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**ENGLISH GRAMMAR GUIDE
FOR MASTER'S STUDENTS**

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Рассматриваются основные темы по английской грамматике, изучаемые в современном вузе. Темы представлены по возрастанию сложности, что позволяет студентам с разным уровнем подготовки использовать пособие для последовательного совершенствования грамматических навыков, а также в качестве грамматического справочника.

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HOW TO INTRODUCE NOUNS / DETERMINERS

Determiners are used to introduce nouns. They include the articles *a /an* and *the*; some */any /much /many /little few /each*, and *several*.

Use the indefinite article *a /an*:

- when mentioning something for the first time.

A new gadget is sold in all malls nowadays.

- before a singular countable noun used in a general sense.

They made us **an** offer.

Use the definite article *the*:

- when mentioning something for the second time.

There was a letter in her postbox. It was **the** letter with details of her appointment.

- when referring to a particular thing.

I'm still waiting for **the** reply from the bank.

• for many, but not all, geographical names, titles, and names of organizations.

the Amazon, **the** Managing Director, **the** United Nations

- with adjectives to refer to a particular group or class.

the jobless, **the** well-off

- for some places and amenities.

I'm going to the post office /the hospital.

But:

I'm going home/to work. (no article)

Don't use articles:

- for plural countable nouns in a general sense.

I enjoy dealing with **customers**.

- to refer to uncountable nouns.

Money is the root of all evil.

• with abstract nouns like *information, help, and business*.

But:

For specific nouns, **the** is used.

I hated dealing with **the** customers who came in this morning.

The money she stole proves the point.

Use **some**:

• with plural countable nouns [C] and uncountable nouns [U].

We went to **some** interesting presentations [C] at the conference.

She gave me **some** useful advice [U].

- in making offers and requests.

Would you like **some** more copies of our brochure?

Could I have **some** information, please?

• when we see what we want or when we expect the answer to be «yes».

Could you pass me **some** milk please?

Are there **some** of those nice biscuits **left**?

Use **any**:

- to express the idea of all or nothing.

Any decision (= all decisions) must be approved by the union.

There isn't **any** reason (= is no reason) to be worried.

- to check whether something exists or is available.

Are there **any** copies of last year's brochure left?

Much and many, a lot of and lots of

Use **many** with countable nouns, and **much** with uncountable nouns.

Many business people have criticized the government's economic policies.

The new regulations have caused **much** confusion.

A **lot of/lots of** are used with countable and uncountable nouns and are commonly used instead of **much** and **many** in positive statements.

A **lot of/ lots** of business people take the 7.30 train.

The mistake caused **a lot of/ lots** of confusion.

Remember:

Lots of is more informal than **a lot of**.

I've got **lots of** ideas.

He put made **a lot of** suggestions at the meeting.

Much and **many** are more commonly used in questions and negative statements.

How **much** time do we have before the others arrive?

We don't have **much** time left.

How **many** people do we expect at the meeting?

We're not expecting **many** people at the meeting.

Few and a few, little and a little

Use **few / a few** with countable nouns and **little / a little** with uncountable nouns. **A few** and **a little** mean 'something while **few** and **little** mean 'not much / many, or 'less than usual'.

A few (= some) managers know how to inspire trust and loyalty from their employees.

Few (= not very many) managers know how to inspire trust and loyalty from their employees.

There's **a little** (= same) time left, so let's go through the figures again.

There's **little** (= not much) time left, so we'll have to go through the figures when we next meet.

Note that some adjectives and adverbs have different meanings despite their similarity of form.

Note:

not on time = lately, recently

short = not tall; shortly soon

hard = difficult, not soft; hardly almost none

Use adverbs

- with verbs to show how, or to what extent an action is performed.

I **completely agree** with everything you've said.

She **apologized profusely**.

All our ingredients **are organically grown**.

- to modify or emphasize adjectives or other adverbs.

I was **absolutely furious** when I heard the news.

He drives **really quickly**.

- at the beginning of phrases or sentences to comment on what comes next. They are often used in more formal speech or writing.

Hopefully, your car should be ready by this evening.
(= if there are no problems)

Clearly, we need to reconsider our credit terms,
(= it's obvious)

Regrettably, your order was damaged in transit. (= I'm sorry to say)

Adverbs such as **incidentally**, **consequently**, **understandably** are often used in this way.

Exercises

1. Match examples 1–8 to the descriptions a-h of when we use the definite article (**the**).

1. Puma was a loser, Jochen had a vision he could revitalize the brand.

2. the U. S.

3. the world, the centre of the universe

4. the latest fashion

5. the armchair athlete

6. the Mostro

7. the fourth chief executive in four years

8. he cut the workforce

a) with superlatives

b) the name of a particular brand or model

c) when something is mentioned for the second time

d) some place names

e) with ordinal numbers

f) when it is clear what we are referring to

g) where there is only one of something

h) with a singular noun for a general type (the old, the unemployed, etc.)

2. Complete sentences 1-10 with **a**, **the**, or (nothing).

1. ___ best place to buy luxury items is ___ famous department store like ___ Harrods.

2. After ___ product recall ___ company acquired ___ terrible reputation for ___ unreliability.

3. My father always said that ___ fashion was ___ waste of ___ time.

4. Was ___ meeting you went to yesterday ___ success?

5. ___ new product is ___ small hand-held device for ___ businessman in ___ hurry.

6. It's ___ amazing opportunity. In fact, it's ___ best we've ever had.

7. ___ launch was total ___ disaster. ___ public didn't like ___ advertising campaign at all.

8. ___ first time she went to ___ Swiss branch she met ___ Managing Director.

9. It takes ___ long time to build ___ reputation, but you can lose it through single mistake.

3. Underline the correct word.

1. She's got **some/a good number of** furniture.

2. There are **several/much** bottles of milk in the fridge.

3. Could you put **many/a little** sugar in my tea, please?

4. You need to put **plenty of/many** oil in the pan.

5. **A large number of/much** people suffer from food allergies.

6. Sprinkle **hardly any/plenty** of cheese on my pasta, please.

7. There were only **a few/a little** biscuits left, so we bought some more.

8. I need **a couple of/a great deal** of onions for this recipe.

4. Fill in **than, of, in** or **the**.

1. You'll get best prices of all at Fresco's — it's cheaper anywhere else I know.

2. Ben Nevis is higher Snowdon but it's not the highest mountain the world.

3. Tom's car is faster mine but Mike's is the fastest all.

4. Michael Jackson is one of the most popular singers the world; in fact, he sells more records any other singer in my country.

5. Sally has got most beautiful garden of all in my neighborhood; it has more flowers anyone else's.

5. Underline the correct word.

1. Can I have **something/anything** to eat? I'm starving.

2. This recipe is very easy; **someone/anyone** can make this dish.

3. Would you like **some/no** more tea?

4. Please don't put **any/some** sugar in my coffee.

5. He rarely does **nothing/anything** on Sundays.

6. She's so rich she can go **anywhere/somewhere** she wants on holiday.

7. It's too late; **nothing/something** can be done about it now.

8. There's **some/no** point in asking her; she won't come.

9. Shall we ask **anyone/someone** for directions?

ADJECTIVE AND ADVERB PATTERNS

Comparatives

Comparative adjectives are formed by adding **-er** to short adjectives and using **more** or **less** with longer adjectives.

Use **comparative adjectives**:

- to compare and contrast people or objects.

The new model is **smaller** and **less expensive than** the old one and **more convenient** to use.

- with **the** to talk about the progressive link between actions and their results.

The harder I try **the less** I succeed.

- instead of the superlative.

Is there a **cheaper / less expensive** laptop **than** this one? (= is this the cheapest?)

Use **as + adjective + as** to compare the way in which two things are similar.

It's not **as heavy / comfortable** as the other one.

Superlatives

Most superlatives are formed by adding **-est** to short adjectives and **the most /least** to long ones.

It's **the cheapest** model but also **the least reliable**.

Use **superlative adjectives**:

- to talk about memorable experiences or events (with the present perfect **ever / never**).

It's **the most stressful** week I've ever had.

- to state the highest possible degree of comparison.

I'm expecting this interview to be **the toughest**. (tougher than all the rest).

Spelling

One-syllable adjectives ending in a vowel + a consonant double the consonant. e. g. big – **bigger** – the **biggest**

Two-syllable adjectives that end in a consonant + -y, replace -y with -ie. e. g. tidy – **tidier** – the **tidiest** (but: grey - greyer – the greyest)

Adverbs are generally formed by adding **-ly** to the adjective. To make them comparative, use **more** or **less**.

Our ordering system has been working **more/less smoothly** since we made the changes.

Note these exceptions

Adjective	Comparative	Superlative	Adverb
good	better	best	well
bad	worse	worst	badly
hard	harder	hardest	hard
fast	faster	fastest	fast

Modifying adjectives and adverbs

Comparative adjectives and adverbs can be made stronger or weaker by using words like **quite, slightly, a little, a lot, considerably, substantially**.

Our chances of getting the contract are **substantially** better than two weeks ago.

too and enough

Use a positive form + **too** + adjective; or a negative form - adjective + **enough** to provide an explanation.

She's **too young** to do the job. She isn't **old enough** to the job.

so and such

Use **so** and **such** clauses to express a causal relationship between clauses.

He drove so **slowly that** they missed the beginning of the meeting.

He was **such a slow driver that** they missed the beginning of the meeting.

Remember:

- **Hardly** is an adverb meaning just **a little**.

There was so much noise I could **hardly** hear a thing.

- When certain adverbs with a negative sense begin a sentence, a subject and a verb which follow are inverted.

Not only does she speak Arabic but she speaks Russian too.

No sooner had we left than the car broke down.

