

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДОНБАСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
Кафедра германської та слов'янської філології

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Методичні рекомендації
до самостійної роботи з навчальної дисципліни «Практична граматики
англійської мови» для здобувачів першого (бакалаврського) рівня вищої
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Методичні рекомендації до самостійної роботи з навчальної дисципліни «Практична граматики англійської мови» для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності 035 Філологія / О. В. Піскунов. Слов'янськ: ДДПУ, 2023. 146 с.

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ПЕРЕДМОВА

Основне завдання вивчення дисципліни «Практична граматики основної іноземної мови» полягає в тому, щоб дати здобувачу практичні знання з граматичної будови англійської мови, сформувати навички граматично правильного англійського мовлення в усних та письмових формах. Після завершення курсу здобувач повинен граматично правильно говорити і писати англійською мовою, вживаючи складні граматичні форми та конструкції.

У результаті вивчення навчальної дисципліни здобувач повинен

знати :

- лексико-семантичні, граматичні і синтаксичні закономірності англійської мови, у тому числі правила графіки, орфографії і пунктуації;
- базові закономірності граматики англійської мови у кореляції з особливостями граматики рідної мови;
- основні графіко-орфографічні, лексичні і граматичні вимоги до викладання власних думок в письмовій і усній формі;
- граматичні правила, тенденції, виключення у їх межах, для здійснення якісної вчительської діяльності, а також володіння певним запасом синонімічних знань.

вміти :

- використовувати широкий спектр лексико-граматичних засобів мови для використання думок з тем, які вивчаються;
- здійснювати успішне виконання граматичних вправ, спираючись на опрацьований граматичний матеріал;
- володіти сталими навичками граматично правильно висловлювати думки у письмовій формі.

Тестом є система паралельних завдань специфічної форми, що дозволяє якісно й ефективно виміряти рівень і структуру підготовки студентів. Кожне тестове завдання має відповідати чітко визначеній формі та змісту. Тільки якісні завдання забезпечують високу валідність (тест справді вимірює те, для чого його призначено) і надійність (наскільки точно тест вимірює досліджуване явище) тесту.

Контрольні тести проводяться як певний підсумок роботи над вивченням теми, вони мають комплексний характер, тобто перевіряють знання й уміння, здобуті й вироблені студентами в межах кількох тематичних блоків.

Тестове завдання складається з умови (запитання, незакінченого твердження) та чотирьох варіантів вибору, один з яких правильний, а решта – дистрактори (правдоподібні неправильні відповіді). Необхідно зауважити, що неправильні варіанти відповіді не є абсолютно неправильні, але вони все ж менш правильні ніж еталонна відповідь (в дистракторах моделюються типові

помилки, яких припускаються студенти при виконанні відповідних завдань). Завдання з однією правильною відповіддю чи не найпоширеніші в практиці тестування, що пояснюється зручністю їх форми для автоматизації контролю навчальних досягнень.

Структура посібника ґрунтується на методичних засадах сучасного навчання іноземних мов, яке передбачає оволодіння студентами іншомовним спілкуванням шляхом формування та розвитку міжкультурної комунікативної компетенції та її складових: мовленнєвої, мовної соціокультурної ланок. У межах кожного тематичного розділу вправи розміщено в міру наростання труднощів, що дасть викладачеві можливість добирати вправи відповідно до мовного рівня здобувачів.

Специфікою методичних рекомендацій є також пізнавальний характер матеріалу, так як багато тексти несуть енциклопедичні знання з тих чи інших областей життя суспільства, і будуть цікаві здобувачам.

Поряд з типовими завданнями і вправами при роботі з методичними рекомендаціями, викладач також отримує свободу у формуванні власних навчальних завдань з вивчених тем.

Unit 1

Modal verbs

Don't have to **and**

must not

Should

Could

- *Don't have to* refers to an absence of obligation.

*You **don't have to** work tomorrow.*

- *Must not* refers to an obligation not to do something.

*You **must not** leave the room before the end of the test.*

Where **should* appears, *ought to* can also be used.

- Expectation

*This film ***should** be really good.*

- Recommendation

*I think you ***should** talk it over with your parents.*

In writing, *should* can be used to express a strong obligation politely.

*Guests **should** vacate their rooms by midday.*

- Criticism of an action

*You ***shouldn't** eat so much late at night.*

- Uncertainty

Should I leave these papers on your desk?

- *Should* and verbs of thinking

Should is often used with verbs of thinking, to make an opinion less direct.

*I **should think** that model would sell quite well.*

- With *be* and adjectives describing chance

This group of adjectives includes *odd*, *strange*, *funny* (=odd) and the expression

What a coincidence.

