GRAMMAR GUIDE

I. PERSONAL AND OBJECTIVE PRONOUNS

	Singular	Plural		Singular	Plural
	(before verbs, as subjects)			(after verbs, as objects)	
1	I	We	1	Me	Us
2	You	You	2	You	You
3	He She It	They	3	Him Her It	Them

II. POSSESSIVE PRONOUNS

	Personal and objective pronouns			Possessives	Possessives
	(before verbs, as subjects)	(after verbs, as objects)		(followed by nouns)	(not followed by nouns)
1	I	Me	1	My	Mine
2	You	You	2	Your	Yours
3	He/She/It	Him/Her/It	3	His/Her/Its	His/Hers/ –
1	We	Us	1	Our	Ours
2	You	You	2	Your	Yours
3	They	Them	3	Their	Theirs

III. THE VERB "TO BE"

		Present Simple	Past Simple	Future Simple
Singular	1	I am	I was	I shall be
Singular	2	You are	You were	You will be
Singular	3	He/She/It is	He/She/It was	He/She/It will be
Plural	1	We are	We were	We shall be
Plural	2	You are	You were	You will be
Plural	3	They are	They were	They will be

IV.   THE VERB "TO HAVE"

		Present Simple	Past Simple	Future Simple
Singular	1	I have	I had	I shall have
	2	You have	You had	You will have
	3	He/She/It has	He/She/It had	He/She/It will have
Plural	1	We have	We had	We shall have
	2	You have	You had	You will have
	3	They have	They had	They will have

V. THERE + BE

	Present	Past	Future
Affirmative	there is a book there are books	there was a book there were books	there will be a book there will be books
Interrogative	is there a book ? are there books ?	was there a book ? were there books ?	will there be a book? will there be books?
Negative	there is no book there isn't any book there are no books there aren't any books	there was no book there wasn't any book there were no books there weren't any books	there will be no book there will be no books there won't be any book there won't be any books

VI. PLURALS

	Rule	Singular	Plural
1	**Most nouns from their plural by adding "s".**	camera chair snake doctor	cameras chairs snakes doctors
2	**Nouns ending in "s", "ss", "sh", "ch", "x" and "o" take "es" in the plural.**	bus glass brush match box potato **BUT!** radio piano photo video	buses glasses brushes matches boxes potatoes **BUT!** radios pianos photos videos
3	**Nouns ending in a consonant + y →ies; nouns ending in a vowel (a,e,i,o,u) + y →ys.**	city boy	cities boys
4	**Some nouns ending in "f"/ "fe" → ves.**	thief knife **BUT!** roof	thieves knives **BUT!** roofs
5	**Irregular Plurals.**	tooth foot man woman goose mouse child ox	teeth feet men women geese mice children oxen
5	**Plurals having the same form as singular.**	fish deer sheep swine	fish deer sheep swine
6	**Some nouns are uncountable, they have no plural.**	bread lemonade butter money water paper	- - - - - -

VII. SOME, ANY, NO, EVERY

Some is used in …	Any is used in …	No is used in …	Every is used in …
• **Affirmative sentence.** *I have some friends.* • **Polite requests.** *Could you pass me some salt, please?*	• **Negative sentences with the negative form of the verb.** *I don't have any friends.* • **Interrogative sentences.** *Do you have any friends?* • **Affirmative If-sentences.** *If anything happens, tell me about it.* • **Affirmative sentences (meaning – всякий, любой).** *You can take any of these books, I don't need them.*	• **Negative sentences with the positive form of the verb.** *I have no friends.*	• **Everywhere**

VIII. QUANTIFIERS

Countable nouns	Uncountable nouns
many *(много)* I have got **many friends**.	**much** *(много)* I have got **much information** on this topic.
few *(мало)* I have got **few friends**.	**little** *(мало)* I have got **little information** on this topic.
a few *(мало, но достаточно)* I have got **a few friends**.	**a little** *(мало, но достаточно)* I have got **a little information** on this topic.