Note that **clever, common, cruel, friendly, gentle, narrow, pleasant, polite, shallow, simple, stupid, quiet** form their comparative and superlative forms with **-er/-est** or **more/most**. e.g. clever – **cleverer** – **cleverest** ALSO clever – **more** clever – **the most** clever

Types of Comparisons:

- **as... (positive degree)... as**

e.g. He is **as** tall **as** his brother.

not so/as ... (positive degree)... as

e.g. She isn't **as** fast **as** Sally.

- **twice/three times etc./half as ... (positive degree)... as**

e.g. He is paid **half as** much money **as** I am.

- **the + comparative ..., the + comparative**
e.g. **The later** you come, **the better** it is.
- **prefer + -ing form / noun + to + -ing form/noun**
e.g. He **prefers** winter **to** summer.
- **would prefer + to inf. + rather than + inf. without to**
e.g. I'd **prefer to** watch TV **rather than** go out.
- **would rather + inf. without to + than + inf. without to**
e.g. I'd **rather go** swimming **than play** tennis.
- **comparative + and + comparative**
e.g. He works **harder and harder**.
- **the same as**
e.g. This dress costs **the same as** that one.
- **less ... (positive degree)... than**
e.g. I have **less** free time now than I had last week.
- **the least... (positive degree)... of/in**
e.g. He is **the least hardworking of** all.

Special Points:

- **very + adj/adv of positive degree.**
e.g. She is very funny.
- **even/much/far/a bit + adj/adv of comparative degree**
e.g. It's **even warmer** today **than** it was yesterday.
- **most + adj/adv of positive degree = very**
e.g. He is **most patient** with children.
- **any + adj/adv of comparative degree (used in negations and questions)**
e.g. Is she getting **any better**?

Exercises

1. What is the difference between the grammar and meaning of the words in italics in the pairs of sentences 1–3?
 - a) The agreement was hardly dry before they were making plans.
 - b) The agreement was hard to reach.
 - a) I've been late quite a few times this week.
 - b) Lately I've been working a lot with middle-aged people who have been made redundant.
 - a) Nearly always, the system is, the bigger the business, the higher the fee.
 - b) The exam is getting near.
2. Different structures create subtle changes in meaning.
 - 1) Which sentence a or b below seems to express greater disappointment?
 - a) The price change hasn't made much difference in demand.
 - b) The price change has made hardly any difference in demand.
 - 2) Which sentence c or d below seems to express less criticism?
 - c) The new model is far less reliable than the old one.
 - d) The new model isn't quite as reliable as the old one.
 - 3) Which sentence e or below seems to express more conviction?
 - e) It's the easiest way of going into business for inexperienced people.

f) There's no easier way of going into business for inexperienced people

4) Which sentence g or h below seems to express more frustration?

g) The longer we stay in business, the less profit we seem to make.

h) Every extra year we stay in business, we seem to make less profit.

3. Fill in the comparative and superlative form of each adjective as in the example:

POSITIVE	COMPARATIVE	SUPERLATIVE
tall	taller	tallest
good		
intelligent		
far		
heavy		
much		
little		
hungry		
loud		
bad		

4. Put the words in bracket into the correct form.

Have you ever sat on a bus and thought how much

1) (good) bus travel would be if we had bus lanes? Our city has some of the 2) (bad) traffic problems in Europe and often even the 3) (experienced) bus drivers can't go any 4)

(fast) than a bicycle. This could be avoided if there were bus lanes. Then, bus journeys could be 5) (direct) and 6) (quick) than they are now. Passengers would be happy to pay 7) (high) fares for a 8) (reliable) service rather than continuing to pay less for a poor service. It's time we started thinking about it.

5. Study the above examples and rephrase the following sentences in as many ways as possible.

1. The Mediterranean diet is healthier than any other.
2. Bob is less noisy than his brothers.
3. None of this year's films were as interesting as the one we saw last night.
4. This map is more complicated than the others.
5. His first book was more imaginative than his second.
6. Her cake was better than anyone else's in the baking competition.
7. As she gets older, she becomes more experienced.
8. I spent as much money as my sister on clothes.
9. I'd rather eat pasta than rice.

PRESENT FORMS OF ENGLISH VERBS

1. The Present Indefinite/Simple Tense is used to express:

– Permanent situations or states.

e.g. My friend **lives** in the East of England.

e.g. **Do you speak** any foreign language?

– repeated, habitual actions especially with always, usually, etc.

e.g. I usually **have** breakfast at 7 o'clock.

e.g. He always **plays** football on Sunday afternoons. (He does that every Sunday afternoon)

– a general truth or laws of nature.

e.g. The Earth **revolves** around the Sun.

e.g. The Sun **sets** around 5 o'clock in the afternoon in the winter.

– reviews / sports commentaries / dramatic narrative.

e.g. The basketball player **shoots** and the ball **goes** in the basket!

– an action that is occurring at the present time.

e.g. This person **does work** here. (emphatic form)

– things that happened in the past if the writer wants the events seem alive (*the historical present*).

e.g. Washington's army **crosses** the Delaware.

– future plans, timetables, programs with a future meaning.

e.g. She **leaves** tomorrow.

Time expressions used with Present Simple **every day/week/month/year, usually, sometimes, rarely, always, often, never, in the morning/evening, on Saturday**, etc.

infinitive + (e) s after he, she, it

Conjugation of the verb *see*

<i>singular</i>	<i>plural</i>
I see	we see
you see	you see
he, she, it sees	they see

2. The Present Progressive/Continuous Tense is used to express:

– continuing actions, happening at or around the moment of speaking.

e.g. **Is it raining** now?

e.g. I **'m making** coffee, would you like some?

– temporary situations.

e.g. I **am paying off** my car loan this month.

e.g. He **is writing** a novel this year.

– frequently repeated actions with **always, constantly** expressing annoyance or criticism.

e.g. He **is always leaving** his dirty clothes on the floor!

– future intention to do smth, fixed arrangements in the near future.

e.g. They **are going to leave** soon.

e.g. I **am meeting** her for dinner on Saturday night.

Time expressions used with Present Continuous: **now, at the moment, this month**, etc.

am, is or are + present participle

Conjugation of the verb *go*

<i>singular</i>	<i>plural</i>
I am going	we are going
you are going	you are going
he, she, it is going	they are going

3. The Present Perfect Tense is used to express:

– recently completed actions.

e.g. My father **has finished** painting the house.

e.g. He **has bought** the book recently.

e.g. She **hasn't done** the work yet.

– complete past actions connected to the present with stated or unstated time reference.

e.g. I **have worked** all day and I am tired.

e.g. **Have** they already **returned**?

– personal experiences or changes which have happened, actions that have ever/never happened.

e.g. She **has gained** some weight recently.

e.g. **Have** you ever **been** to Africa?

e.g. She **has** never **worked** as a doctor.

have or has + past participle

Conjugation of the verb *be*

<i>singular</i>	<i>plural</i>
I have been	we have been
you have been	you have been
he, she, it has been	they have been

4. The Present Perfect Continuous Tense is used to express:

– an action that began in the past and is still going on.

e.g. We **have been reading** it for hours.

e.g. I **have been studying** for the Maths test for three hours.

– past actions or certain duration having visible results or effects in the present.

e.g. She **has been lying** in the sun and now she has a sunburn.

– expressing anger, irritation, annoyance, explanation or criticism.

e.g. He **has been playing** that horrible music all day long.

Time expressions used with Present Perfect and Present Perfect Continuous: **just, ever, never, already, yet** (negations and questions), **always, how long, so far, recently, since** (= from a starting point in the past), **for** (= over a period of time), **today, this week / month**, etc.

have or has + been + present participle

Conjugation of the verb *do*

<i>singular</i>	<i>plural</i>
I have been doing	we have been doing
you have been doing	you have been doing
he, she, it has been doing	they have been doing

Exercises

1. Write full sentences. Make the sentences interrogative and negative.

Model: my shoes very dirty (to be) – My shoes are very dirty. Are my shoes dirty? My shoes aren't dirty.

1. economic problem topical (to be)
2. these industrial countries developed (to be)
3. we at the university now, we already (to be, to come)
4. they at a factory and skillful (to work, to be)
5. I here to speak to you because it is very important now (to come)
6. the window, please (to close)
7. he a report now (to write)
8. they often in town we can them there (to be, to meet)
9. there a large library here and I it very much (to be, to like)
10. I a good watch, I it recently (to have, to buy)
11. the engineer's drawings of great importance (to be)
12. the buyer's confirmation necessary in this case (to be)
13. the expert's conclusions in the published research article (to be)
14. the Prime Minister the most important person in the Canadian government (to be)
15. he very often (to do lecturing)
16. she a book for half an hour by now (to read)
17. he a lot of professional tools (to have got)

2. Put the words in the correct order.

Model: blue have small a car we got – We have got a small blue car.

1. green yellow and I a dress am wearing –
2. dark has long Jane hair got –
3. ears have grey big got elephants –
4. Metropolitan Museum you the been ever have –
5. McGill University biology at studies he –
6. Sundays Aquarium open the does on –
7. clearer is he rule a (an) isn't explanation giving he presenting –
8. receiving by am salary cheque I my –
9. pay me for account is to current my from bank my –
10. Order go International the straight will account Money your into –
11. delivered receiving cheque am a for I goods the I –
12. charge commission pay you to have small a –
13. guarantee used be card a credit as can a card cheque –

3. Use the model to write 7 questions. Answer them. The words below can help you.

Model: Jill and John/tennis

What are Jill and John doing? – They are playing tennis.

1. Mr. Smith/his car
2. Mary/a letter
3. Mr. and Mrs. Jones/television
4. Bob/a letter
5. Arthur and Mike/a box

6. Mrs. Brown/the dishes

7. Tom/a book

reading

watching

carrying

writing

typing

cleaning

washing

4. Translate the sentences into English.

1. В этой аудитории холодно.

