

# Предисловие

Современный учитель английского языка имеет возможность выбирать из представленных на рынке учебной литературы те пособия, которые позволяют наиболее эффективно учитывать образовательные возможности и потребности обучающихся и в то же время не противоречат содержанию УМК, используемых при обучении в настоящее время. Дополнительные учебные пособия позволяют в большей степени сконцентрировать внимание на определённых аспектах обучения английскому языку, в частности на грамматике. Необходимость в системной разработке дополнительных грамматических упражнений продиктована их недостаточным количеством в большинстве УМК, что приводит к многочисленным грамматическим ошибкам в речи обучающихся, некорректному построению вопросов, неправильному использованию вспомогательных глаголов и т. д.

Грамматический тренажёр “Grammar Practice, 9th form” подготовлен в соответствии с требованиями Федерального государственного образовательного стандарта основного общего образования и основывается на современных педагогических технологиях обучения иностранному (английскому) языку.

*Отличительной особенностью* тренажёра “Grammar Practice, 9th form” является его направленность на последовательную и поэтапную отработку грамматических структур английского языка с учётом трудностей, возникающих при восприятии грамматического материала. Достаточное количество упражнений по каждой грамматической теме позволяет учителю системно выстроить учебный процесс, начиная с повторения ранее пройденного материала и постепенного ввода новых грамматических явлений в задания коммуникативного характера. Значительное количество упражнений направлено на закрепление грамматической формы (вопросы, отрицательные предложения и т. п.), что позволит обучающимся в дальнейшем корректно выстраивать свои высказывания в содержательном плане. Следует особо подчеркнуть необходимость письменного выполнения представленных упражнений с целью прочного усвоения грамматического материала. Все грамматические задания построены на активном лексическом материале, пройденном ранее или изучаемом в течение учебного года. Такой системный подход к овладению грамматическим материалом позволит планомерно подготовить обучающихся к успешному прохождению государственной аттестации по английскому языку.

Тренажёр может быть использован по усмотрению учителя на этапах первичной отработки грамматических тем и закрепления пройденных, в качестве материала для домашнего задания или самостоятельной работы в классе, в рамках факультативных занятий.

Грамматический тренажёр состоит из десяти частей (блоков), рассчитанных на работу в течение учебного года: блок 1 – глагольные формы, блок 2 – страдательный залог, блок 3 – каузатив, блок 4 – придаточные предложения условия, блок 5 – косвенная речь, блок 6 – сложное дополнение, блок 7 – фразовые глаголы, блок 8 – *so do I / neither do I*, блок 9 – *both / either / neither*, блок 10 – *no / none / any*.

Блок 1 (Verb Forms) включает разделы (units):

- Infinitive (*to do*);
- Participle I (*doing*);
- Participle II (*done*);
- Participle I (*doing*) or Participle II (*done*);
- *-ing* Form (*doing*);
- Verb + Preposition + V<sub>ing</sub>.

Блок 2 (Passive Voice) состоит из разделов:

- Simple Tenses in Passive Voice;
- Perfect Tenses in Passive Voice;
- Continuous Tenses in Passive Voice.

Блок 3 (Causative) включает упражнения на употребление каузативной конструкции (*have smth done*).

Блок 4 (Conditionals) состоит из разделов:

- Conditionals: types 0 and 1;
- Conditionals: types 2 and 3;
- Conditionals: types 0–3;
- *I wish ...*.

Блок 5 (Reported Speech) включает разделы:

- General Questions;
- Special Questions.

Блок 6 (Complex Object) содержит разделы:

- *Expect smb to do smth*;
- *Hear smb do / doing smth*;
- *Let / make smb do smth*.

Блок 7 (Phrasal Verbs) включает упражнения на фразовые глаголы, образованные глаголами *look, break, come, get, turn*.

Блок 8 посвящён употреблению конструкций *so do I / neither do I* в кратких ответах.

Блок 9 включает упражнения по отработке употребления в предложениях *both / either / neither* и конструкций *both ... and, either ... or / neither ... nor*.

Блок 10 состоит из упражнений на правила употребления в предложениях местоимений *none, no, any* и их производных.

Грамматический тренажёр построен по принципу рабочей тетради, что позволяет также планировать индивидуальную образовательную программу для каждого обучающегося с учётом его уровня владения английским языком.