*It's strange that you **should** be staying in the same hotel!*

- After *in case* to emphasise unlikelihood

*I'm taking an umbrella **in case it should rain**.*

See Grammar 8 for similar uses in conditional sentences.

- *Could* is used to express possibility or uncertainty.

*This **could** be the house.*

- *Could* is used with comparative adjectives to express possibility or impossibility.

*The situation **couldn't** be worse.*

*It **could** be better.*

Had to and must

have

Should have and

ought to have

Could have

Could

Had to is the past form of *must* and refers to a past obligation.

*Sorry I'm late, I **had to post** some letters.*

The negative form is *didn't have to* and refers to an absence of obligation.

Must have refers to past certainty, (see below)

Where **should* appears, *ought to* is also possible.

- Expectation

Should have refers to something which was supposed to happen.

*The parcel I sent you ***should have arrived** by now.*

- Criticism of an action

*You ***shouldn't have eaten** so much last night.*

- *Should have* and verbs of thinking

The past form *knew* in the example is an unreal verb form, and the *should have* form is used according to 'sequence of verb forms'. See Grammar 9.

*/ **should have thought** you knew.*

- With *be* and adjectives describing chance

*It was strange that you **should have been staying** in the same hotel last year.*

- As a polite expression of thanks on receiving a gift or a favour
*I've done the washing up for you. - Oh, you really **shouldn't have!***

The intonation should be friendly, as this is not a criticism.

- *Could have* refers to past possibility or uncertainty.

*David **could have won** the race if he had tried,* (possibility/ability)

*It **could have been** Sue, I suppose,* (uncertainty)

- *Couldn't have* is also possible for both meanings.

- *Couldn't have* can be used with comparative adjectives.

*We **couldn't have been happier** in those days.*

- *Could have* can also express unwillingness.

*She **could have gone** to the party with her friends, (but she didn't)*

*We **couldn't have left** the dog on its own. (so we didn't)*

- *Could* refers to past permission or past ability.

*When I was sixteen I **could stay** out till 11.00. (I was allowed to)*

*Mary **could swim** when she was three, (she actually did)*

- Compare:

*Mary **could have swum** when she was three, (but she didn't)*

May have and

might have

Must have and

can't have

Would not

Would have

Needn't have and

didn't need to

Adverbs and

modals

- *Might have* refers to past possibility which did not happen.

*You **might have drowned!***

- *Might have* and *may have* refer to uncertainty.

*/ suppose I **may have been** rather critical.*

- Both can be used in the negative to express uncertainty.

*They **might not have received** our letter yet.*

- *Might have* is used to express annoyance at someone's failure to do something. There is strong stress on the words underlined.

*You **might have told** me my trousers were split!*

- */ might have known + would* is an idiom by which the speaker expresses ironically that an action was typical of someone else.

*/ **might have known** that he **would** be late.*

A: *It was Jack who broke the vase.* B: */ **might have known!***

- These refer to the speaker's certainty about a past action.

*Someone **must have taken** it. (I am sure they did)*

*You **can't have lost** it. (I am sure you didn't)*

- Both can also be used with *surely* in exclamations.

***Surely you can't have eaten** all of it!*

***Surely you must have noticed** it!*

- This expresses an unwillingness in the past.

*Everyone was angry because Sam **wouldn't turn** off the television.*

- *Would have* can refer to events in the past which did not actually happen.

*/ **would have accepted** this job, but I didn't want to move house.*

- Assumptions about the past are also possible with *would have*.

A: *Someone called after you left but didn't leave a message.*

B: *That **would have been** Cathy, probably.*

Needn't have done refers to an unnecessary action which was actually done.

*You **needn't have paid** all at once, (you did pay)*

Didn't need to refers to an unnecessary action which was not done.

*/ **didn't need to go** to the dentist again, luckily.*

Adverbs such as *well, easily, obviously, really, just* are often used to emphasise

modal expressions, in both present and past time.

*You could **easily** have been killed.*

*I might **well** decide to come.*

*She **obviously** must have left.*

*You couldn't **really** have managed without me.*

I might just take you up on that.

UNIT 2

MOOD

The category of mood expresses the character of connection between the process denoted by the verb and actual reality, either presenting the process as the fact that really happened, happens or will happen.

Verb mood is to the “attitude” of the verb. More specifically, “mood” refers to the degree of necessity, obligation, or probability. Is it a statement of fact? Is it a command? Mood can be expressed in any verb tense. The three main moods used in English are *indicative, subjunctive, imperative*.