2. Очень трудно переводить такие тексты без словаря.

3. Это трудная статья для чтения?

4. Достаточно сложно говорить на иностранном языке без ошибок.

5. Эта продукция выпущена недавно.

6. Этот прибор никогда не ремонтировали.

7. Инженер разрабатывает этот проект уже в течение двух недель.

8. Три дня мы работаем над этой программой.

9. Не мешай ему! Он планирует организацию важного совещания на следующей неделе.

10. Сотрудники этой компании всегда выполняют работу вовремя.

PAST FORMS OF ENGLISH VERBS

1. The Past Simple Tense is used to express:

– an action that occurred in the past and did not continue into the present.

e.g. We **had** breakfast at 8 o'clock yesterday.

e.g. **Did** you **have** a good flight?

e.g. Sorry, I **didn't mean** to hurt you.

– past actions that happened one immediately after the other.

e.g. She **stood up**, **went up** to her and **grabbed** her wrists.

– past habits or states, an action that was usual in the past.

e.g. I **used to live** in the country.

e.g. I **did live** there. (emphatic form)

e.g. My grandfather always **wore** a hat. (also: My grandfather always **used to wear** a hat.)

– complete actions not connected to the present with a stated or implied time reference.

e.g. Beethoven **created** wonderful classical pieces. (We know when Beethoven **lived**.)

Time expressions used with Past Simple: **yesterday**, **last week / month**, etc, **(how long) ago**, **then**, **just**, **now**, **when**, **in 2005**, etc.

V+ (e) d, did (?, -)

Conjugation of the verb *see*

<i>singular</i>	<i>plural</i>
I saw	we saw
you saw	you saw
he, she, it saw	they saw

2. The Past Continuous Tense is used to express:

– a continuing action in the past.

e.g. She **was cooking** dinner from 5 to 6 o'clock last Sunday.

e.g. **Was I trying** to find a publisher for my new book?

– a past action in progress interrupted by another past action. The longer action is in the Past Continuous, the shorter action is in the Past Simple.

e.g. I **was watching** television, when my brother **came** home.

– two or more simultaneous past actions of certain duration.

e.g. I **was reading** while my sister **was listening** to the music.

– background description to events in a strong description.

e.g. As he **was walking** through the woods, the birds **were singing** and the sun **was shining** brightly.

Time expressions used with Past Continuous: **while, when, as, the moment that**, etc.

was or *were* + *present participle*

Conjugation of the verb *go*

<i>singular</i>	<i>plural</i>
I was going	we were going
you were going	you were going
he, she, it was going	they were going

Used to – would:

– **used to (+ infinitive)** expresses past habits or states. It forms its negative and interrogative with **did** and is the same in all persons.

e.g. Ann **used to live** in London.

e.g. **Did you use to suck** your thumb when you were a baby?

– **would (+ infinitive)** expresses past repeated actions and routines.

e.g. Every day, he **would wake up** early, **take** a shower and **set out** for work.

3. The Past Perfect Tense is used to express:

– an action that was completed in the past and preceded some other past action.

e.g. He **had** already **bought** the book when I came.

e.g. We went to see Mr. Smith who **had been** our teacher for two years.

e.g. **Had** the town **built** the school in 1927, before the Depression?

– complete past actions that had visible results in the past.

e.g. She was crying because she **had lost** her job.

The Past Perfect is the past equivalent of The Present Perfect.

e.g. He is tired. He has painted the room. He was tired. He **had painted** the room.

Time expressions used with Past Perfect: for, since, already, after, just, never, yet, before, by, by the time, etc.

had + past participle

Conjugation of the verb *be*

<i>singular</i>	<i>plural</i>
I had been	we had been
you had been	you had been
he, she, it had been	they had been

4. The Past Perfect Continuous Tense is used to express:

– an action that began in the past and was still going on when smth happened.

e.g. We **had been reading** the book for 2 hours when they came.

e.g. He said he **had been working** in a newspaper office since he returned from abroad.

– past actions of certain duration which had visible results in the past.

e.g. Her feet were swollen because she **had been walking** all morning.

– The Past Perfect Continuous is the past equivalent of The Present Perfect Continuous.

e.g. I am tired. I have been gardening. I was tired. I **had been gardening**.

Time expressions used with Past Perfect Continuous: **for, since, etc.**

had + been + present participle

Conjugation of the verb *do*

<i>singular</i>	<i>plural</i>
I had been doing	we had been doing
you had been doing	you had been doing
he, she, it had been doing	they had been doing

Exercises

1. Complete the table with the forms of irregular verbs.

<i>Infinitive</i>	<i>Past Simple</i>	<i>Past Participle</i>
be	did	been
		had
become		
	knew	
	drew	
		made
	let	
buy		
sell		
	began	
		got
	chose	
bring		
		built
understand		

2. Correct the verbs in the sentences that are wrong.

1. We go fishing but we not catch fish yesterday.
2. It is a great park with a lot of beautiful trees last summer.
3. He doesn't tell about the seller's claim during our last meeting.
4. Mr. Brown's proposal isn't considered before we came.
5. The representative's report been discussing for two days when it was accepted on Friday.
6. There are three people at the factory when we visited it last Saturday.
7. Do you make many mistakes when you speak English at school?
8. By virtue of the treaty signs after World War II at Bretton Woods, all national currencies is mediate through the US dollar.
9. In 1971 France and the United Kingdom inaugurates the current era of "floating" exchanges in which the values of each currency and of gold to be determined autonomously by market forces.
10. In 1993 the former British Chancellor of the Exchequer to be asked by a journalist "If you could pass one law, what it be?"

3. Make the sentences negative and interrogative.

1. They worked at a factory last year.
2. I had come here to speak to you but you refused.
3. She closed the window and left the room.
4. He was writing a report when we came.
5. They were often in town.

6. There was a large library there.

7. I had a good watch five years ago.

8. He used to do lecturing very often when he was younger.

9. She had been reading a book for half an hour by 5 o'clock yesterday.

10. He had got a lot of professional tools before the war.

4. Put the words in the correct order to make up sentences.

1. yesterday Hong Kong prices recovered share in

2. plunged revealed company had after was it that Procter and Gamble \$100 million result deal a of as a the lost stocks over

3. manufacturer stocks rumours forthcoming another aircraft leading Boeing rocketed after of a merger with

4. health President's crashed continuing index rumours the about The Dow Jones after

5. Philips jumped shares the company that was it a new with deal Sony licensing after revealed negotiating

6. a new deal Siberian gas announced was Exxon stocks shot up after

7. shares stronger this morning a little most in Milan were when the public holiday yesterday's reopened exchange after

8. diversified the Baltic Exchange other into areas shipping both non-shipping and

9. sudden falls dramatic and were there on all in share prices stock markets in 1987 the world

10. recession economic a worldwide the beginning of was this that believed people some

5. Translate the sentences into English.

1. В этой аудитории было холодно до ремонта отопительного оборудования.

2. Она старалась переводить такие тексты без словаря, но иногда это было не просто.

3. Трудно было прочитать эту научную статью?

4. Сложно было говорить на иностранном языке без ошибок, но я стал больше уделять внимание грамматике и добился успеха.

5. Эта продукция была выпущена до введения в эксплуатацию нового оборудования.

6. Этот прибор не ремонтировали пять лет, вчера было принято решение заменить его.

7. Инженер разрабатывал этот проект уже в течение двух недель, когда в него решили внести изменения.

8. Три дня мы работали над этой программой, прежде чем представили ее вчера.

9. Он планировал организацию важного совещания на этой неделе, но что-то помешало ему.

10. Сотрудники этой компании всегда выполняли работу во время, но с приходом нового директора ситуация изменилась.

6. Write (tell) about your past experience: your first day at the university, the first time you went abroad, something happened to you and made you think about.

FUTURE FORMS OF ENGLISH VERBS

1. The Future Simple Tense is used to express:

– actions or predictions that may (not) happen in the future.

e.g. The **will** probably **move** to a bigger house.

– actions that we cannot control and will inevitably happen.

e.g. She **will have** her baby in May.

e.g. They **will have** breakfast at 9 o'clock tomorrow.

e.g. He **will be invited** to the party.

– decisions taken at the moment of speaking. (on-the-spot decisions)

e.g. I am tired. I think I'll **go** to bed early.

e.g. **Will** you **ask** him into my office?

– hopes, fears, threats, offers, promises, warnings, predictions, requests, comments, etc., esp. with expect, hope, believe, I am sure, I am afraid, probably, etc.

e.g. I am sure, he **will call** you.

will or shall + infinitive

Time expressions used with Future Simple or be going to: **tomorrow, tonight, next week/month, etc.**

Conjugation of the verb *see*

<i>singular</i>	<i>plural</i>
I will (shall) see	we will (shall) see
you will see	you will see
he, she, it will see	they will see

Be going to is used for:

– an action intended to be performed in the near future.

e.g. I'm **going to visit** my parents next week.

– planned actions or intentions.

e.g. I'm **going to have** a rest as I have some time.

– evidence that smth will definitely happen in the near future.

e.g. He **is going to come** soon.

2. The Future Continuous Tense is used to express:

– a continuing action in the future, actions in progress at a stated future time.

e.g. He **will be writing** a novel next year.

e.g. **Will** the evenings **be getting** long in September?

– actions which are the results of a routine. (instead of Present Continuous)

e.g. She **will be doing** her shopping tomorrow as usual.