# 1. VERB FORMS

## Unit 1.1. Infinitive (to do)

### 1.1.1. Match the *-ing* forms of the verbs with their infinitives.

studying	to set
having	to forget
lying	to tie
being	to study
forgetting	to carry
digging	to have
setting	to dig
dying	to lie
carrying	to die
tying	to be

### 1.1.2. Underline the infinitives in the sentences.

- 1) It is a boring topic to discuss.
- 2) Ted is likely to arrive tomorrow.
- 3) It is going to rain.
- 4) Mr Morton was the first to come.
- 5) I want you to work harder.
- 6) Your math teacher is hard to please.
- 7) Would you like to join the competition?
- 8) Pete told us not to go sightseeing without him.
- 9) I never expected my parents to return so early.
- 10) It is the best song to sing.

### 1.1.3. Translate the following sentences into Russian.

- 1) Captain Brown was the last to leave the ship.

Капитан Браун последним покинул корабль.

- 2) Jack has promised us not to be late again.

- 3) Can you give me an English book to read?

- 4) My elder sister always has a lot of work to do.

5) I wouldn't recommend you to explore the caves here.

---

6) Pete is interesting to speak to.

---

7) It will take us a couple of days to solve the puzzle.

---

8) Apples are good to eat.

---

9) Tell the children not to make such a noise.

---

10) My parents expect me to do well in most subjects at school.

---

**1.1.4. Complete the sentences with one of the infinitives given below.**

*Infinitives:* to explore, to answer, to speak, to pick up, to read, to roller-skate, to study, to look, to leave, to participate.

1) Where can I borrow a book to read ?

2) Mary doesn't want her brother \_\_\_\_\_ so early in the morning.

3) Why did the students have \_\_\_\_\_ the topic themselves?

4) The children were ready \_\_\_\_\_ the new place.

5) Ann will never agree \_\_\_\_\_ in our performance.

6) How old was your brother when he learned \_\_\_\_\_ ?

7) Will you be the next \_\_\_\_\_ ?

8) The kid is smart enough \_\_\_\_\_ your question.

9) Nick was late \_\_\_\_\_ the phone.

10) The sun is too bright \_\_\_\_\_ at.

**1.1.5. Translate the infinitives from Russian into English.**

1) I want (*объяснить*) to explain the situation to you.

2) Can you tell the children not (*шуметь*) \_\_\_\_\_ ?

3) Alice has promised (*прийти*) \_\_\_\_\_ in time.

4) Jack never forgets (*поздравить*) \_\_\_\_\_ his friends on their birthdays.

5) Pete can hardly afford (*купить*) \_\_\_\_\_ such an expensive car.

6) We offered (*помочь*) \_\_\_\_\_ the old man, but he refused.

7) Has Tom agreed (*одолжить*) \_\_\_\_\_ his computer to me?

8) When did your father learn (*водить машину*) \_\_\_\_\_ ?

9) Who has advised you (*заняться спортом*) \_\_\_\_\_ ?

10) Helen decided not (*расстраивать*) \_\_\_\_\_ her parents again.

**1.1.6. Write sentences making the infinitives negative.**

1) Ted / tell / interrupt

*Ted has told me not to interrupt him.*

---

2) The children / promise / leave the garden

---

3) Helen / agree / spend too much money

---

4) My mother / decide / work at the weekend

---

5) I / manage / break the device

---

6) My friends / hope / be late for the party

---

7) The Collins / refuse / tell the police about the accident

---

8) Ben / promise / lose the key

---

9) The sisters / agree / go to bed late

---

10) Bill / hope / miss the bus

---

**1.1.7. Respond to the request according to the model.**

1) Will you help me with my project?

*I promise to help you with your project.*

2) Will you let me know your new address?

3) Will you look after my luggage?

4) Will you show the way to our guests?

5) Will you book seats for next Saturday?

6) Will you explain the situation to your parents?

7) Will you write the letter of invitation?

8) Will you arrive in time?

9) Will you call for the ambulance?

10) Will you answer my questions?

**1.1.8. Respond to the request according to the model.**

1) Come in time.

*I promise not to be late.*

2) Talk to your friends.

3) Have a good sleep at night.

4) Go for a walk.

5) Air your room regularly.

6) Eat fresh fruit and vegetables.

---

7) Read good books.

---

8) Do your homework in the afternoon.

---

9) Be polite.

---

10) Do sport.

---

**1.1.9. Complete the sentences with infinitives.**

1) Jane has promised her mother to go to bed in time and not to get up late.

2) The students hoped \_\_\_\_\_ and not \_\_\_\_\_.

3) The English teacher asked \_\_\_\_\_ and not \_\_\_\_\_.

4) The sportsmen agreed \_\_\_\_\_ and not \_\_\_\_\_.

5) The shop assistant wanted \_\_\_\_\_ and not \_\_\_\_\_.