Indicative

The indicative mood is used for factual statements.

Examples: Sally is drinking coffee.

Sally drinks coffee.

Sally drank coffee.

Subjunctive

The subjunctive mood is for hypothetical situations, emotions, or making requests. It is often (but not always) paired with a clause containing *would, should, or could*, or an if-then statement.

Examples: If I were a pilot, I would fly through the clouds.

The carousel closed. I wish it were still in use.

Imperative

The imperative mood is used to give commands.

Examples: Go finish your homework.

Please hang your coat.

Don't eat a snack now or you'll ruin your supper.

Basic usage

- What is always true: present + present

*If I **work** late, I **got** tired.*

*If the water **is boiling/has boiled**, it means the food is nearly ready.*

- What was always true: past + past

*We **went** home early if it **was** foggy.*

*If it **was snowing**, we **stayed** at home.*

- Real situations: present + future

Here we think that the outcome is really possible.

*If you **keep** driving like that, you're going **to have** an accident.*

*If you see Mark, tell him **I'll ring** him tomorrow.*

- Hypothetical situations: past + *would*

These are unreal or imaginary situations.

*If I **knew** the answer, I'd tell you.*

*If I **was having** a party, I **wouldn't** invite Marcia.*

The verb *be* usually takes the form *were* for all persons in these sentences, though *was* is used in everyday speech. Note that in the first person it is possible to use *should* instead of *would*.

*If I left home, I think I **should** be lonely.*

- Hypothetical past situations: past perfect + *would have*

These refer to past events.

*If I **had known** you were coming, I **would have met** you at the station.*

- With modals

Possible situations in the present

*If you get wet, you **should** change your clothes immediately.*

If you come early, we can discuss the problem together.

Hypothetical situations

*If I had the money, I **could** help you.*

Hypothetical past situations

*If you hadn't reminded me, I **might have** forgotten.*

- *If only*

This adds emphasis to hypothetical situations. With past events it adds a sense of regret. The second part of the sentence is often left out.

Variations

*If **only** I had enough time!*

*If **only** I hadn't drunk too much, this wouldn't have happened!*

- *But for*

This can replace *if not*. It is used in formal language, and must be followed by a noun form.

If you hadn't helped us, we would have been in trouble.

But for your help, we would have been in trouble.

- *If so/if not*

These can refer to a sentence understood but not stated.

There is a possibility that Jack will be late. If so, I will take his place.

- Colloquial omission of *if*

An imperative can be used instead of an *if* clause in everyday speech.

Sit down, and I'll make us a cup of tea. (If you sit down ...)

- *If and* adjectives

In expressions such as *if it is necessary/possible* it is possible to omit the verb *be*.

If interested, apply within.

If necessary, take a taxi.

- Formally *if* can mean *although*, usually as *if+* adjective.

The room was well-furnished, if a little badly decorated.

It's time

Wishes

I'd rather/I prefer

**(followed by a
clause)**

It's time, it's high time

These are followed by past simple or continuous, though the time referred to is unreal. See Grammar 8.

*It's time we **left**. It's high time I **was going**.*

Present/future time

Notice the past verb forms after *wish*.

These are wishes where you want to change a present/future state.

I wish I had a motorbike. (I don't have one now.)

*/ wish you **weren't** leaving. (You are leaving.)*

/ wish I was going on holiday with you next week. (I am not going.)

• *Would*

Would is used when the speaker wants somebody or something else to change.

*/ wish he **would** change his mind and marry Jane.*

*I wish it **would** stop raining.*

The use with *would* is often used to describe an annoying habit.

*/ wish you **wouldn't** make such a mess.*

• Past time

As with present wishes, the verb form after *wish* is one stage further back in the past. These are wishes referring to a past event, which cannot be changed.

*/ wish I **hadn't** eaten so much.*

This use of *wish* is common after *if only* to express regrets. See Grammar 8.

• Hope

Wishes about simple future events are expressed with *hope*.

*I **hope** it doesn't (won't) rain **tomorrow**.*

*I **hope** you('ll) have a lovely time in Portugal (on your holiday **next week**).*

• *I'd rather* is followed by past verb forms in the same way as wishes about the

present. It expresses preference about actions.

*I'd rather you **didn't** smoke in here.*

Both *I'd rather* and *I'd sooner* are used with normal verb forms when comparing nouns or phrases.

I'd rather be a sailor than a soldier, (present)

I'd rather have lived in Ancient Greece than Ancient Rome, (past)

• *I'd prefer* can be used in the same way, but note that *prefer* in this type of sentence has an object *it*.