– asking politely about people's arrangements to see if they can do smth for us or because we want to offer to do smth for them.

e.g. **Will you be seeing** Paul tonight? Can you give him this?

will be* or *shall be* + *present participle

Conjugation of the verb *go*

<i>singular</i>	<i>plural</i>
I will (shall) be going	we will (shall) be going
you will be going	you will be going
he, she, it will be going	they will be going

3. The Future Perfect Tense is used to express:

– an action that will be completed in the future before some other future action.

e.g. The tourist season **will have begun** by the time we arrive in Sochi.

e.g. I suppose he **will have made up** his mind before the meeting.

will have* or *shall have* + *past participle

Time expressions used with Future Perfect: **before, by, by then, by the time, until.** (only in negative sentences)

Conjugation of the verb *be*

<i>singular</i>	<i>plural</i>
I will (shall) have been	we will (shall) have been
you will have been	you will have been
he, she, it will have been	they will have been

4. The Future Perfect Continuous Tense is used to express:

– an action that will be completed by the future date.

e.g. By the end of this academic year, she **will have been teaching** for twenty years.

will (shall)* + *have +been* + *present participle

Time expressions used with Future Perfect Continuous: **by, for.**

Conjugation of the verb *do*

<i>singular</i>	<i>plural</i>
I will (shall) have been doing	we will (shall) have been doing
you will have been doing	you will have been doing
he, she, it will have been doing	they will have been doing

We never use future forms **after as long as, after, before, by the time, if** (conditional), **unless, in case, till / until**.

Exercises

1. Rewrite the text in the Future Tense.

Mr. and Mrs. Smith go to Italy in summer. They read the Italian newspapers. They listen to Italian radio programs. They shop at the Italian grocery around the corner from their apartment building. And every day they visit their friends and neighbours and talk about life in the old country.

Mr. and Mrs. Smith want to buy Italian books by the time of coming back home to read them in their free time. They are to master the Italian language before they leave.

Mr. and Mrs. Smith want to have good memories about Italy when they come back home.

2. Make the sentences negative and interrogative.

1. They will work at a factory next year.
2. I'll come here to speak to you if you don't mind.
3. She'll close the window and leave the room as soon as possible.
4. He will be writing a report when we come.

5. They will be often in town next month.
6. There will be a large library here.
7. I'll have bought a good watch by the time you come back.
8. He will be doing lecturing at 6 o'clock tomorrow, we're going to listen to it.
9. She will have been reading a book for a week tomorrow.
10. He will have been working with a lot of professional tools for many years by the end of this year.

3. Translate the sentences into English.

1. В этой аудитории будет тепло после ремонта отопительного оборудования.
2. Она постарается перевести эти тексты без словаря, но это будет не просто.
3. Вам трудно прочитать эту научную статью?
4. Сложно будет говорить на иностранном языке без ошибок. Если я буду больше уделять внимание грамматике, я смогу успешно освоить этот язык.
5. Эта продукция будет выпущена после введения в эксплуатацию нового оборудования.
6. Этот прибор отремонтируют через месяц.
7. Инженер завершит работу над проектом через две недели, если в него не внесут изменения.
8. Три дня мы будем работать над этой программой, прежде чем представим ее на следующей неделе.
9. Организация конференции будет обсуждаться через неделю.

10. Сотрудники этой компании выполняют работу к концу следующей недели.

4. Write (tell) about your future plans. (personal / professional, etc.)

CONDITIONALS

Zero conditional

Use the zero conditional:

- to describe a simple cause and effect.
If you use that door, it **sets off** an alarm.
- to describe a scientific truth.
If you mix blue with yellow, you **get** green.

First conditional

Use the first conditional:

- when you think it is likely that something will happen as the result of a future action.

If we get the contract (condition), **we'll celebrate**. (result)

- to make a promise or threat.

If you **can't meet** our deadline, **we'll have to find** another supplier.

Use **when** and **as soon as** when the first action is sure to happen.

I'll tell you **when /as soon as** we have some news.

Use **unless** meaning «if ... not» in the condition clause. Use **otherwise** before the likely result.

We'll lose the contract **unless** we give them a discount.

We'd better give them a discount. **Otherwise** we'll lose the contract.

Use **provided /as long as** to make the condition stronger.

I'll lend you my car **provided / as long as** you fill up with petrol.

Second conditional

Use the second conditional:

- to describe a future event or outcome which we think is not very likely to happen.

If the post **were** more reliable, we **wouldn't have to** depend on couriers.

- to express something in the present or the future which is entirely imaginary.

If I owned the company, **I'd run** it differently. (but: I'm just an employee)

- to appear politer in making a request.

Would you **mind if I came** to work an hour late on Monday?

- to make a more delicate or indirect offer.

What **would** you **say if** we **improved** our delivery time?

Remember:

Could can be used instead of **would** in the second conditional sentences.

Third conditional

Use the third conditional:

- to talk about unreal or imaginary past situations.

If he **hadn't made** the phone call, he **wouldn't have heard** the news. (but: He did make the call so he did hear the news.)

If I'd known the truth about the company, **I wouldn't have taken** the job.

If only... or **I wish** are commonly used when we assume the listener knows the rest.

If only / I wish I'd known the truth about the firm.

Mixed conditional

The mixed conditional uses the third conditional in the condition clause and the second conditional in the result clause. Use the mixed conditional to describe a past action with a consequence in the present.

If we'd listened to his advice, we **wouldn't be** in this.

Wishes

- **I wish (if only) + past tense:** wish/regret about a present situation we want to be different.

e.g. I wish *I were* thinner. (It's a pity I am not.)

Note that **were** can be used in all persons instead of **was**.

- **I wish (if only) + could + bare infinitive:** wish/regret in the present concerning lack of ability.

e.g. I wish I **could** fly an airplane. (but I can't)

• **I wish (if only) + past perfect:** regret that something happened or didn't happen in the past.

e.g. I wish **I hadn't eaten** so much at dinner. (but: **I** did.)

• **I wish (if only) + subject + would + bare inf. :** wish for a future change unlikely to happen or wish to express dissatisfaction.

e.g. I wish **you would** stop biting your nails.

• **I wish (if only) + inanimate subject + would + bare inf.:** used to express the speaker's disappointment or lack of hope.

e.g. I wish **it would** get warmer. (but: I'm afraid it won't.)

Exercises

1. Read the sentences and match them with the correct description. Then say what tense is used for each conditional sentence.

1. If you heat water, it boils.
1. If you hear the alarm, get onto the deck quickly.
2. If I see someone trying to break in, I'll call the police.
3. If I saw someone trying to break in, I would call the police.
4. If I were you, I'd call the police.
5. If I had seen someone trying to break in, I would have called the police.
 - a. untrue condition in the present
 - b. giving instructions
 - c. imaginary situation contrary to the facts in the past

- d. general truth/scientific facts
- e. action likely to happen in the present/future
- f. giving advice

2. Go through the sentences and note how the form of the verb changes with "unless". Then rewrite the sentences.

1. If you don't have a map, you will lose your way.
... Unless you have a map, you will lose your way...
2. If we don't transmit a message now, it will be too late.
3. If the windscreen isn't clear, how can the driver see?
4. If you don't wear warm clothes, you'll get cold.
5. If we don't refill our air tanks, we'll suffocate.

3. Fill in the correct tense then identify the type of conditional.

1. If we lived in a well-built house, we (not/be) in danger.
2. The car (not/roll) back as long as you put the brake on.
3. You might cut yourself if you (play) with knives.
4. I would always wear a helmet if I (be) you.
5. If you'd locked the medicine up, he (not/drink) it.
6. Supposing you (get) stuck in the lift, what will you do?
7. If he (listen) to the weather forecast, he wouldn't have sailed in such stormy weather.
8. What (you/do) if there was an emergency landing?
9. If you hear the alarm, (head for) the exit.
10. If he had been driving more carefully, he (avoid) the accident.

4. Complete the following sentences.

1. If he had had a whistle, ... he would have used it so that the rescue team could find him...
2. If the driver had seen the dog,
3. If you drive carefully,
4. Use the fire extinguisher
5. If you don't leave on time,
6. If you lose your way,
7. If there wasn't any fog,
8. If he hadn't lit a campfire,
9. If I were stuck on a deserted island,
10. If she hadn't drunk the water from the well,

5. Write wishes for the following situations.

1. Paul was driving carelessly and caused an accident.
... *I wish Paul had been driving carefully...*
2. Nina left her boots on the stairs and you tripped over them.
3. It has been snowing for hours and the rescue team cannot find the lost skiers.
4. You got a shock when you unplugged the heater with wet hands!
5. You are lost in the mountains and are unable to ask for help because your radio transmitter does not work.
6. You left the saucepan on the cooker and the oil caught fire.
7. You have a puncture and no spare tyre.
8. You are swimming and suddenly get a terrible cramp because you ate too much.

6. Write sentences as in the example:

1. You got lost in the desert because you didn't have a map.
... *I wish I had had a map. If I had had a map, I wouldn't have got lost in the desert...*
2. Ann may have an accident because she keeps driving too fast.
3. You were planning to go sailing but the boat's engine broke down.
4. You want to go fishing but the weather is bad.
5. You washed your red blouse in hot water and its colour ran.
6. You want to drive to your village but the roads are closed because of the floods.
7. You got lost in the forest and can't find your way because you haven't got a compass with you.
8. You want to ride your bicycle to school but both tires are flat.

MODALS

Modals are auxiliary verbs which let us express concepts such as 'ability' and 'obligation', or allow us to perform a wide range of practical tasks such as making suggestion or speculating. Each modal has a number of different uses.

Can

Use can:

- to talk about general abilities.

He **can speak** three languages fluently.

- to ask for permission.

Can I use your phone?

- to make simple requests.

Can you take me to the station?

Remember:

The simple past of **can** is **could** or **was / were able to**. The future of can is **to be able**.

Could

Use could:

- to talk about general past abilities.

In the old days, a skilled worker could produce two shirts a day.

Remember:

If we want to say we managed to do something on one occasion, or after a lot of effort we tend to use **be able to**.

