену по грамматике.
13. Он не знал, подойдет ли новый ключ к двери.
14. Она спросила, чем я был занят всю эту неделю.

7. CONTROL SAMPLE TASKS

TRANSLATE THE FOLLOWING SENTENCES:

1. Бенни живет дальше своего друга Джона.
2. Бенни их единственный ребенок.
3. Библиотека справа от двери.
4. В буфете хлеб.
5. В вашей группе много студентов? – Нет. Только двенадцать. В других группах больше студентов.
6. В вашем городе есть парки? – Да, есть, но немного, три или четыре.
7. В вашем доме много цветов? Нет не много, но они мне очень нравятся.
8. В зале несколько студентов.
9. В их семье двое детей – мальчик и девочка.
10. В кладовке много старых вещей, которые мы редко используем.
11. В комнате кто-нибудь есть? – Да, там кто-то есть.
12. В комнате несколько кресел, стол, диван ковер на полу возле камина.
13. В нашем саду нет цветов, но есть много фруктовых деревьев.
14. В пятницу он работает с трех до девяти.
15. В среду они должны быть в офисе с двух до семи.
16. В субботу он дома после шести.
17. В чашке немного чаю с молоком и сахаром.
18. Во вторник я в больнице до четырех.
19. Волки, лисы, олени и зайцы – дикие животные.
20. Все студенты должны приходить на занятия вовремя и не должны отсутствовать на лекциях.
21. Вы мне можете позвонить? – Нет у меня нет вашего номера телефона.
22. Где деньги? - Деньги в сумке.
23. Где живет твоя подруга? – Она живет в самой дальней комнате вдоль по коридору.
24. Где мои тетради? – Я не знаю, но те, что на столе - мои, а не твои.
25. Джеймс – восьмилетний мальчик, а его сестра младше его на 2 года.
26. Дом моих родителей в деревне рядом с лесом.
27. Его квартира такая же большая как его, но не такая светлая как моя.
– Чем больше, тем лучше.
28. Его мама на два года старше отца.
29. Его отец на пять лет старше матери.
30. Его племянница физик, а племянник – химик.
31. Его школа на Оксфордской улице 40.

32. Ему часто нездоровится.
33. Если у меня будет достаточно денег, я поеду на юг на Черное море.
34. Есть кто-нибудь в соседней комнате? - Я никого не вижу, там темно.
35. Еще не вечер, не так ли?
36. Изучать иностранный язык нелегко. - Неужели?
37. Их мебель дороже, чем наша.
38. Их старший сын на восемь лет младше вашего племянника.
39. Кабинет директора слева от входа.
40. Как долго до звонка? - Только пять минут. - Пора сдавать тетради.
41. Как по-русски «произношение»?
42. Как раз пора пить чай, а в доме нет сахара.
43. Как раз пора проверять домашнее задание.
44. Какая прекрасная музыка!
45. Канада находится к северу от США.
46. Который сейчас час? - Половина седьмого. - Я боюсь, ваши часы спешат на пять минут.
47. Кто опаснее тигр или слон?
48. Купи, пожалуйста, те цветы. Они мне нравятся больше, чем эти.
49. Мама моей мамы пожилая женщина 65 лет.
50. Мебель в нашем доме новая и красивая.
51. Между Ирландией и Великобританией находится Ирландское море, в котором расположен остров Мэн.
52. Миссисипи и Нил - самые длинные реки в мире.
53. Можно войти? - Да, заходите.
54. Можно выйти? Нет. Нельзя ходить во время урока.
55. Можно мне ответить на ваш вопрос? - Да, пожалуйста, но вы должны говорить по-английски.
56. Можно я прослушаю этот текст еще раз? Я не могу произнести некоторые слова.
57. Мой кот не ловит мышей.
58. Мой отец рабочий, а мачеха - писательница.
59. Моя мама работает с восьми до пяти; за это время она может сделать очень много.
60. Моя сестра умеет хорошо играть на пианино. - Неужели?
61. Моя старшая сестра - начинающая писательница.
62. Мы должны записать это предложение? - Нет не нужно.
63. Мы можем купить двух крыс, собаку и кролика.
64. Мы можем пойти куда-нибудь погулять сегодня? - Нет, мы должны

готовиться к контрольной.

65. На втором этаже спальни, детская и ванная комната.

66. На каждом уроке мы проверяем домашнюю работу и слушаем новый текст.

67. На ком женат твой брат? – Он женат на моей подруге. Ее зовут Бетти, ей двадцать с небольшим. Она младше Джона на три года.

68. На первом этаже кухня, кладовая и гостиная.

69. На полке книги о домашних животных: лошадях, волах, свиньях, овцах.

70. На полке несколько книг.

71. На столе есть сахар, но очень мало.

72. На тарелке масло.

73. Нас трое: мама, папа и я.