IX. DEGREES OF COMPARISON

	Dictionary form	Comparative degree	Superlative degree
Monosyllabic words; disyllabic words ending in *-y; -ly; -er; -ow.*	old big early clever low	older bigger earlier cleverer lower	the oldest the biggest the earliest the cleverest the lowest
Other disyllabic words and polysyllabic words.	careful interesting	more careful less careful more interesting less interesting	the most careful the least careful the most interesting the least interesting
Exceptions to be learnt by heart!	much many little good well bad badly late far	more less better worse later farther further	the most the least the best the worst the last the latest the farthest the furthest

X. QUESTIONS

Type of Question	Structure	Example
1. General Question	*Auxiliary verb + subject + main verb ...?*	• **Do** <u>you</u> <u>like</u> music? • **Are** <u>you</u> a student? *
2. Alternative Question	*Auxiliary verb + subject + main verb ...or ...?*	• **Do** <u>you</u> <u>like</u> music **or** reading? • **Are** <u>you</u> a student **or** a teacher?*
3. Special Question	*WH-word + auxiliary verb + subject + main verb ...?*	• ***What* do** <u>you</u> <u>like</u>? • *What **are** <u>you</u>?*
4. Who-Question	*Who/What (instead of the subject) + the rest of the sentence ...?*	• **Who** <u>likes</u> music? • **Who** <u>is</u> a student?*
5. Tag-Question	*Affirmative sentence ... , auxiliary verb + (not) + preposition?*	• You like music, ***don't you***? • You are a student, ***aren't you***?*

* (verb "to be" in Present and Past functions as the auxiliary and the main verb simultaneously)

XI.   IMPERATIVE

→ 2nd person singular and plural		→ any person singular and plural	
+	**–**	**+**	**–**
Read !	Don't read !	Let him read!	Don't let him read!
Go to the blackboard!	Don't go to the blackboard !	Let's go for a walk!	Let's not go for a walk!

XII.   PRONOUN "IT"

Five Functions	
1. **Personal pronoun**	Where is the book? - It is on the shelf.
2. **Demonstrative pronoun**	What is it? - It is a computer.
3. **Formal subject**	It is necessary to learn a foreign language.
4. **Formal object**	This method makes it possible to obtain better results.
5. **Emphatic word**	It is my father who knows economics well.

XIII. FUNCTIONS OF "THAT"

1. Demonstrative Pronoun	He visited that country twice.
2. Conjunction	Everybody knows that Moscow is the capital of Russia.
3. Conjunctive	English is the language that people use internationally.
4. Noun-Substitute	No question is more important now than that of preserving the environment.

XIV. WORD-BUILDING: PREFIXES DIS-, UN-, IN-, IL-, IR-, IM- WITH NEGATIVE MEANING

• dis-	to connect order obedient honest similar organized	to disconnect disorder disobedient dishonest dissimilar disorganized
• un-	to do able happy tidiness popular economical	to undo unable unhappy untidiness unpopular uneconomical
• im- *(before "m", "b", "p")*	balance material mature possible probable precise	imbalance immaterial immature impossible improbable imprecise
• il- *(before "l")*	legible legal logical liquid	illegible illegal illogical illiquid
• in-	active accurate complete efficient	inactive inaccurate incomplete inefficient
• ir- *(before "r")*	regular rational relevant responsible removable	irregular irrational irrelevant irresponsible irremovable

XV. WORD-BULDING: NOUN SUFFIXES

Suffix	Meaning	Example
-er, -or	doer, performer of the action	teacher listener
-ian	nationality or profession	Russian historian phisician
-ist	political or scientific sphere, profession	comunist scientist specialist phisicist
-ion, -tion, -ation, -sion, -ssion,	abstract notion	organization compression explosion
-ment,		government achievement
-ure,		lecture pressure
-ance/-ence,		dependence resistance
-ness,		kindness
-hood,		childhood
-ship,		friendship
-th,		length width
-dom,		freedom
-ism		capitalism