6) The children learned \_\_\_\_\_ and not \_\_\_\_\_.

7) The engineer has agreed \_\_\_\_\_ and not \_\_\_\_\_.

8) The doctor promised \_\_\_\_\_ and not \_\_\_\_\_.

9) The librarian asked \_\_\_\_\_ and not \_\_\_\_\_.

10) The policeman agreed \_\_\_\_\_ and not \_\_\_\_\_.

**1.1.10. Paraphrase the sentences according to the model.**

1) It is interesting to play this game.

*This game is interesting to play.*

---

2) It was boring to read this book.

---

3) It is exciting to play football with your friends.

---

4) It is dangerous to cross this street.

---

5) It will be amusing to sing this song together.

---

6) It was impossible to get the answer.

---

7) It will be pleasant to participate in this event.

---

8) It is nice to see your friends again.

---

9) It was hard to carry Joan's things.

---

10) It is possible to solve the problem.

---

**1.1.11. Answer the questions according to the model.**

1) Who is the first to get up in your family?

*My mother is the first to get up in my family.*

---

2) Who was the first to come to school yesterday?

---

3) Who will be the next to answer?

---

4) Who was the last to leave home?

---

5) Which of you is the next to present the topic?

---



6) Who was the first to support you?

---

7) Who is the first to go to bed in your family?

---

8) Who is the second to speak at the meeting?

---

9) Who was the last to hand in his paper yesterday?

---

10) Who will be the next to express his point of view?

---

**1.1.12. Complete the sentences with suitable infinitives.**

- 1) The child is too young to travel alone.
- 2) Mrs Smith is too old \_\_\_\_\_
- 3) My parents are too busy \_\_\_\_\_
- 4) My sister is old enough \_\_\_\_\_
- 5) Ben is lazy enough \_\_\_\_\_
- 6) Pete and Bill are athletic enough \_\_\_\_\_
- 7) Ann is clever enough \_\_\_\_\_
- 8) Mrs Brown is too tired \_\_\_\_\_
- 9) Jane is too thirsty \_\_\_\_\_
- 10) The kid is smart enough \_\_\_\_\_

**Unit 1.2. Participle I (doing)**

**1.2.1. Write Participle I of the following verbs.**

- |        |                 |      |       |
|--------|-----------------|------|-------|
| enjoy  | <u>enjoying</u> | ski  | _____ |
| shop   | _____           | jog  | _____ |
| inform | _____           | play | _____ |
| care   | _____           | sew  | _____ |
| earn   | _____           | dig  | _____ |
| throw  | _____           | cry  | _____ |
| rely   | _____           | lie  | _____ |

### 1.2.2. Translate into Russian.

- a smiling girl      улыбающаяся девочка
- a coming storm      \_\_\_\_\_
- a flying kite      \_\_\_\_\_
- a caring mother      \_\_\_\_\_
- a reading boy      \_\_\_\_\_
- a playing child      \_\_\_\_\_
- a falling leaf      \_\_\_\_\_
- a writing man      \_\_\_\_\_
- a moving car      \_\_\_\_\_
- a crying baby      \_\_\_\_\_

### 1.2.3. Paraphrase the sentences according to the model.

- 1) The girl is smiling.      the smiling girl
- 2) The man is laughing.      \_\_\_\_\_
- 3) The baby is playing.      \_\_\_\_\_
- 4) The children are competing.      \_\_\_\_\_
- 5) The woman is sewing.      \_\_\_\_\_
- 6) The boy is speaking.      \_\_\_\_\_
- 7) The girls are painting.      \_\_\_\_\_
- 8) The man is digging.      \_\_\_\_\_
- 9) The lady is singing.      \_\_\_\_\_
- 10) The guests are coming.      \_\_\_\_\_
- 11) The train is arriving.      \_\_\_\_\_

### 1.2.4. Translate the following into English.

- бегущая собака      a running dog
- дерущиеся мальчики      \_\_\_\_\_
- прыгающие лягушки      \_\_\_\_\_
- читающий ребёнок      \_\_\_\_\_
- поющие дети      \_\_\_\_\_
- плывущие спортсмены      \_\_\_\_\_
- летающий самолёт      \_\_\_\_\_
- путешествующие туристы      \_\_\_\_\_