I'd prefer it if you didn't go.

However, *I'd prefer* is not followed by an unreal verb form in other situations.

I'd prefer tea to coffee.

I'd prefer you to go swimming (rather than go jogging).

Real and unreal

The verb form here depends on whether the situation is true or unreal.

You look as if you're having second thoughts. (True. He is having second thoughts.)

He acts as if he were in charge. (Unreal. He isn't in charge.)

I feel as if an express train had hit me. (It didn't hit me.)

Note however, that the more colloquial *like* does not require this verb form change. Compare:

You look like you've just seen a ghost

You look as if you'd just seen a ghost.

Understood conditions

The conditional part of these sentences is often understood but not stated.

Imagine we won the pools!

Suppose someone told you that I was a spy!

Imagine we'd never met! (we have met)

As with conditional sentences, if the event referred to is a real possibility,
rather

than imaginary, a present verb form is possible:

Suppose it starts raining, what'll we do?

- Insisting, demanding etc

After verbs such as *demand, insist, suggest, require* which involve an
implied

obligation, the subjunctive may be used in formal style. This has only one
form, that of the infinitive, and there is no third person -s, or past form. The
verb *be* has *be* for all forms.

They demanded that he leave at once.

The school Principal suggested that he be awarded a scholarship.

- Less formal usage

Less formally, *should* can be used, and colloquially no verb form change is
made, or an infinitive construction is used.

They demanded that he should leave.

They demanded that he left, (informal)

These are fixed expressions all using subjunctive. Typical expressions are:

God save the Queen!

Be that as it may ...

Come what may ...

UNIT 3

Phrasal Verbs

Phrasal verbs are combinations of a verb and a preposition or an adverb,
which together create a new meaning. The position of the preposition or adverb
can vary, sometimes coming directly after the verb or following the object of the
verb. In some cases, the preposition or adverb can be placed between the verb and
its object, or after the object. These expressions often have a different meaning

than the individual words, making them unique and sometimes challenging to learn.

Phrasal Verbs Without an Object

These phrasal verbs do not require an object to complete their meaning.

Examples:

- The dog ran away from home.
- He got up early in the morning.
- Keep on practicing, and you'll get better.

Phrasal Verbs With an Object

These phrasal verbs require an object to complete their meaning.

Examples:

- She put on her shoes before leaving the house.
- He turned off the lights before going to bed.
- I need to fill out this form for the application.

In English, a **phrasal verb** is a phrase such as *turn down* or *ran into* which combines two or three words from different grammatical categories: a verb and a **particle** and/or a **preposition** together form a single semantic unit. This semantic unit cannot be understood based upon the meanings of the individual parts, but must be taken as a whole. In other words, the meaning is non-compositional and thus unpredictable. Phrasal verbs that include a preposition are known as **prepositional verbs** and phrasal verbs that include a particle are also known as **particle verbs**. Additional alternative terms for *phrasal verb* are *compound verb*, *verb-adverb combination*, *verb-particle construction*, *two-part word/verb*, and *three-part word/verb* (depending on the number of particles), and *multi-word verb*.

Examples

There are at least three main types of phrasal verb constructions depending on whether the verb combines with a preposition, a particle, or both. The phrasal verb constructions in the following examples are in bold:

Verb + preposition (prepositional phrasal verbs)

When the element is a preposition, it is the head) of a full prepositional phrase and the phrasal verb is thus a *prepositional phrasal verb*. These phrasal verbs can also be thought of as transitive and non-separable; the complement follows the phrasal verb.

- Who is **looking after** the kids? – after is a preposition that introduces the prepositional phrase *after the kids*.
- They **picked on** nobody. – on is a preposition that introduces the prepositional phrase *on nobody*.
- I **ran into** an old friend. – into is a preposition that introduces the prepositional phrase *into an old friend*.
- She **takes after** her mother. – after is a preposition that introduces the prepositional phrase *after her mother*.
- Sam **passes for** a linguist. – for is a preposition that introduces the prepositional phrase *for a linguist*.
- You should **stand by** your friend. – by is a preposition that introduces the prepositional phrase *by your friend*.

Verb + particle (particle phrasal verbs)

When the element is a particle, it can not (or no longer) be construed as a preposition, but rather is a particle because it does not take a complement. These verbs can be transitive or intransitive. If they are transitive, they are separable.

- They **brought up** that twice. – up is a particle, not a preposition.
- You should **think it over**. – over is a particle, not a preposition.