XVI. NUMERALS

Numerals				
cardinal				ordinal
1-12	**13-19** (suffix – *teen*)	**20-90** (suffix – *ty*)	**100-1000**	
1 – one 2 – two 3 – three 4 – four 5 – five 6 – six 7 – seven 8 – eight 9 – nine 10 – ten 11 – eleven 12 – twelve	13 –thirteen 14 – fourteen 15 – fifteen 16 – sixteen 17 – seventeen 18 – eighteen 19 – nineteen	20 – twenty 30 – thirty 40 – forty 50 – fifty 60 – sixty 70 – seventy 80 – eighty 90 – ninety	100 – a hundred 200 – two hundred 300 – three hundred 400 – four hundred 500 – five hundred 600 – six hundred 700 – seven hundred 800 – eight hundred 900 – nine hundred 1000 – one thousand	1 – the first 2 – the second 3 – the third 4 – the fourth 5 – the fifth 13 – the thirteenth 15 – the fifteenth 20 – the twentieth 21 – the twenty-first 30 – the thirtieth 40 – the fortieth 100 – the hundredth

XVII. SIMPLE TENSES

Present	Past	Future
+ **V/Vs** *(3rd person singular)* -,? **do/does** *(3rd person singular)* *always* *usually* *sometimes* *normally* *every day* *every month*	+ **V₂** **-, ? did** *yesterday* *the day before yesterday* *… ago* *last …* *in 1999*	**+ , - , ?** **shall** *(1st person singular and plural)*/ **will** + **V** *tomorrow* *the day after tomorrow* *next …* *soon* *in (через)*
(+) I go to work every day. **(-) I don't go to work every day.** **(?) Do you go to work every day?**	**(+) I went to work yesterday.** **(-) I didn't go to work yesterday.** **(?) Did you go to work yesterday?**	**(+) I shall go to work tomorrow.** **(-) I shan't go to work tomorrow.** **(?) Will you go to work tomorrow?**

XVIII. PERFECT TENSES

Present	Past	Future
have / has + V₃ *just* *already* *yet* *ever* *never* *recently* *lately* *for* *since*	**had + V₃** *"by" + a definite moment in the past* *after* *before*	**shall / will + have + V₃** *"by" + a definite moment in the future* *when* *after* *before*
(+) **I have just had breakfast.** (-) **I haven't had breakfast yet.** (?) **Have you already had breakfast?**	(+) **They had built the house by 2005.** (-) **They hadn't built the house by 2005.** (?) **Had they built the house by 2005?**	(+) **They will have finished school by next summer.** (-) **They won't have finished school by next summer.** (?) **Will they have finished school by next summer?**

XIX. CONTINUOUS TENSES

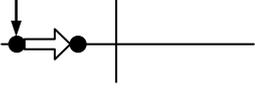| Present	Past	Future
am / is / are + V$_{ing}$ *now* *right now* *at the moment* *at the current moment* *currently* *Look!* *Listen!*	**was / were + V**$_{ing}$ *Past Simple time-markers + a definite moment in the past*	**shall / will + be + V**$_{ing}$ *Future Simple time-markers + a definite moment in the future*
(+) I am watching TV now. (-) I am not watching TV now. (?) Are you watching TV now?	(+) He was watching TV at 8 p.m. yesterday. (-) He wasn't watching TV at 8 p.m. yesterday. (?) Was he watching TV at 8 p.m. yesterday?	(+) They will be painting the walls the whole morning tomorrow. (-) They won't be painting the walls the whole morning tomorrow. (?) Will they be painting the walls the whole morning tomorrow?