After three hours, I was able to make the printer work properly.

- to discuss possibilities or options.

We **could try** changing the colour of the packaging.

- to make more polite or formal requests or offer.

Could we have a table by the window, please?

Could you speak a little more slowly, please?

Must

Use must:

- for orders we give to ourselves.

I **must send** in my tax form, otherwise I'll get a fine.

- for a strong prohibition or rule.

You **mustn't smoke** anywhere in the building.

Remember:

- **Must** can sound very strong. Use **have to** or **should to** describe duties, use **Could you...?** to soften orders into more polite requests.

- We generally use **have to**, not **must**, in a question.

Do **I have to** wear a uniform, or can I wear what I like?

- We use **must** for a strong recommendation.

You **must** see that film I told you about - it's brilliant.

- We use **must** for making deductions and intelligent guesses.

He **must be** Bill's son, they look so alike.

Remember:

- For a negative deduction we use **can't be**.

Six thousand euros for that old car! They **can't be** serious (Not: ~~They mustn't be serious.~~)

- For past deductions we use **must have been, can't have been.**

They **can't have been** happy with the news. They **must have been** quite shocked.

Have to

Use have to:

- to talk about duties or responsibilities.

When visitors come **I have to check** their ID and issue them with a badge.

- to indicate an absence of obligation or necessity.

You **don't have to take** notes - I'll give you a hangout at the end of the talk.

May

Use may:

- to express possibility.

He **may** arrive ten minutes late today.

- to ask for permission. This is generally considered more polite than can.

May I ask a question?

Might

Use might:

- to speculate, or express a more remote possibility than may.

You **might have** some trouble clearing those goods through customs.

- to ask a polite question or make a request.

Might I make a suggestion, here?

Will

Use will:

- to express the future and make predictions. See **Future forms.**

- to make a spontaneous offer or decision.

Don't call for a taxi, **I'll give** you a lift.

- to describe a habitual action.

- to make a request / give an order.

Will you post this letter for me?

Remember:

- Will, like must, should be used with care when giving an order.

- Shall is only used to make offers or ask for a suggestions.

Shall I order the tickets? What **shall** we **do** with our obsolete computers?

Would

Use would:

- to make requests or give polite orders.

Would you bring me the bill, please?

- to describe past habits.

- in conditional sentences. See Conditionals.

Should and ought to

Use **should** and **ought to**:

- to give advice.

At an interview, you **should / ought to wear** clothes you feel comfortable in.

- to talk about what we think is morally right or correct.

We **should** help those less fortunate than ourselves.

- to criticize past actions.

You **should /ought to have checked** their bank references before supplying the goods.

You **shouldn't have let** them come in without written permission.

- to make predictions, or predict events that happen normally or regularly.

If we leave now, we **should get** there on time.

Jane **should be** here any minute. She usually gets in around this time.

Need

Use **needn't** to say that something is not necessary.

You **needn't buy** any tools – the company provides everything.

Remember:

Need can also be used as a full verb.

You don't need to buy any tools.

In the past, there is an important difference between need as a modal and as a full verb.

I **needn't have bought** my tools because the company provided everything. (modal = I bought the tools but it wasn't necessary)

I **didn't need to** buy any tools because the company provided everything. (full verb = it wasn't necessary to buy any tools so I didn't)

Exercises

1. Could, would, and should are three of the most commonly used modal auxiliary verbs. Their meaning changes according to the context of the sentence. Which sentence 1–3 below using could:

- describes a general ability in the past?
- is a request for permission?
- expresses a theoretical possibility?

1. Could I leave ten minutes early today?
2. They think back to things they could do when they had more free time.

- We could send it by courier, I suppose.

2. Which sentence using would:

- indicates the future in the past?
- describes a habitual activity in the past?
- is a polite request?

1. Would it be possible for me to go on a sabbatical for a year?

2. We decided we would submit our revised proposals as soon as possible.

- In the past they would work from dawn to dusk.

3. Which sentence using should:

- expresses the best course of action?
- says that something is morally correct?

c. says that something is expected to happen in the normal course of events?

1. Your delivery is on its way. It should arrive just after launch.

2. Many company employees wonder whether they should do something more with their life.

3. Multinational companies should pay producers a fair price for their coffee.

4. Complete the sentences by choosing between the forms in italics:

1. Fifty years ago people *would/ should* use traditional cures and remedies.

2. I really think you *should/would* reconsider our offer.

3. *Would/should* it be possible for you to do the report?

4. As long as we keep up the hard work, we *should/would* be on schedule for the end of the month.

5. We *could/would* organize a meeting with managers from our overseas branches, but it may be difficult to find a suitable date.

6. I'm sorry, we had no idea that it *could/would* cause such a scandal.

7. *Would/could* I borrow your notebook this weekend?

5. Underline the correct word.

1. Can I have **something/anything** to eat? I'm starving.

2. This recipe is very easy; **someone/anyone** can make this dish.

3. Would you like **some/no** more tea?

4. Please don't put **any/some** sugar in my coffee.

5. He rarely does **nothing/anything** on Sundays.

6. She's so rich she can go **anywhere/somewhere** she wants on holiday.

7. It's too late; **nothing/something** can be done about it now.

8. There's **some/no** point in asking her; she won't come.

9. Shall we ask **anyone/someone** for directions?

6. Use **could, should, might** or **ought to**, to express criticism in the following situations.

1. A friend of yours promised to pick you up at 7 pm. He arrives late. What do you say to him? e.g. You **should/ought to/could/might** have called me.

2. Your roommate has not paid the phone bill and now the phone has been disconnected. What do you say to him/her?

3. You lent a new CD to a friend. When you got it back, it was scratched and the cover was cracked. What do you say to him/her?

4. A friend recently purchased an expensive watch. Now he/she has asked you for a loan so that he can pay his rent. What do you say to him/her?

GERUND AND INFINITIVE

The Gerund

A **gerund** is a word ending in *-ing* that is formed from a verb and used as a noun. As a verbal noun it may be used as a subject, direct and indirect object of a verb, as a predicate nominative, or as the object of a preposition.

e.g. Her greatest pleasure was **reading**. (gerund as predicate nominative)

e.g. By **planning** carefully, he managed to complete his report on time. (gerund as object of a preposition)

Forms	Active	Passive
Present	asking	being asked
Past	having asked	having been asked

The Present Gerund refers to the present or future.

e.g. They **love going** to the theatre.

The Perfect Gerund shows that the action of the ing-form has happened before the action of the main verb. We can use the Present Gerund instead of the Perfect Gerund without any difference in meaning.

e.g. He denied **lying/having** lied to the police.

A **gerund phrase** is a phrase consisting of a gerund and any modifiers it may have.

e.g. **Playing the piano** was their accomplishment.

The Infinitive

An **infinitive** is a verb form, usually preceded by *to*, that is used as a noun or a modifier.

e.g. **To err** is human. (infinitive as subject)

The sign of the infinitive *to* is sometimes omitted.

e.g. Will you help me (to) **pack**?

Compare the forms:

	Forms of Infinitive		Forms of the ing-form	
	Active	Passive	Active	Passive
Present	(to) ask	(to) be asked	asking	being asked
Present Continuous	(to) be asking	–	–	–
Perfect	(to) have asked	(to) have been asked	having asked	having been asked
Perfect Continuous	(to) have been asking	–	–	–

An **infinitive phrase** consists of an infinitive and any complements or modifiers it may have.

e.g. He wanted **to visit his brother**. (*brother* is the object of the infinitive *to visit*)

Split infinitives

If an adverb comes between *to* and an infinitive (I don't want *to ever see* him again) the phrase is called a **split infinitive**.

The **to-infinitive** is used:

– to express purpose.

e.g. He came **to tell** about his plans.

– after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc.).

e.g. They expected **to find** the book there.

– after certain adjectives (difficult, glad, etc.).

e.g. It was difficult **to understand** the article.

– after “**I would like/ would love/ would prefer**” to express specific preference.

e.g. She would like **to be** there.

– after “**too/enough**” constructions.

e.g. I was too tired **to say** a word.

– after **be + the first/second**, etc., **next/last/best**, etc.

e.g. She **is the best** pupil **to make** a presentation.

– with **it + be + adjective (+ of + noun/pronoun)**.

e.g. It **is kind of you to take** care of her.

– with “only” expressing an unsatisfactory result.

She went to take the book **only to find** that it had already been read.

– in the expression **for + noun/pronoun + to-inf.**

e.g. **For us to spend** so much time on TV set is impossible.

– in the expressions: **to tell you the truth, to begin with, to be honest, to start with, to sum up**, etc.

e.g. **To tell you the truth**, I don't know about this.

Infinitive without **to** is used:

– after modal verbs (can, may, will, would, etc.).

e.g. They **can swim**.

– after **had better/ would rather/ would sooner**.

e.g. You **had better have finished** watching the film by the time your parents come.

– after **feel/hear/let/make/see** in the active.

e.g. His brother **made him work** in the garden for not doing anything.

(But: He **was made to work** in the garden for not doing anything)

The **ing-form** is used:

– as a noun.

e.g. **Swimming** is wonderful.

– after prepositions.

e.g. They make a living **by working** as waiters.

– after certain verbs (**appreciate, anticipate, avoid, continue, consider, discuss, delay, deny, detest, escape, explain, excuse, fancy, finish, forgive, go (physical activities), imagine, it involves, keep (= continue), it means, mention, mind (= object to), miss, pardon, postpone, practice, prevent, quit, recall, recollect, report, resent, resist, risk, save, stand, suggest, tolerate, understand**, etc.).

e.g. She **misses living** in the country.

– after **detest, dislike, enjoy, hate, like, love, prefer** to express general preference.

e.g. She **loves going** to the cinema.