- Why does he always **dress down**? – down is a particle, not a preposition.
- You should not **give in** so quickly. – in is a particle, not a preposition.
- Where do they want to **hang out**? – out is a particle, not a preposition.
- She **handed it in**. – in is a particle, not a preposition. *

Verb + particle + preposition (particle-prepositional phrasal verbs)

Finally, many phrasal verbs are combined with both a preposition and a particle.

- Who can **put up with** that? – up is a particle and with is a preposition.
 - She is **looking forward to** a rest. – forward is a particle and to is a preposition.
 - The other tanks were **bearing down on** my panther. – down is a particle and on is a preposition.
 - They were really **teeing off on** me. – off is a particle and on is a preposition.
 - We **loaded up on** Mountain Dew and Doritos. – up is a particle and on is a preposition
 - Susan has been **sitting in for** me. – in is a particle and for is a preposition.
- The aspect of these types of verbs that unifies them under the single banner *phrasal verb* is the fact that their meaning cannot be understood based upon the meaning of their parts taken in isolation: the meaning of pick up is distinct from pick; the meaning of hang out is not obviously related to hang.
- focus on multiple

- meaning, and other meanings of known phrasal verbs. Note that there may be

- other meanings for the verbs listed here.
- Add up (make sense)
- *His evidence just doesn't **add up**.*
- Ask after (inquire about)
- *Jim was **asking after** you.*
- Back down (yield in an argument)
- *Sheila was right, so Paul had to **back down**.*
- Bargain for (take into account)
- *We hadn't **bargained for** there being so much traffic, and we missed the plane.*

- Bear out (confirm the truth)
- *Helen's alibi was **borne out** by her sister.*
- Break down (lose control of the emotions)
- *David **broke down** and wept when he heard the news.*
- Break off (stop talking)
- ***He broke off** to answer the phone.*
- Break up (come to an end)
- *The party finally broke up at 3.00 am.*
- Bring about (cause to happen)
- *The crisis was **brought about** by Brenda's resignation.*
- Bring off (succeed in doing something)
- *The team tried for years to win the competition and they finally **brought it off**.*

- Bring on (cause the onset of an illness)
- *Sitting in the damp **brought on** his rheumatism.*
- (cause trouble to happen to oneself)
- *You have **brought this on/upon yourself**.*
- Bring round (influence someone to your point of view)

- *After much discussion, I **brought** the committee **round** to my point of view.*

- Bring up (mention)
- */ feel I ought to **bring up** another small matter.*
- Call up (mobilise for military service)
- *Mark was **called up** when the war broke out.*
- Carry off (complete successfully - perhaps despite a problem)
- *Jane had a difficult role to play, but she **carried it off**.*
- Carry out (complete a plan)
- *The attack was successfully **carried out**.*

Catch on (become popular - colloquial)

*This new hair style is beginning to **catch on**.*

Come about (happen)

*Let me explain how the situation **came about**.*

Come down to (be in the end a matter of)

*It all **conies down to** whether you are prepared to accept less money.*

Come in for (receive - especially *criticism, blame*)

*The government has **come in for** a lot of criticism over the decision.*

Come off (take place successfully)

*I'm afraid that deal didn't **come off** after all.*

Come out (appear)

*All the flowers have **come out**.*

*When the news **came out**, everyone was shocked.*

*My photos didn't **come out** very well.*

Come up (occur - usually *a problem* - colloquial)

Look, something has come up, and I can't meet you.

Come up against (meet a difficulty)

*We've **come up against** a bit of a problem.*

Come up to (equal - especially *expectations, standard*)

*The play didn't come **up to** expectations.*

Come up with (think of - especially *an answer, a plan, a solution*)

*We still haven't **come up with** a solution to the problem.*

Count on (rely on)

*Don't worry, you can **count on** me.*

Crop up (happen unexpectedly - colloquial)

*I can't come to your party, something has **cropped up**.*

Do away with (abolish - colloquial)

*Dog licences have been **done away with**.*

(murder - colloquial)

*What if they **do away with** the old man?*

Do up (decorate - colloquial)

*We are having our living room **done up**.*

Draw up (come to a stop)

*A white sports car **drew up** outside the door.*

Draw up (organise - especially *a document*)

*The contract is being **drawn up** at the moment.*

Drop in (pay a visit - colloquial)

***Drop in** any time you're passing.*

Drop off (fall asleep - colloquial)

*The baby has just **dropped off**.*

End up (finish in a certain way, or place)

*We **ended up** staying there for lunch.*

- *The car **ended up** in a ditch.*

Face up to (have courage to deal with - especially *responsibilities*)

*You have to **face up to** your responsibilities.*

Fall about (show amusement - especially *laughing* - colloquial)