XX. TENSE MAP – ACTIVE VOICE

	SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTIN.
PRESENT	**PRESENT SIMPLE** **I study** every day.	**PRESENT CONTINUOUS** **I am studying** right now.	**PRESENT PERFECT** **I have** already **studied** lesson one.	**PRESENT PERFECT CONT.** **I have been studying** for two hours.
PAST	**PAST SIMPLE** **I studied** yesterday.	**PAST CONTINUOUS** **I was studying** when they arrived.	**PAST PERFECT** **I had** already **studied** lesson one, before I began to study lesson two.	**PAST PERFECT CONT.** **I had been studying** for two hours before my friends arrived.
FUTURE	**FUTURE SIMPLE** **I will study** tomorrow.	**FUTURE CONTINUOUS** **I will be studying** when you arrive.	**FUTURE PERFECT** **I will** already **have studied** lesson one, before I study lesson two.	**FUTURE PERFECT CONT.** **I will have been studying** for two hours by the time you arrive.

Annotations:

↓ = an action finished

→ = an action is continuing (it has taken longer time)

⇒ = results of an action persists (the action itself finished)

XXI. TENSE MAP – PASSIVE VOICE

TO BE + PAST PARTICIPLE			
	SIMPLE	**CONTINUOUS**	**PERFECT**
PRESENT	**PRESENT SIMPLE** **I am asked** at the lesson every day.	**PRESENT CONTINUOUS** **I am being asked** at the lesson right now.	**PRESENT PERFECT** **I have** just **been asked** at the lesson.
PAST	**PAST SIMPLE** **I was asked** at the lesson yesterday.	**PAST CONTINUOUS** **I was being asked** at the lesson when the bell rang.	**PAST PERFECT** **I had** already **been asked at the** lesson, before we started to study a new topic.
FUTURE	**FUTURE SIMPLE** **I will be asked** at the lesoon tomorrow.		**FUTURE PERFECT** **I will** already **have been asked** at the lesson, before we start to write a test.
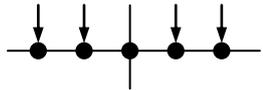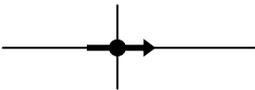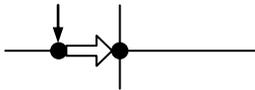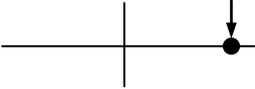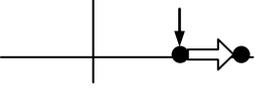
Annotations:

↓ = an action finished

→ = an action is continuing (it has taken longer time)

⇒ = results of an action persists (the action itself finished)

XXII. MODAL VERBS

Meaning	Modal Verb	Example
1. Possibility (impossibility) of the action due to circumstances.	**can (could)** **be able to** **may**	I can come any time. Will you be able to help them? I may do it just as well!
2. Doubt, distrust, discredit.	**can (could)**	She can't (couldn't) be still sleeping. He can't (couldn't) have done it!
3. Polite request.	**could** **will**	Could you please call later? Will you please call later?
4. Prohibition.	**cannot** **must not** **may not (be +not + allowed to)**	You can't smoke here. You must not skip classes. You may not (are not allowed to) go there.
5. Permission.	**may** **be allowed to**	You may bring your parents with you.
6. Reproach.	**might + perfect infinitive**	You might have asked for permission.
7. Uncertain supposition.	**may** **perhaps** **maybe**	She may be still sleeping. Perhaps she is still sleeping. Maybe she is still sleeping.
8. Certain supposition.	**must** **probably** **obviously** **evidently** **be (un)likely**	They must have forgotten about it. Probably he didn't notice us. He is unlikely to come today.
9. Certainty.	**will** **be sure** **be certain**	He will pass the exam. He is sure to pass the exam. He is certain to pass the exam.
10. Duty, necessity, obligation.	**must** **be obliged** **need to**	We must (are obliged to/need to) help them by all means
11. Absence of necessity.	**needn't** **not have to**	You needn't come. You didn't have to come.
12. Necessity due to circumstances.	**have to**	You will have to wait. I'm glad you didn't have to wait.
13. Arrangement according to plan, schedule.	**be to**	The train is to arrive at platform 5. She is to take part in a conference.
14. What is destined.	**be to**	They were to live a long life.
15. Recommendation, advice.	**should** **ought to**	You shouldn't have told them about it. You ought to have called before coming.
16. What should be expected.	**should**	Inflation should result in price rise.
17. Threat.	**shall**	They shall remember me!
18. Declaration of will, intent.	**will** **would**	The door won't open! He wouldn't admit his fault!