танцующая девочка \_\_\_\_\_

стоящий мужчина \_\_\_\_\_

### 1.2.5. Match the collocations with their translations.

have fun speaking

have trouble finding

have fun travelling

have difficulty getting up

have a hard time doing smth

have a good time playing

have difficulty communicating

have trouble explaining

с трудом найти

с трудом встать

с трудом объяснить

получать удовольствие от игры

с трудом общаться

получать удовольствие от беседы

получать удовольствие от путешествия

с трудом что-либо делать

### 1.2.6. Complete the sentences with suitable verbs in the correct form.

- 1) We had a wonderful time skiing in the mountains.
- 2) The tourists had difficulty \_\_\_\_\_.
- 3) Have you ever had trouble \_\_\_\_\_?
- 4) My friends and I will have fun \_\_\_\_\_.
- 5) If you work hard, you won't have difficulty \_\_\_\_\_.
- 6) What shall I do not to have difficulty \_\_\_\_\_?
- 7) We had much fun \_\_\_\_\_.
- 8) Ben had a hard time \_\_\_\_\_ in his childhood.
- 9) Helen is bright enough not to have difficulty \_\_\_\_\_.
- 10) Your children will never have a hard time \_\_\_\_\_.

## Unit 1.3. Participle II (*done*)

### 1.3.1. Write Participle II of the following verbs.

eat	<u>eaten</u>	spell	_____
draw	_____	blame	_____
sell	_____	forgive	_____
educate	_____	keep	_____
reward	_____	prevent	_____

### 1.3.2. Translate into Russian.

a broken chair сломанный стул

a printed text \_\_\_\_\_

a hard-boiled egg \_\_\_\_\_  
an arranged meeting \_\_\_\_\_  
ready-made food \_\_\_\_\_  
a well-paid job \_\_\_\_\_  
a lost letter \_\_\_\_\_  
a well-read student \_\_\_\_\_  
an ill-educated person \_\_\_\_\_  
a perfectly designed flat \_\_\_\_\_

**1.3.3. Paraphrase the sentences according to the model.**

- 1) The email was answered. the answered email
- 2) The guests were invited. \_\_\_\_\_
- 3) The article was translated. \_\_\_\_\_
- 4) The problem was solved. \_\_\_\_\_
- 5) The furniture was sold. \_\_\_\_\_
- 6) The island was discovered. \_\_\_\_\_
- 7) The car was repaired. \_\_\_\_\_
- 8) The illness was cured. \_\_\_\_\_
- 9) The news was spread. \_\_\_\_\_
- 10) The document was signed. \_\_\_\_\_
- 11) The shoes were polished. \_\_\_\_\_

**1.3.4. Translate the following into English.**

построенный дом a built house  
заданный вопрос \_\_\_\_\_  
потерянное время \_\_\_\_\_  
прочитанные книги \_\_\_\_\_  
забытый зонтик \_\_\_\_\_  
спетая песня \_\_\_\_\_  
переведённое предложение \_\_\_\_\_  
сломанный нос \_\_\_\_\_  
выращенное дерево \_\_\_\_\_  
приклеенная марка \_\_\_\_\_  
проданная машина \_\_\_\_\_

## Unit 1.4. Participle I (*doing*) or Participle II (*done*)

### 1.4.1. Complete the table.

Participle I	Participle II
doing	<i>done</i>
	written
forgiving	
lying	
	set
worrying	
	broken
	lost
showing	
falling	

### 1.4.2. Translate into English.

растущий	<u>growing</u>	светящийся	_____
приглашённый	_____	удивляющий	_____
проданный	_____	подготовленный	_____
законченный	_____	падающий	_____
забывающий	_____	сказанный	_____
нарисованный	_____	показывающий	_____
объяснённый	_____	переведённый	_____

### 1.4.3. Paraphrase the sentences according to the model.

1) The book was borrowed from the library.

the borrowed book

2) The guests were laughing.

3) The engineers were working.

4) The news was announced.

5) The vegetables were blended.

6) The key was lost.

7) The children were participating in the game.

---

8) The kids were sleeping.

---

9) The story was staged.

---

10) The shoes were polished.

---

#### 1.4.4. Underline the correct form of the participle.

- 1) The news *bringing* / *brought* by my mother was exciting.
- 2) The cartoon *showing* / *shown* to the children was a new one.
- 3) John is looking for a *well-paying* / *well-paid* job.
- 4) My friend lives in a small town *situating* / *situated* far from Moscow.
- 5) The music *performing* / *performed* by the orchestra was lovely.
- 6) Look! There is a cat *sleeping* / *slept* in the armchair.
- 7) There were a lot of *playing* / *played* children in the garden.
- 8) This *well-reading* / *well-read* man is interesting to speak to.
- 9) These are *alarming* / *alarmed* figures.
- 10) The book *presenting* / *presented* at the exhibition was in great demand.