74. Наша кошка член нашей семьи.

75. Наша мать – драматург, а отчим – поэт.

76. Не задавай мне вопросов. Я не могу на них ответить.

77. Не стойте перед доской, пусть остальные посмотрят на ваше упражнение.

78. Нельзя разговаривать здесь так громко.

79. Обои в детской светлее, чем на кухне.

80. Он говорит, что должен платить деньги много лет, прежде чем назовет дом своим.

81. Он может дать мне два совета.

82. Он еще не дома, не так ли?

83. Он живет на улице Мира дом 34

84. Он может говорить по-английски, но не умеет писать.

85. Он музыкант, а его сестра – стоматолог.

86. Он сейчас в комнате номер тридцать; преподаватель должен дать ему дальнейшие указания.

87. Он слушает музыку.

88. Он старше своей жены на четыре года и младше своей сестры на пять лет.

89. Он такой же высокий как его брат, но он ниже, чем его отец.

90. Он часто шаловливый и очень любит животных и птиц.

91. Она богаче, чем ее родители, но она не такая богатая как ее брат.

92. Она говорит, что ничего не слышит.

93. Она работает продавцом, а ее муж – менеджер.

94. Она чувствует себя лучше сегодня.

95. Они живут в Канаде с родителями.

96. Отец моего отца пожилой человек, ему 67.
97. Открой окно, пожалуйста. В комнате очень жарко.
98. Откройте ваши книги на странице 67.
99. Перед домом цветочная клумба.
100. Позади дома сад.
101. Попробуйте еще раз и прочитайте слова правильно.
102. Поторопись, пора идти в институт.
103. Профессия моего зятя – доктор.
104. Сестра ее мужа играет на скрипке, а брат мужа – дирижер.
105. Сколько времени сейчас? – Без четверти одиннадцать. – У тебя много времени или мало? – К сожалению меньше, чем мне нужно. Чем быстрее я уйду, тем лучше.
106. Спасибо за хороший совет!
107. Столовая прямо по коридору.
108. Твоя сестра студентка и ей 17, не так ли? – Да, она студентка, но она уже совершеннолетняя.
109. Ты должна сходить в магазин, в доме нет хлеба.
110. Ты умеешь быстро бегать? – Да я бегаю быстрее, чем ветер.
111. Ты умеешь водить машину? Да, в прошлом году я мог пользоваться машиной моего отца.
112. У меня для тебя две новости: хорошая и плохая.
113. У нас большая семья; нас семеро.
114. У него нет родственников в этом городе. – Неужели?
115. У них нет покоя из-за животных и птиц.
116. Урок начинается в половине девятого, а сейчас уже четверть десятого.
117. Чем он зарабатывает на жизнь?
118. Читайте текст номер пятнадцать с начала и до конца.
119. Что лучше софа или раскладной диван?
120. Что там на столе? – Там чайник и чашка, а в чашке немного кофе с молоком.
121. Что удобнее кресло или табуретка?
122. Эта комната уютнее той, правда?
123. Эти деньги не мои, я не могу их взять.
124. Это квартира ее свекрови, здесь много красивой мебели.
125. Это не грипп, не так ли?
126. Это не простуда, не так ли?
127. Это простые предложения; ты можешь их перевести быстрее, чем твои одноклассники.

128. Я всегда езжу в университет на трамвае со своими товарищами по университету.

129. Я могу повидать доктора Сэндфорда? – Да, он в кабинете.

130. Я не могу прийти в субботу.

ANALYZE THE FOLLOWING SENTENCES

1. It's five already.
2. There's a book on the table.
3. She likes him very much.
4. Marks works hard.
5. It's far away from here.
6. It's rather cold in winter.
7. There are two girls in the room.
8. It's getting cold.
9. It gets cold in winter.
10. It's John.
11. It's never too late to learn.
12. It's difficult to understand.
13. What fine weather we are having!
14. Home, sweet home.
15. Freedom.
16. There is no sugar in the pot.
17. There is some salt in the shakers.
18. He goes home by bus every evening.
19. Mary often goes abroad.
20. He smiled a happy smile.
21. I can explain it to you.
22. He is at home after four.
23. They gave a quick start.
24. He gives up smoking every second year.
25. He has been waiting for you for five hours already.
26. It went on raining.
27. She stopped crying soon.
28. I'm a student.
29. This is a big old leather chair.
30. His brother is a doctor.
31. I can do it at once.
32. That was a cheerful performance.
33. She looks good.