XXIII. ARTICLES

Type of article	Rule	Example
The definite article (the) is used:	• with invention and species of animals.	When was **the radio** invented? I think **the whale** may soon be extinct.
	• with rivers, oceans and seas.	**The Amazon** flows into **the Atlantic Ocean**.
	• when there is only one of something.	**The sky** is full of stars tonight.
	• with national groups.	**The British** drink a lot of tea.
	• with superlatives.	He is **the kindest** person I know.
	• with particular nouns when it is clear what we are referring to.	Could you pass **the salt**, please?
	• with previously mentioned nouns.	There is an apple and **an orange**. I want **the orange.**
The indefinite article (a/an) is used:	• with jobs.	She is **a doctor.**
	• with singular countable nouns (mentioned for the first time or when it doesn't matter which one).	I live in **a small house**.
The zero article is used:	• with most streets, villages, towns, cities, countries, lakes, mountains. For countries and groups of islands in plural we use "the".	**Moscow** is the capital of **Russia.** He lives in **the USA**.
	• with uncountable, plural and abstract nouns used in their general sense.	I like **orange juice**. I hate **cities**. **Travel** broadens the mind.

XXIV. VERBALS: PARTICIPLE

Participle I			Participle II
	Active Voice	Passive Voice	
Indefinite	asking writing	being asked being written	asked written
Perfect	having asked having written	having been asked having been written	

XXV. VERBALS: GERUND

	Active Voice	Passive Voice
Indefinit	asking reading	being asked being read
Perfect	having asked having read	having been asked having been read

XXVI. VERBALS: INFINITIVE

	Active Voice	Passive Voice
Indefinite	to ask	to be asked
Continuous	to be asking	
Perfect	to have asked	to have been asked
Perfect Continuous	to have been asking	

The complex sentence with nominal clauses	
The complex sentence with subject clauses	1. When a subject clause precedes the predicate of the main clause: • *What I need* **is a piece of good advice.**
	2. When a subject clause is in final position, the usual place of the subject being occupied by formal "it": • **It is understood** *that modern science allows such experiments.*
The complex sentence with predicative clauses	1. Predicative clauses may follow the main clause in which the subject is a notional word, although it usually has a very general meaning (*thing, question, problem, rule, recommendation, news, suggestion, trouble, etc.*). In this case the predicative clause discloses the meaning of the subject: • **Their suggestion was** *that no one should interfere.* • **The regulation was** *that the first examination should be done in writing.*
	2. The predicative clause may follow the main clause in which the subject is expressed by the impersonal pronoun "it". In this case the predicative clause describes the situation, either directly or by means of comparison: • **It appears** *he hasn't been there.* • **It sounded** *as if even the spring began by act of Parliament.*
The complex sentence with object clause	1. An object clause may directly follow the word it refers to (a prepositional object clause). In this case it is parallel in function to a direct object. • **John wondered** *if he had offended her.*
	2. Object clauses parallel in function to indirect objects are very rare. However, they are possible; the necessary condition for it being that the object clause should be followed by a direct object: • **You may give** *whoever you like* **your presents.**

	3. There are also cases when an object clause functions like a cognate object to a verb: • **He and his mamma knew very few people and lived** *what might have been thought very lonely lives.*
	4. An object clause may be joined to the main clause by the prepositions *after, about, before, beyond, for, near, of, as to, except,* etc. (a prepositional object clause). In this case it is parallel in function to a prepositional non-recipient object: • **I am not certain** *of what he did.* • **I want to be paid** *for what I do.*