– after **I'm busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, can't stand, feel like, there's no point (in), have difficulty (in), in addition to, as well as, have trouble, have a hard/ difficult time**.

e.g. **It's no use talking** about it, he won't come.

– after **look forward to, be/get used, be/get accustomed to, admit (to), object to, what about ...? how about ...?**

e.g. His sister **objected to their coming** early in the morning.

– after **spend/waist** (money, time, etc.).

e.g. You will **spend** your **money trying** to buy unnecessary things.

Verbs taking to-infinitive or ing-form with a change in meaning:

– **forget + to-inf** (= fail to remember to do smth)

e.g. He **forgot to bring** the food.

– **forget + ing-form** (= not recall a past event)

e.g. They will never **forget watching** the film.

– **remember + to-inf** (not forget to do smth)

e.g. She never **remembers to do** her homework.

– **remember + ing-form** (= recall a past event)

e.g. I can't **remember reading** this book.

– **mean + to-inf** (= intend to)

e.g. I **mean to learn** all the new words.

– **mean + ing-form** (= involve)

e.g. I won't go to the country if it **means working** hard all the time.

– **regret + to-inf** (= be sorry to)

e.g. I **regret to tell** you that you haven't been invited to the party.

– **regret + ing-form** (have second thought about smth already done)

e.g. They **regretted not having** the chance to see her.

Some expressions are regularly completed by infinitives (privileged *to attend*), others by gerunds (the privilege *of attending*). When one form is substituted for the other, the result is an unidiomatic construction: e.g. “*eager to join*” is a standard

idiom, but “*eager of joining*” is not. Here are typical expressions, some that call for gerund, others for an infinitive.

Gerund	Infinitive
cannot help going	compelled to do
capable of working	able to work
skilled in writing	the desire to write
the habit of giving	the tendency to give
successful in getting	manage to get
ignore saying	neglect to say
my object in paying	my obligation to pay
satisfaction of doing	satisfying to do

Exercises

1. Read the sentences and choose the correct words in *italics*. Translate them into Russian.

1. We would prefer *to have / having* any milk in my tea.

2. I saw the car *burst / bursting* into flames during the accident.

3. The pupils didn't want *to go / go* to school.

4. Have you enjoyed *take / taking* part in this grammar class?

5. Try *to turn / turning* the TV set on!

6. *Speak / speaking* a foreign language improves our knowledge of other cultures.

7. They don't let me *enter / to enter* the pub because I'm not 18.

8. The builders expect *have / to have* finished the roof by the end of next month.

9. She would love *learning / to learn* to play the piano.

10. We'd prefer *to spend / spending* our weekend in the country.

2. Complete the sentences with suitable forms of the verbs.

1. My sister helps ... children at the local school. (to teach)

2. They enjoy ... tennis at the club. (to play)

3. He is preparing ... his test tomorrow. (to take)

4. My mother does some ... before work every day. (to clean)

5. You should ... confirmation of your booking within 5 days. (to receive)

6. Wouldn't you just hate ... in a factory? (to work)

7. Workers were made ... for hours without rest. (to work)

8. We had to put off ... on the cruise until next Monday. (to go)

9. We regret ... you that you have not been called for interview. (to inform)

10. It's just started (to rain)

11. The president of the company denied ... to the press. (to talk)

12. Our manager lets us ... from home. (to work)

13. We expect you ... the work today. (to finish)

14. The director encourages the employees ... their revision. (to plan)

15. Do you remember ... to the cinema in our childhood? (to go)

3. Translate the sentences from Russian into English.

1. Он, казалось, все об этом знал.

2. Она хотела спросить кого-нибудь об этом.

3. Я подумал, что статья была написана моим коллегой.

4. Нелегко писать хорошую поэзию.

5. Зачем вам тратить время на такую работу?

6. Им пришлось рассказать нам обо всем.

7. Выяснилось, что доклад был утерян.

8. Они договорились посетить лабораторию на следующей неделе.

9. Мне нравилось работать в компании.

10. Мы предлагаем принять их условия.

11. Глава корпорации вынужден был заявить, что соглашение будет подписано к концу недели.

12. Этот язык было не трудно понимать.

13. Ее идею стоило обсудить как можно скорее.

14. Их нелегко было запугать.

15. Чтение – полезное занятие для тренировки мозга и получения знаний.

PARTICIPLE 1, 2

A **participle** is a word that is formed from a verb and used as an adjective. There are two forms of participles: the present participle (participle 1) and the past participle (participle 2).

Present participles are formed by adding *-ing* to the present-tense form of the regular verb.

e.g. The **singing** people went away.

Past participles end in *-ed, -d, -t, -en, -n*: visited, seen.

e.g. He left, **satisfied** with his meal.

A **participial phrase** is a phrase containing a participle and any modifiers it may have. The entire phrase acts as an adjective to modify a noun or a pronoun.

e.g. **Disturbed by her letter**, they came.

When the verbs show mental states or opinions it is difficult to decide which participle to use. If the adjective modifies the person or animal that experienced the mental state or opinion, use the past participle. If the adjective modifies the cause of the mental state or opinion, use the *-ing* form.

e.g. I am **interested** in the price of tickets.

e.g. The price of tickets is **interesting** to me.

Participles as reduced relative clauses

When participles come after a noun, they are like reduced relative clauses.

e.g. The cash **stolen** in the raid was never recovered. (that was stolen)

e.g. ... a girl **wearing blue trousers**...

e.g. ... a book **written by a friend of mine**...

In adverb clauses

Participle clauses can describe actions that are going on simultaneously.

e.g. He sat by the fire **reading** a book and **sipping** a mug of coffee.

Participle clauses can describe actions that happen consecutively.

e.g. **Opening** his suitcase, he took out a revolver.

If it is important to show that the first action has finished before the second begins, the perfect participle is used.

e.g. **Having finished** lunch, they set off.

Participle clauses can express the idea of **because**.

e.g. Not **knowing** what to do, I waited patiently. (Because I didn't know...)

e.g. **Being** a mean person, he never spent more than he had to. (Because he was a mean person...)

e.g. **Weakened** by years of bad health, she could hardly sit up in bed. (Because she had been weakened ...)

Notice that in all clauses, the subject of the clause and the subject of the main verb must be the same.

Exercises

1. Define the forms of participles in the following sentences. Translate them into Russian.

1. My friend was talking on the phone to his father.

2. He had an exciting day at home.

3. The students were exhausted at the end of the day.

4. She will have seen her sister by Saturday.
5. They have played computer games many times.
6. Peter had his car fixed.
7. Tom wore suits made to order.
8. Left alone, he stood motionless for a few minutes.
9. We had heard these topics argued between scientists for years.
10. I must get the book published.
11. I consider the work finished.
12. She did not usually say a word unless spoken to.
13. He went out surrounded by his students.
14. They had an affected, absent way of talking.
15. She was seen engaged in a conversation.

2. Complete the sentences with suitable forms of the participles.

1. The national motto, which on all US currency since 1955, is “In God We Trust”. (to print)
2. The President of the US lives in Washington, D.C. in a building ... the White House. (to call)
3. The American English term “French Fries” was first ... in O’Henry’s “Rolling stones”. (to record)
4. Kentucky state’s motto is “... we stand, ... we fall”. (to unite, to divide)
5. If you business with a German, you have to shake hands when you meet. (to do)
6. The Gold Rush was a famous event ... in California in 1849, ... in films and books. (to happen, to glorify)
7. If you a present to your Latin American customer, you mustn’t give cutlery. (to give)

8. The novel “... with the wind” during such periods in American history as the Civil War and Reconstruction. (to go, to set)
9. Culture is an integrated system of ... behavior patterns. (to learn)
10. Oscars or Academy Awards is the name of the awards ... to the best movie actors and actresses each year in the US. (to give)
11. If you business in Thailand, you must shake hands firmly. (to do)
12. The Spanish ... people are the second largest ethnic minority in the USA. (to speak)
13. The word “junket” means in American political language a trip which is ... for out of public funds. (to pay)
14. Idiom is an expression which is not ... from the usual meaning of its constituent element. (to predict)
15. Black English has ... its own contribution to American English vocabulary through jazz. (to make)

3. Study the following forms of verbs showing mental states or opinions. Make up a sentence with each of them.

amazing / amazed	frightening / frightened
amusing / amused	irritating / irritated
annoying / annoyed	interesting / interested
confusing / confused	satisfying / satisfied
depressing / depressed	surprising / surprised
disappointing / disappointed	worrying / worried
embarrassing / embarrassed	

4. Complete the sentences with one of the following verbs in the correct form, either present or past participle.

want write employ say see feel miss

1. People in the building trade have suffered many set-backs recently.

2. Firms over fifty people have many legal obligations.

3. I got a letter from Tom this morning, that he's coming soon.

4. The painting, for over fifty years and to be worth several million pounds, has been found in a Paris loft.

5. The writer's first play, when he was only twenty-six.

6. There was a lot of tension in the exam room, as all the students sat as fast as they could.

7. The robber, for questioning in connection with several robberies, has eluded the police for years.

8. Not to get sunburnt, I sat in the shade on the beach.

9. tired after a hard day's work, he fell into bed and went straight to sleep.

10. Jan Oppenheim, by many to be the world's greatest opera singer, last night took Covent Garden by storm.

11. that the weather was going to take a turn for the worse, we decided to stay at home.

12. by millions every night, television advertisements are a powerful means of communication.

PASSIVE VOICE

The passive voice is used to indicate what happens to people, whereas the active voice says what people do.

Use the passive:

- when the person / people who performed the action is/are assumed, unimportant, or unknown.

The goods **were transported** to our main warehouse.

- to change the emphasis of a sentence.

Ms. Meredith **was elected** salesperson of the year by her customers.

- to describe a process.