*Everyone **fell about** when Jane told her joke.*

Fall back on (use as a last resort)

*If the worst comes to the worst, we've got our savings to **fall back on**.*

Fall for (be deceived by - colloquial)

*It was an unlikely story but he **fell for it**.*

(fall in love with - colloquial)

*I **fell for** you the moment I saw you.*

Fall out with (quarrel with)

*Peter has **fallen out** with his boss.*

Fall through (fail to come to completion)

*The plan **fell through** at the last minute.*

Feel up to (feel capable of doing)

*Old Mr Smith didn't **feel up to** walking all that way.*

Follow up (act upon a suggestion)

*Thanks for the information about that book. I'll **follow it up**.*

(take more action)

*We'll **follow up** this lesson next week.*

Get across (be understood - especially *get an idea across*)

*I had the feeling I wasn't getting the meaning **across**.*

Get at (imply - about personal matters - colloquial)

*What are you **getting at** exactly?*

Get down to (begin to seriously deal with)

*It's time we **got down to** some real work.*

Get off with (avoid punishment)

*They were lucky to **get off with** such light sentences.*

Get on for (approach a certain age/time/number)

*He must be **getting on for** seventy.*

Get on (make progress - especially *in life*)

*Sue is **getting on** very well in her new job.*

Get over (be surprised)

*I couldn't get **over** how well she looked.*

Get over with (come to the end of something, usually unpleasant)

*/// be glad to get this awful business **over with**.*

Get round to (find time to do - also *around*)

*Sorry, but I haven't got **round to** fixing the tap yet.*

Get up to (do something - usually bad when about children - colloquial)

*The children are **getting up to** something in the garden.*

- What have you been **getting up to** lately?

Unit 3

Unit 4

Preposition

[Prepositions](#) form a closed word class, although there are also certain phrases that serve as prepositions, such as *in front of*.

A single preposition may have a variety of meanings, often including temporal, spatial and abstract. Many words that are prepositions can also serve as adverbs. Examples of common English prepositions (including phrasal instances) are

of, in, on, over, under, to, from, with, in	front
of, behind, opposite, by, before, after, during, through, in	spite
of or despite, between, among, etc.	

A preposition is usually used with a noun phrase as its [complement](#).

A preposition together with its complement is called a [prepositional phrase](#).

Examples are *in England, under the table, after six pleasant weeks, between the land and the sea*.

A prepositional phrase can be used as a complement or post-modifier of a noun in a noun phrase, as in *the man in the car, the start of the fight*; as a complement of a verb or adjective, as in *deal with the problem, proud of oneself*; or generally as an adverb phrase.

English allows the use of "stranded" prepositions. This can occur in interrogative and [relative clauses](#), where the interrogative or relative pronoun that is the preposition's complement is moved to the start (fronted), leaving the preposition in place. This kind of structure is avoided in some kinds of formal English.

For example:

- *What are you talking about?* (Possible alternative version: *About what are you talking?*)
- *The song that you were listening to ...* (more formal: *The song to which you were listening ...*)

Notice that in the second example the relative pronoun *that* could be omitted.

Stranded prepositions can also arise in [passive voice](#) constructions and other uses of passive [past participial phrases](#), where the complement in a prepositional phrase can become zero in the same way that a verb's direct object would: *it was looked at; I will be operated on; get your teeth seen to.*

The same can happen in certain uses of [infinitive](#) phrases: *he is nice to talk to; this is the page to make copies of.*

Verbs followed by

for

Verbs followed by

of

Verbs followed by

with

absorbed in something (especially *absorbed in her work/a book*)

confide in someone

be engrossed in something

implicate someone in something

involve someone in something

result in something

specialise in something

succeed in something

account for something

allow for something (to take into consideration)

apologise for something/someone (on their behalf: *Let me apologise for Jack.*)

blame someone *for* something

care for something/someone

cater for something/someone

charge someone *for* something (make them pay for it)

count for something (especially: / *count for nothing in this company.*)

earmark something *for* a particular use

pay for someone/something

accuse someone *of* something

convict someone *of* something

remind someone *of* something

suspect someone *of* something

acquaint someone *with* something

associate someone *with* something

charge someone *with* something

clutter with something (especially passive: *The room was cluttered with boxes.*)

coincide with something

collide with something

comply with something

concern with something (usually passive: *be concerned with*)

confront someone *with* something

confuse someone/something *with* someone/something

cram with something (especially passive: *be crammed with*)

deal with someone/something

discuss something *with* someone

face with something (especially passive: *be faced with*)