The complex sentence with an attributive clause	
The complex sentence with attributive limiting (restrictive) clauses	Attributive limiting clauses cannot be removed from the sentence, because the information contained in the attributive clause singles out, determines, or particularizes the person, thing, idea, etc., expressed by the antecedent. Therefore the meaning of the main clause is not complete of is altogether changed without the subordinate clause • **A library is <u>a place</u>** *where they keep books.* • **She had become aware of <u>the fact</u>** *that she was talking loudly.*
The complex sentence with attributive descriptive clauses	An attributive descriptive clause is characterized by a looser connection with the main clause. Usually it contains additional information about the antecedent and may be left out without any serious change in the meaning of the main clause: • **At this age,** *which I judged to be near fifty***, he looked extremely young.** • **I consulted my father,** *who promised to help me.*

The complex sentence with an adverbial clause	
The complex sentence with an adverbial clause of place	An adverbial clause of place defines the place or the direction of the action expressed in the principal clause: • **He was standing *where he always had stood,* on the rug before the living-room fire.**
The complex sentence with an adverbial clause of time	An adverbial clause of time characterizes the action expressed in the main clause from the temporal point of view: • **We'll be married *the very moment we find a house.***
The complex sentence with an adverbial clause of manner	Adverbial clauses of manner characterize actions, states, qualities, circumstances: • **I'm sorry *I talked the way I did at lunch.***
The complex sentence with an adverbial clause of comparison	Adverbial clauses of comparison characterize the action expressed by the predicate in the main clause by comparing it with some real or hypothetical circumstance or action: • **He was as obstinate *as were most of his relatives.***
The complex sentence with an adverbial clause of condition	Adverbial clauses of this type contain some condition (either real or unreal) which makes the action in the main clause possible: • ***Unless somebody interferes,* there may be a disaster.**
The complex sentence with an adverbial clause of concession	In complex sentences with concessive clauses there is a contrast between the content of the main clause and that of the subordinate one; the action or the fact described in the main clause is carried out or takes place despite the action or state expressed in the subordinate clause: • ***Although the weather was bad,* we went for a walk.**
The complex sentence with an adverbial clause of purpose	Clauses of purpose generally express the purpose of the action, which is started in the main clause: • **I tell you all this *so that you may understand me perfectly.***
The complex sentence with an adverbial clause of cause	Adverbial clause of cause express the reason, cause, or motivation of the action expressed in the main clause or of its content as a whole: • ***As he was tired* he preferred to stay at home.**

XXVIII. CONDITIONALS

Conjunctions		**if, unless, in case, once, provided (that),providing (that), suppose (that), supposing (that), considering (that), given (that,) granted (that), granting (that), admitting (that), presuming (that), seeing (that)**	
I	**Complex sentences with clauses of real condition.**	**main clause:** shall/will + non-perfect infinitive + **subordinate clause**: any present tense form	Complex sentences with clauses of real condition are those when the actions or events refer to the future; the action or events are regarded as possible real facts. *If you <u>invest</u> money into this venture, you <u>will be put out</u> of business.*
II	**Complex sentences with clauses of open condition.**	**main clause:** would/could/might/may+ non-perfect infinitive + **subordinate clause:** past subjunctive	These clauses denote hypothetical situations or circumstances which may be (or may not be) realized in the present or future. Accordingly the subjunctive-mood forms are used both in the subordinate and the principle clause to denote actions or states. *If I <u>had more time</u>, I <u>would help</u> you with your homework.*
III	**Complex sentences with clauses of rejected condition.**	**main clause:** would/could/might/may+ perfect infinitive + **subordinate clause:** non-factual past perfect	Complex sentences with clauses of rejected condition imply non-fulfillment of the condition, as the actions or events described in the conditional clause refer to the past and the time of their realization is over. *If I <u>hadn't woken you</u>, you <u>would have lain</u> there for the whole fortnight.*