8. I don't think you'll be able to make chips, there's very _____ oil left.
 a) a few b) little c) some d) much
 e) a little f) a few
9. I know, just give me _____ minutes and I'll be ready.
 a) a few b) little c) a few d) much e) a little
10. It's _____ serious problem.
 a) a b) the c) no article d) an
11. He really wants to buy _____ car he saw last week but it is too expensive.
 a) a b) the c) no article d) an
12. We need _____ hour to finish here.
 a) a b) the c) no article d) an
13. She goes to work by _____ bus every day.
 a) a b) the c) no article d) an
14. I don't know where I put _____ dictionary.
 a) me b) mine c) my
15. _____ Urals divide Asia and Europe.
 a) a b) the c) no article d) an
16. How _____ cheese should I buy?
 a) many b) much
17. How _____ countries have you visited?
 a) many b) much
18. The _____ stole a picture by Rembrandt which costs thousands of dollars.
 a) thieves b) thieves
19. My Granny lives on the farm .She has a lot of _____.
 a) goose b) geese
20. I bought a few _____ for my husband.
 a) handkerchiefs b) handkerchieves
21. Where's that naughty dog? We can't find him _____.
 a) somewhere b) anywhere c) nowhere
22. There was _____ in the room. It was empty.
 a) nobody b) anybody c) somebody
23. I couldn't see _____ in the dark.
 a) something b) anything c) nothing
24. We should get off at the _____ stop.
 a) next b) nearer c) nearest
25. The Indian Ocean is _____ the Pacific. The Pacific is the largest ocean in the world.
 a) smaller than b) as small as c) not so small as

26. He is _____ than I am.
 a) older b) elder c) more older
27. We always listen to the _____ news in the evening.
 a) last b) latest
28. Dickens's _____ novel was left unfinished.
 a) last b) latest
29. I go to school _____ foot, but yesterday I went to school _____ bus.
 a) by, on b) on, by c) by, with d) with, by
30. This is _____ tent.
 a) commander's-in-chief b) commander-in-chief's c) commander's-
in-chief's

SAMPLE TEST 2

1. What _____ beautiful little house!
 a) a b) the c) –
2. My sister is _____ teacher, just _____ beginner, you know.
 a) a, the b) a, a c) the, the
3. They found _____ tea shop. _____ tea shop was nearly empty.
 a) the, the b) a, a c) a, the
4. After _____ party, Roy and I walked in _____ garden.
 a) the, the b) a, a c) –, the
5. _____ mountains were a long way away and you could see _____ snow on their tops.
 a) –, – b) the, – c) –, the
6. "Good morning, Mrs. Chase," he said. _____ girl answered with _____ smile.
 a) a, the b) the, the c) the, a
7. It was _____ stewed fruit and _____ ice-cream to follow.
 a) the, the b) –, the c) –, –
8. "_____ children, come with me!" said _____ nurse.
 a) –, the b) the, the c) –, a
9. "Look _____ the baby. Isn't it cute?"
 a) at b) on c) to
10. "Let's go _____ the canteen to have dinner."
 a) into b) in c) to
11. Mark is never absent _____ the lessons.
 a) at b) with c) from
12. I'm sorry _____ your daughter.
 a) about b) for c) of

13. There are three birds _____ the tree over there.
a) on b) inside c) in
14. How can you rely _____ such a person?
a) at b) on c) in
15. I'm quite sure _____ the fact.
a) of b) in c) on
16. We have been warned _____ the danger of smoking here.
a) against b) about c) of
17. "Come and make yourself at _____," she said.
a) house b) home c) building
18. Who lives in this little _____?
a) home b) house c) buildings
19. My brother is very _____ of chess.
a) keen b) fond c) about
20. He _____ to play chess very much.
a) like b) can c) likes
21. She was absolutely _____ for his letters. But they wouldn't come.
a) longing b) wanting c) looking
22. Can't you live in _____ with everybody?
a) rest b) piece c) peace
23. Would it be a _____ place for you to meet at?
a) comfortable b) convenient c) coziest
24. Oh, _____ me, many of my friends have read it.
a) but b) except c) besides
25. "I _____ up there," she said, indicating the gates.
a) live b) am living c) lives
26. "I'm sorry. I'm no good at this sort of thing. I can't do it." – "You _____ properly."
a) don't try b) aren't trying c) aren't trying
27. They _____ coffee now, Ted _____: "Now tell me about yourself and have more jam."
a) drink, says b) are drinking; is saying c) are drinking; says
28. Her husband always _____ her as she _____ into the car in the morning.
a) stop; is getting b) stops; is getting c) is stopping; gets
29. "He was suffered a great deal of pain. You _____ he _____ very well, though?"
a) are not thinking; behave b) don't think; is behaving c) doesn't think; is behaving

30. "I think I'd better go now. I _____ wrongly every time I _____ here. I'm sorry."

a) behave; come b) am behaving; am coming c) am behaving; come

31. "I _____ hold of some money – enough for Tony to go off for a couple of years."

a) am have got b) have got c) am having got

32. "I think you _____ three fanny little freckles on your nose," he said, "but I _____ them now."

a) have; don't see b) have; am not seeing c) are having; don't see

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