Mail **is collected** before midday. This **is then taken** to one of our sorting stations. Where necessary, it **is flown** by light-aircraft to one of the main international distribution centers.

- for official or impersonal notices.

Any form of photography is strictly **forbidden**.

- with a modal, without naming the agent.

The piracy of intellectual property should be stopped.

Use **need** in a similar way with either the gerund or the passive.

My office **needs decorating**.

My office **needs to be decorated**.

Use reporting verbs and verbs of cognition to present claims and general opinions.

It **is said** that your client failed to honour the terms of the contract.

The factory **is known** to produce the best glass in the whole of Bohemia.

Remember:

The present and past perfect continuous do not have a passive form.

She **has been working** on her report all day. (active)

Intransitive verbs do not have a passive form.

Transitive and intransitive verbs:

- With an instrument, we often use the preposition *with*, instead of *by*.

The drawer was opened **with** a screwdriver.

Past participle adjectives have a passive sense.

I was really bored **with** the presentation. (The presentation was boring.)

- Get meaning "become" + past participle can be used with a passive sense.

The equipment **got broken** during transit.

Use **have** something **done**:

- to talk about services we ask other people to perform for us.

We **had** the photographs in the brochure **taken** by a professional.

- to describe misadventures and accidents.

He **had** his pocket **picked** on the underground.

Exercises

1. Read sentences 1–3 below and decide which definition of use a–c best describes each sentence. Note: the agent = the person / thing doing the action.

1. The documents were taken from my desk while I was out at lunch.

2. The Managing Director has been arrested for fraud.

3. Wow! Michael has been given a promotion.

a. the agent is assumed

b. the agent is not known

c. we are more interested in what happens to someone than the agent

2. Now study these further examples of different uses of the passive. Decide why the passive form is used in each case.

1. Both sides *are made to* think carefully.

2. This promises that the exporter *will be paid*.

3. In these cases a letter of credit *is often used*.

3. Look at sentences 1–6. Rewrite the sentence in a passive form, so that it is similar in meaning to the first sentence, as in the example.

Someone had deleted the file. The file had been deleted.

1. We are doing everything to speed up your order.

2. We have processed your request for a letter of credit.

3. Someone stole the goods while they were in transit.

4. I use a freight forwarder to deal with my exports.

5. They lifted the cargo from the hold with a crane.

6. Someone should find a way of making it more efficient.

4. Complete the sentences by choosing between the prepositions in italics.

1. These forms have to be filled in *by / with* hand.
2. Our products are made out *of / from* the finest ingredients.
3. Pencil won't do, It has to be *signed in / by ink*.
4. The goods were uploaded *by / with* a crane.
5. Fragile goods should be transported *by / with* extreme care.
6. Some of these carpets were woven *with / by* expert craftsmen.
7. You could see that her shoes were made out *of / by* Italian leather.

5. Rewrite the sentences in the Passive. Omit the agent where necessary.

1. People give presents at Christmas time.
2. Someone robbed the shop.
3. The Rolling Stones will give a concert next week.
4. People had seen the little boy playing in the park before he disappeared.
5. Who served the food?
6. They serve lunch from 12.00 to 2.00.
7. The students will have finished the first workbook by December.
8. Agatha Christie wrote *Murder on the Orient Express*.
9. Mum is baking a cake at the moment.
10. The President was making a speech when the bomb exploded.

11. They have built a new road outside the village.
12. Who will interview the applicants?

6. Read the examples and justify the use of by and with. Then fill in by or with.

1. This dress was designed ...*by*...Donna Karan.
2. He was killed ...*with*... a knife.
3. The festival was organized the Glasgow City Council.
4. The air was filled the sound of laughter.
5. The shop was badly damaged the fire.
6. The cake was beautifully decorated sugared almonds.

7. Finish the second sentence so that it has a similar meaning to the first sentence.

1. He left his trousers at the dry cleaner's. His trousers
2. Tall mountains surround the woods. The woods
3. He gave false information to the police. The information
4. To be a good doctor you need experience. Experience
5. The porter carried her luggage to the taxi. Her luggage
6. Of all the subjects he does, Paul likes Maths the most. Maths

7. He used dry wood to make the fire. Dry wood

.....

8. My mother gave me useful advice. The advice

.....

THE LIST OF IRREGULAR VERBS

Irregular verbs can be organized into similar groups.

No pattern

be	was/were	been
do	did	done
go	went	gone/been
see	saw	seen

Past simple and past participle the same -t or -d

find	found	found
get	got	got/gotten (US)
have	had	had
hear	heard	heard
hold	held	held
learn	learnt	learnt
lend	lent	lent
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
say	said	said
sell	sold	sold
send	sent	sent
sit	sat	sat
spend	spent	spent
stand/understand	stood/understood	stood/understood
tell	told	told
win	won	won

Ending in -ought or -aught

bring	brought	brought
buy	bought	bought
catch	caught	caught
seek	sought	sought
think	thought	thought

Change from -eep to ept

creep	crept	crept
keep	kept	kept
sleep	slept	slept

Present simple and past participle the same

become	became	become
come	came	come
run	ran	run

Past participle in -en

beat	beat	beaten
break	broke	broken
choose	chose	chosen
eat	ate	eaten
fall	fell	fallen
forget	forgot	forgotten
give	gave	given
hide	hid	hidden
rise	rose	risen
speak	spoke	spoken
take	took	taken
write	wrote	written

Change from -i to -a to -u

begin	began	begun
ring	rang	rung

Change from -ear to -ore to -orn

bear	bore	born
wear	wore	worn

Change from -ow or -y to -ew to -own or -awn

draw	drew	drawn
fly	flew	flown
grow	grew	grown
know	knew	known

No change

cost	cost	cost
cut	cut	cut
forecast	forecast	forecast
hit	hit	hit
read	read	read

THE PHONEMES OF ENGLISH

Vowels and diphthongs

1	i:	as in see	11	ɜ:	as in fur
2	i	as in sit	12	ə	as in ago
3	e	as in ten	13	ei	as in page
4	æ	as in hat	14	əʊ	as in home
5	ɑ:	as in arm	15	ai	as in five
6	ɒ	as in got	16	aʊ	as in now
7	ɔ:	as in saw	17	ɔi	as in join
8	ʊ	as in put	18	iə	as in near
9	u:	as in too	19	eə	as in hair
10	ʌ	as in cup	20	ʊə	as in pure

Consonants

1	p	as in pen	13	s	as in so
2	b	as in bad	14	z	as in zoo
3	t	as in tea	15	ʃ	as in she
4	d	as in did	16	ʒ	as in vision
5	k	as in cat	17	h	as in how
6	g	as in got	18	m	as in man
7	tʃ	as in chin	19	n	as in no

8	dʒ	as in June	20	ŋ	as in sing
9	f	as in fall	21	l	as in leg
10	v	as in voice	22	r	as in red
11	θ	as in thin	23	j	as in yes
12	ð	as in then	24	w	as in wet

CONTROL TEST 1

1. Gerund, Participle or Infinitive? (20 points)

1. He offered (lend) me the money. I didn't like (take) it but I had no other way out.
2. What was in the letter? I don't know. I did not want (open) it as it wasn't addressed to me.
3. Try (avoid) (be) late. He hates (be) kept (wait).
4. He heard the clock striking seven and knew it was time for him (get) up.
5. I can hear the bell (ring) but nobody seems (be coming) (open) the door.
6. Did you advise him (go) to the police? – No, I didn't like (give) any advice on such a difficult matter.
7. I'm not used to (drive) on the left.
8. It's pleasant (sit) by the fire at night and (hear) the wind (blow) outside.
9. It's no use (write) to him, he never answers letters. The only thing (do) is (go) and (see) him.
10. Ask him (come) in. Don't keep him (stand) at the door.

2. Complete the following sentences with the correct form of the verb (20 points)

1. Social media ... people to connect in a variety of ways. (allow)
2. What you ... last night, Ann?. (do)
3. Who you ...with? (go)
4. Where's Pete? I ... him for ages (not see).

5. The first modern Olympics ... place in Athens more than a hundred years ago. (take)

6. If Paul does not speak good French, he ... to Paris (not/move)

7. The teacher said, "I'll begin the lesson as soon as Jack ... talking." (stop)

8. I would go to France if I ... enough money (have)

9. If I were you I ... the boss about this mistake. (tell)

10. We supposed the rain ... in some hours. (stop)

11. My mother was sure I already (come)

12. He said he never ... to London. (be)

13. When I saw him, he (work)

14. We supposed they ... us the documents next week. (send)

15. This work ... tomorrow. (do)

16. Chocolate ... from cocoa. (make)

17. Every year, the Statue of Liberty ... by many people from all over the world. (visit)

18. My suitcase ... when my friends came to see me off. (pack)

19. All tasty things ... at once. There is nothing on the plates. (eat)

20. Yesterday we ... to the party by our friends. (invite)

3. Give Russian equivalents (20 points)

1. a highly reliable semiconductor
2. intermediate amplifiers
3. indecipherable information
4. transmission rate
5. immune to electromagnetic interference

6. optical fiber communication system
7. to avoid degradation of the signal
8. atmospheric turbulence
9. under complicated conditions
10. measuring the current resistance

**4. Complete the following sentences on your own
(20 points)**

1. I have already
2. I am going to
3. Tomorrow I'd like... .
4. My parents... next month.
5. My group-mates ... at the moment.
6. When I came home, my sister
7. If I have more free time, I
8. When I'm on holiday, I like... .
9. I often (sometimes) forget... .
10. Last year we
11. Every Saturday
12. I hope... .
13. When I pass my exam,
14. If I were a famous person, ...
15. I don't understand
16. When I was...
17. If only...
18. In case ...
19. There were...
20. I'll ...