ingratiate oneself *with* someone

meet with something (especially: *meet with an accident*)

pack with something (especially passive: *be packed with*)

plead with someone

provide someone *with* something

tamper with something

trust someone *with* something

bar someone *from* a place

benefit from something

derive something *from* something

deter someone *from* something

differ from something

distinguish one thing *from* another thing (also *distinguish between two things*)

distract someone *from* something

exempt someone *from* something

expel someone *from* a place

refrain from something

resign from something

result from something

stem from something

suffer from something

translate one language *from/into* another language

base something *on* someone

blame something *on* someone

centre something *on* something (usually passive: *be centred on*)

concentrate something *on* something

decide on something

depend on someone/something

elaborate on something

impose on someone

insist on something/someone doing something

pride oneself on something

insure something *against* something

protest against something

argue about something

be concerned about something (*be worried about*)

boast about something

decide about something

protest about something

Prepositions following adjectives

• Of *afraid of, ashamed of, aware of, capable of, conscious of, fond of, full of, be*

good of (someone to do something), *indicative of, irrespective of, jealous of*

• About *annoyed about, anxious about, certain about, excited about, pleased about,*

right about, serious about, sorry about, upset about, wrong about

• With *angry with* (a person), *annoyed with* (a person), *bored with, commensurate*

with, connected with, be good at dealing with, happy with, incompatible with,

obsessed with, pleased with, preoccupied with

• At *angry at (a person), annoyed at (a person), be bad at, be good at, surprised at*

• On *keen on*

• To *addicted to, attentive to, grateful to, kind to, immune to, impervious to, indifferent to, liable to (likely to suffer from), married to, prone to*

• By *baffled by, bored by, detained by, distressed by, plagued by, shocked by,*

surprised by

• For *early for, eligible for, famous for, late for, liable for (legally responsible),*

ready for, responsible for, sorry for

• In *deficient in, experienced in, implicated in, interested in*

• From *absent from, derived from, different from, safe from, missing from*

Prepositions following nouns

• On *an authority on (expert), ban on, comment on, effect on, influence on, restriction on, tax on*

• To *access to, an alternative to, an attitude to, an exception to, a solution to,*

a threat to, a witness to

• Over *be in authority over, have control over, be in dispute over something*

• With *contrast with, be in dispute with someone, encounter with, link with, quarrel with, relationship with*

• For *admiration for, craving for, credit for, cure for, desire for, disregard for,*

provision for, recipe for, respect for, responsibility for, room for, sympathy for

Expressions beginning with prepositions

• In *in advance, in the balance, in all likelihood, in answer to, in any case, in*

charge of, in the charge of, in collaboration with, in comparison with, in comfort,

in decline, in demand, in dispute, in distress, in the early stages, in earnest, in the

end, be in favour of something, be in favour with someone, in fear of (being afraid

of), in (good) condition, in harmony, in high spirits, in jeopardy, in one way or

another, in practice, in recognition of, in response to, in short, in theory, in time, in

trouble, in turn

- *With with the exception of, with intent to, with regard to, with a view to*

- *At at any rate, at fault, at first sight, at the first/second attempt, at the end, at large*

- *On on average, on approval, on a regular basis, on behalf of, on the contrary, on*

good terms, on loan, on the market (for sale), on (its) merits, on offer, on purpose,

on the verge of

- *Beyond beyond belief, beyond a joke, beyond the shadow of a doubt*

- *By by coincidence, by mistake, by the time, by rights, by surprise*

- *For for fear of (because something might happen), for life, not for long, for the*

foreseeable future, for the time being

- *Out of out of breath, out of control, out of danger, out of doors, out of focus, out*

of luck, out of the ordinary, out of pocket, out of practice, out of all proportion, out

of reach, out of stock, out of work

- Under *under age, under the circumstances, under control, under cover of, be under the impression that, under the influence of, under (a law), under an obligation, under pressure, under repair, under stress, under suspicion*
- Without *without a chance, without delay, without exception, without a word*
- After *after all*

UNIT 1

MODAL VERBS

1. Fill in the gaps with *mustn't or needn't / don't have to*.

1 A: Shall I help you with your shopping?

B: No, you ...*needn't/don't have to*. I can manage by myself.

2. A: You play football inside the house.

B: I'm sorry. I'll go outside.

3. A: Do you want anything from the supermarket?

B: No, you get me anything today, thank you. I'm going out myself later.

4 A: You be late for work tomorrow morning.

B: I know. I'll try to arrive early.

5. A: You take these books out of the library.

B: I know. It's forbidden.