#### 1.4.5. Put the verbs in brackets into the correct participle form.

- 1) I saw my mother's umbrella left on the kitchen table. (*leave*)
- 2) There was a \_\_\_\_\_ girl in the hall. (*dance*)
- 3) My \_\_\_\_\_ brother was holding a new toy in his hand. (*sleep*)
- 4) Have you noticed a \_\_\_\_\_ table in the room? (*break*)
- 5) What is the most popular game \_\_\_\_\_ all over the world? (*play*)
- 6) The homework \_\_\_\_\_ by the children was handed in after the lesson. (*do*)
- 7) There are some experts \_\_\_\_\_ the new technology at present. (*discuss*)
- 8) This dish \_\_\_\_\_ with a lot of tomato ketchup is Ted's favourite one. (*serve*)
- 9) Study the examples \_\_\_\_\_ in the text. (*give*)
- 10) I never refuse people \_\_\_\_\_ my help. (*need*)

## Unit 1.5. *-ing* Form (*doing*)

### 1.5.1. Translate the following into Russian.

- go shopping     ходить в магазин
- go fishing     \_\_\_\_\_
- go boating     \_\_\_\_\_
- go skiing     \_\_\_\_\_
- go dancing     \_\_\_\_\_
- go skating     \_\_\_\_\_
- go jogging     \_\_\_\_\_
- go horse riding     \_\_\_\_\_
- go camping     \_\_\_\_\_
- go swimming     \_\_\_\_\_
- go hunting     \_\_\_\_\_

### 1.5.2. Complete the sentences with suitable verbs in the *-ing* form.

- 1) Have you ever gone boating in a rough sea?
- 2) Who usually goes \_\_\_\_\_ in your family?
- 3) This skating rink is good to go \_\_\_\_\_.
- 4) I can't understand those who go \_\_\_\_\_ in nasty weather.
- 5) Would you like to go \_\_\_\_\_ at the weekend?
- 6) There will be no opportunity to go \_\_\_\_\_ tomorrow as it looks like rain.
- 7) Shall we put on special equipment to go \_\_\_\_\_?
- 8) You'd rather go \_\_\_\_\_ early in the morning when there are still few people there.
- 9) I have never planned to go \_\_\_\_\_ alone.
- 10) You should go \_\_\_\_\_ in summer.

### 1.5.3. Translate the following into Russian.

- mind doing smth     возражать против чего-либо
- start doing smth     \_\_\_\_\_
- prefer doing smth     \_\_\_\_\_
- enjoy doing smth     \_\_\_\_\_
- keep doing smth     \_\_\_\_\_

- hate doing smth \_\_\_\_\_
- finish doing smth \_\_\_\_\_
- stop doing smth \_\_\_\_\_
- like doing smth \_\_\_\_\_
- begin doing smth \_\_\_\_\_

**1.5.4. Complete the sentences with the -ing form of the verbs in brackets.**

- 1) Jane hates waiting for her friends. (*wait*)
- 2) Do you mind \_\_\_\_\_ the next to speak? (*be*)
- 3) When did Paul finish \_\_\_\_\_ this picture? (*paint*)
- 4) The children enjoy \_\_\_\_\_ games in the open air. (*play*)
- 5) Jane prefers \_\_\_\_\_ to \_\_\_\_\_. (*sing, dance*)
- 6) Why do you keep \_\_\_\_\_ one and the same question? (*ask*)
- 7) Let's start \_\_\_\_\_ the matter at once. (*discuss*)
- 8) Do you mind my \_\_\_\_\_ our team? (*join*)
- 9) There is nothing Pete enjoys more than \_\_\_\_\_. (*drive*)
- 10) The Smiths never mind \_\_\_\_\_. (*eat out*)

**1.5.5. Complete the sentences with suitable verbs in the -ing form.**

- 1) I hope you don't mind my \_\_\_\_\_.
- 2) Which of you prefers \_\_\_\_\_ to \_\_\_\_\_?
- 3) I hate when people keep me \_\_\_\_\_.
- 4) What do your family enjoy \_\_\_\_\_ on Sunday?
- 5) Pete started \_\_\_\_\_ at the age of five.
- 6) Jane kept \_\_\_\_\_ though there were tears in her eyes.
- 7) Let's stop \_\_\_\_\_. We are friends, aren't we?
- 8) My sister prefers \_\_\_\_\_ in spite of the fact that my mother doesn't like her \_\_\_\_\_.
- 9) A cold wind kept \_\_\_\_\_ the whole day.
- 10) When did you start \_\_\_\_\_?



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