**5. Make questions with the question words in brackets
(20 points)**

1. The professor is doing scientific research. (Who)
2. Artificial intelligence is applied in various studies such as exploration of space. (Where)
3. Disney animators were encouraged to visit zoos to help make their animations more lifelike. (Why)
4. A conversation is taking place about the future of artificial intelligence. (What)
5. I'm not surfing the web at the moment. (When)
6. In future we will probably control computers with our mind. (How)
7. Samsung are releasing the Gear VR Innovator Edition in December. (What)
8. Jennifer needs to be more careful. (Who)
9. The girl can speak four languages. (How many)
10. Websites consist of pages that are linked by hypertext links. (What pages)

TOTAL SCORE: 100 points

CONTROL TEST 2

1. Match the synonyms (10 points)

amplify	decrease
gain	diversity
volatile	traditional
complicated	cooperate
interact	increase
variety	replace
substitute	give off
reduction	difficult
conventional	changeable
emit	get

2. Match the antonyms (10 points)

deny	unimportant
increase	switch off
turn on	degradation
transmitter	vacuum
significant	reduce
integrate	downfall
improvement	separate
air	use
harm	agree
evolution	receiver

3. Complete the following sentences with the correct form of the verb (20 points)

1. Another English test next week. (to write)
2. What you ... last night, Ann? (do)

3. Who you ...with? (go)

4. Where's Pete? He ... from this place. We don't know where he is. (can not see).

5. The first modern Olympics ... in Athens more than a hundred years ago. (hold)

6. If Paul does not speak good French, he ... to Paris (not/move)

7. The teacher said, "I ... the lesson as soon as you stop talking." (begin)

8. I will go to France if I ... enough money (have)

9. If I were you I ... a letter to my friend. (write)

10. We supposed the rain ... in some hours. (stop)

11. My mother is sure I already (cook dinner)

12. He says he never ... to London. (be)

13. When I see him next time, he (work)

14. We supposed they already ... us the documents. (send)

15. These books ... 2 days ago. (read)

16. Chocolate ... from cocoa. (make)

17. Last year, the Statue of Liberty ... by many people from all over the world. (visit)

18. My suitcase ... when my friends came to see me off. (pack)

19. All tasty things ... at once. There was nothing on the plates. (eat)

20. Tomorrow we ... to the party by our friends. (invite)

Task 4. Translate the sentences from Russian into English. (20 points)

1. Пластиковая карта со встроенным чипом может помочь спасти жизнь человеку в экстренной ситуации благодаря имеющейся на ней информации о пациенте.

2. Технологии будущего успешно применяются в ряде стран в медицине и технике.

3. Мини-приборы используются в медицине для лечения пациентов и проведения операций.

4. Приложения виртуальной реальности позволят студентам-медикам освоить лечение имитируемых пациентов.

5. Совершить покупки в магазине, не выходя из дома, отследить безопасность офиса на расстоянии – это возможности, ставшие реальностью.

5. Complete the following sentences on your own (15 points)

1. My friend has already
2. I was going to do... , but
3. Tomorrow I'd like to
4. My parents... next month.
5. My group-mates ... at the moment.
6. When I came home yesterday, my mother
7. If I have more free time, I
8. When I'm at home, I
9. I often
10. Last Saturday I... .
11. Every day... .
12. I want to
13. When I pass my exam,

14. If I were a qualified specialist, ...

15. I didn't

6. Choose the correct verb form, to ... or -ing. (10 points)

1. Do you want to continue learning/ to learn English?

2. Thanks – I'd love taking/ to take part in the seminar.

3. Stop worrying/ to worry – we'll get there in time for the conference.

4. When will you begin writing/ to write your report?

5. What are you trying doing/ to do?

6. Please just don't stop thinking/ to think about the consequences.

7. I don't remember getting/ to get an email from Lisa.

8. I'll try repairing/ to repair your computer tomorrow.

9. Try using/ to use a tablet computer. I'm sure you'll like it.

10. The company started developing/ to develop a new supercomputing technology last year.

7. Make questions with the question words in brackets (20 points)

1. A web developer is someone who creates websites. (Who)

2. Artificial intelligence is applied in various studies such as exploration of space. (Where)

3. Disney animators were encouraged to visit zoos to help make their animations more lifelike. (Why)

4. They've got a machine that prints names on badges. (What)

5. By six o'clock the workers had loaded the trucks.
(When)

6. In future we will probably control computers with our mind.
(How)

7. You always ask questions that are difficult to answer.
(What questions)

8. The statue represents the goddess of liberty. (Who)

9. They have 20 applications. (How many)

10. A website consists of pages that are interesting to read.
(What pages)

11. Dr. Lyre app's influenced by science. (What)

12. The app is a challenge because of the format. (Why)

13. The most difficult creature to recreate was fish. (What)

14. Dr. Lyre took the idea of creating the app from science fiction.
(Who)

15. The scientist applied very expensive units in his work.
(What)

16. He is working on the app next edition because of the habitats.
(Why)

17. If dolphins aren't friendly, they won't swim right up to you.
(When)

18. The app mobile version can't work without optimization.
(What)

19. The app needs optimization because you can't put a fan on a smartphone.
(Why)

20. The next edition is to be divided only into 2-3 habitats.
(How many)

TOTAL SCORE: 100 points

CONTROL TEST 3

1. Complete the sentences with the necessary forms of the verbs (10 points)

1. Last Friday they ... to my house (not to come)

2. We went to her house, but she ... at home (not to be)

3. Somebody ... my umbrella, so I can't find it (to take)

4. My friends are here, because they ... just ... (to arrive)

5. If she ... English, she ... a test (to know, to pass)

6. He ... late for classes, if he ... early (to be, not to get up)

7. Listen! Somebody ... (to sing)

8. He ... playing computer games (to play)

9. The show usually ... at 11 p.m. (to begin)

10. If you ... more careful, you ... so many mistakes (to be, not to make)

2. Gerund or Infinitive? (20 points)

1. I'm thinking of (go) to Brazil.

2. You cannot live without (do) such stupid things.

3. He isn't good at (drive) his car.

4. Try to avoid (lose) your temper.

5. He seems (know) everything about it.

6. It's no use (cry) over spilt milk.

7. Would you mind (repeat) your threat?

8. You should practice (say), "Red little lorry, yellow little lorry".

9. It's useless (argue) with him. He won't listen to any reason.

10. They were advised (take) a packed lunch.

11. Do you think it's worth (see) this film?
12. If you want (lose) weight, try (eat) less.
13. It's forbidden (smoke) here.
14. I'm not keen on (work) late.
15. I'm not very fond of (shop).
16. He managed (calm) her by promising to return soon.
17. Mary is crazy about (take) photographs.
18. In Arabia the usual way of (travel) is by camel.
19. You needed (add) some more sugar to that.
20. My mother does some (clean) before work every day.

3. Choose the correct form of the participle (10 points)

1. When *translating* / *translated* the article he used no dictionary.
2. The data *obtaining* / *obtained* are in full agreement with the theory.
3. The man *delivering* / *delivered* this lecture is the dean of our faculty.
4. A robot is a mechanical device *controlling* / *controlled* by a computer.
5. The man *replacing* / *replaced* this device by a new one is our mechanic.
6. The students *studying* / *studied* at the university passed entrance exams well.
7. The lecture *delivering* / *delivered* by the professor was on new methods of technology.
8. Scientists *working* / *worked* at new computers have a lot of different problems to solve.
9. The results of the experiments *discussing* / *discussed* yesterday will be published next week.

10. The subjects *studying* / *studied* in the first two years are very important for future engineers.

4. Give English equivalents (30 points)

1. определять, обнаруживать – ... (3 words)	16. прямой – ... (2 words)
2. прибор – ... (3–4 words)	17. происходить – ... (2 words)
3. важный – ... (2–4 words)	18. разрушать – ... (2–4 words)
4. передавать – ... (2 words)	19. сеть – ... (2 words)
5. принимать – ... (2 words)	20. распространять, излучать – ... (3 words)
6. улучшать – ... (2 words)	21. скорость – ... (2 words)
7. ухудшать – ... (2 words)	22. показывать – ... (2 words)
8. крах, падение – ... (2–3 words)	23. ученый – ... (2–3 words)
9. помехи – ... (3–5 words)	24. устанавливать, создавать – ... (2–3 words)
10. развитие – ... (2 words)	25. искусственный – ... (2 words)
11. разрабатывать – ... (2 words)	26. работать – ... (2 words)
12. данные, информация – ... (2 words)	27. берег – ... (3 words)
13. идея, концепция – ... (2 words)	28. граница – ... (2 words)
14. мобильный телефон – ... (2 words)	29. начинать – ... (2 words)
15. (за) менять – ... (2 words)	30. база, основа – ... (2 words)

5. Ask all possible questions to the sentences (10 points)

1. You often get up early in the morning.
2. Ann is coming to the cinema with us tonight.

3. They were active members of the English club last year.
4. I have broken that window.
5. We'll have a new car in two months.
6. The students were exhausted at the end of the day.
7. She will have seen her sister by Saturday.
8. They have played computer games many times.
9. Her greatest pleasure was reading.
10. By planning carefully, he managed to complete his report on time.

6. Translate into English (10 points)

1. Где вы были вчера вечером?
2. Из какой вы страны?
3. Я надеюсь, ты будешь свободен в следующую субботу.
4. Они уже построили новый дом на нашей улице.
5. Он не понимает грамматическое правило.
6. Студенты наблюдают за экспериментом с огромным интересом.
7. Они должны работать в очень трудных условиях.
8. Можно нам присутствовать на конференции? – Конечно!
9. Этот ребенок умеет плавать?
10. В вашем городе есть институт?

7. Write an essay (10 sentences) on the topic: “The Role of Electronic Devices in our Life” (10 points)

TOTAL SCORE: 100 points

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