6. A: Shall I make an appointment for you at the dentist's?

B: No, you I'll do it myself next week.

2. Rephrase the following sentences using *must, mustn't, needn't, has to or doesn't have to.*

1 **You aren't allowed to** park your car in the college car park.

You mustn't park your car in the college car park.

2 **I strongly advise you** to speak to your parents about your decision

3 **It isn't necessary** for Emma to attend tomorrow's staff meeting

4 **Jack is obliged to** wear a suit and a tie at work because the manager says so.

5 **I'm sure** Antonio is from Milan

6 **It's necessary** for Roger to find a job soon.

7 **It's forbidden** to use mobile phones inside the hospital.

8. Susan **is obliged to** work overtime because her boss says so .

3. Rephrase the following sentences using didn't need to or needn't have done.

1. It wasn't necessary for him to wash It wasn't dirty.

He didn't need to wash the car.

2 It wasn't necessary for her to buy so many oranges, but she did.

3 It wasn't necessary for us to take an umbrella. It wasn't raining.

4 It wasn't necessary for us to turn on the light. It wasn't dark.

5 It wasn't necessary for him to call me today, but he did.

6 It wasn't necessary for you to make sandwiches to me, but you did.

7 It wasn't necessary for them to make reservations at the restaurant, but they did.

4. Rewrite the sentences using the word in bold.

1 It isn't necessary for Mark to buy new clothes for the reception.

need **Mark doesn't need to/needn't buy new clothes for the reception.**

2 You aren't allowed to pick these flowers.

must

3 Sarah is obliged to type her compositions at university.

has

4 It wasn't necessary for Paula to make the beds. *need*

5 It is your duty to obey the law.

must

6 It wasn't necessary for Bob to wait for me, but he did.

need

7 It is forbidden to throw litter on the beach.

must

8. I'm sure Ronald is at home.

must

9. It wasn't necessary for Alice to bake a cake for the party.

need

10 It wasn't necessary for George to stay at work late last night, but he did.

have

5. Fill in the gaps with an appropriate modal verb. Then, say what they express in each sentence.

1. A: *May/Can/Could* I borrow your pen, please? (**The speaker is asking for permission**) B: No, you I'm using it.

2 A: I'm bored. What shall we do?

B: Wego for a walk.

A: No, we because it's raining.

B: Let's watch a video, then.

3. A: My parents told me I go to the party tonight.

B: Never mind, I go either. We stay at home together, though.

4 A: Sir..... I speak to you for a moment, please?

B: Certainly, but later today; I'm busy now.

5 A: Excuse me?

B: Yes?

6 A: you tell me where the post office is, please?

B: Certainly. It's on the main road, next to the school.

7 A: Is anyone sitting on that chair?

B: No, you take it if you want to.

6. Choose the correct answer.

1. 'Todd was a very talented child'

'I know. He _____ play the piano well when he was seven.'

A couldn't

B could

C can

2. 'I've just taken a loaf out of the oven.'

'Oh, that's why I _____ smell fresh bread when I came home.'

A was able to

B can't

C could

3. 'How was the test?'

'Easy. All the children _____ pass it.'

A were able to

B could

C can't

4. 'What are you doing this summer?'

'I hope I'll _____ go on holiday with my friend.'

A could

B be able to

C can

7. Rewrite the sentences using the words in bold.

1 Do you mind if I leave the door open for a while?

can Can I leave the door open for a while?

2 You're obliged to take notes during the lecture, *have*

.....

3 I'm sorry, but you aren't allowed to enter this room, *must*

.....

4 Jack managed to unlock the door.

able

.....

5 It wasn't necessary for Ann to cook dinner, but she did.

need

.....

6 Let's play a game of chess.

could

.....

7 I'm certain Sarah is bored with her work.

must

.....

8 I strongly advise you to take up sport.

must

.....

9 I'm certain Liz isn't interested in your ideas.

can

.....

10 You may take the car tonight if you want.

can

.....

8. Study the situations and respond to each one using an appropriate modal verb.

1 You want to go on holiday with your friends this year. Ask your parents for *permission*.

Can I go on holiday with my friends this year?

2 You are at a job interview. You type fast, you use computers and you speak two foreign languages. Tell the interviewer about your **abilities**.

3 Your brother is trying to decide what to buy your mother for her birthday. You **suggest** a box of chocolates.

4 Your jacket is dirty and you want to wear it next week. It is **necessary** to take it to the dry cleaner's.

5 You want to have a day off work next week. Ask for your boss' **permission**.

6 You are in the car with your uncle. It's hot and you want him to open the window. Make a **request**.