

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТУСА
ФАКУЛЬТЕТ ІНОЗЕМНИХ МОВ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ

А. А. Гребенюк, А. В. Савицька, Н. В. Стрюк

МЕТОДИЧНІ ВКАЗІВКИ
для самостійної роботи студентів
з навчальної дисципліни «Перша іноземна мова»
(аспект «Граматика»)

*для студентів 3 курсу СО «Бакалавр» факультету іноземних мов
спеціальності 035 «Філологія»
спеціалізації 035.04 «Германські мови та літератури (переклад включно)»,
освітньої програми «Англійська мова та переклад»*

Вінниця
2019

УДК 811.111'243(076.5)

М 545

*Рекомендовано до друку вченою радою факультету іноземних мов
Донецького національного університету імені Василя Стуса
(протокол № 3 від 25.11.2019 р.)*

Рецензенти:

Ситенко О. О. – кандидат філологічних наук, доцент кафедри англійської філології факультету іноземних мов ДонНУ імені Василя Стуса,

Юрковська М. М. – кандидат філологічних наук, доцент кафедри англійської філології факультету іноземних мов ДонНУ імені Василя Стуса.

Укладачі:

Гребенюк А. А. – асистент кафедри англійської філології факультету іноземних мов ДонНУ імені Василя Стуса,

Савицька А. В. – асистент кафедри англійської філології факультету іноземних мов ДонНУ імені Василя Стуса,

Стрюк Н. В. – старший викладач кафедри англійської філології факультету іноземних мов ДонНУ імені Василя Стуса,

Демчук Т. Г. – старший викладач кафедри англійської філології факультету іноземних мов ДонНУ імені Василя Стуса.

М 545 Методичні вказівки для самостійної роботи студентів з навчальної дисципліни «Перша іноземна мова» (аспект «Граматика») для студентів 3 курсу СО «Бакалавр» факультету іноземних мов спеціальності 035 «Філологія» спеціалізації 035.04 «Германські мови та літератури (переклад включно)», освітньої програми «Англійська мова та переклад» /Укладачі: А. А. Гребенюк, А. В. Савицька, Н. В. Стрюк та ін. Вінниця. ДонНУ імені Василя Стуса. 2020. 52 с.

Методичний посібник призначений для самостійної роботи студентів СО «Бакалавр» 3 курсу факультету іноземних мов спеціальності 035 «Філологія» 035.04 «Германські мови та літератури (переклад включно)», з навчальної дисципліни «Перша іноземна мова» (англійська) для аспекту «Граматика» та відповідає затвердженій навчальній програмі з вказаної дисципліни.

Посібник складається з чотирьох розділів, які відповідають тематичним модулям. Кожен розділ представляє короткий опис модулю, вказівки та граматичні тести.

УДК 811.111'243(076.5)

© Гребенюк А. А., Савицька А. В.,
Стрюк Н. В., Демчук Т. Г., 2019
© ДонНУ імені Василя Стуса, 2019

ЗМІСТ

Вступ.....	4
Модуль 1	
Word Formation. Sentence.....	5
<i>Тест для самоконтролю 1</i>	9
Модуль 2	
Conjunctions and Adverbial Clauses	17
<i>Тест для самоконтролю 2</i>	19
Модуль 3	
Structure, different meanings, collocations with phrasal verbs, idioms with phrasal verbs.....	28
<i>Тест для самоконтролю 3</i>	30
Модуль 4	
Transitive and intransitive phrasal verbs, separable and inseparable phrasal verbs, phrasal verbs with COME, GET, GO, LOOK, MAKE, PUT, TAKE phrasal verbs with IN, ON, UP, AWAY, BY, ABOUT, OVER, ROUND, OUT, OFF, DOWN, BACK, THROUGH, ALONG, FORWARD).....	38
<i>Тест для самоконтролю 4</i>	40
Відповіді	48
Список джерел для самостійного опрацювання	50

ВСТУП

Самостійна робота студентів є основним засобом оволодіння навчальним матеріалом у час, вільний від обов'язкових навчальних завдань, а також необхідною умовою підготовки висококваліфікованих фахівців. Мета самостійної роботи полягає в формуванні вміння планувати, систематизувати, регулювати й контролювати свою діяльність без моніторингу викладача.

Методичний посібник призначений для самоконтролю самостійної роботи студентів СО «Бакалавр» 3 курсу факультету іноземних мов спеціальності 035 «Філологія» 035.04 «Германські мови та літератури (переклад включно)», з навчальної дисципліни «Перша іноземна мова» (англійська) для аспекту «Граматика» та відповідає затвердженій навчальній програмі із вказаної дисципліни.

Посібник складається з чотирьох розділів, які відповідають тематичним модулям. Кожен розділ представляє короткий опис модулю та вказівки, граматичні тести за наступними темами: «Word Formation», «Sentence», «Conjunctions and Adverbial Clauses», «Phrasal verbs: structure, different meanings», «Collocations with phrasal verbs», «Idioms with phrasal verbs», «Phrasal verbs: transitive and intransitive», «Phrasal verbs: separable and inseparable», «Phrasal verbs with come, get, go, look, make, put, take», «Phrasal verbs with in, on, up, away, by, about, over, round, out, off, down, back, through, along, forward».

У кінці посібника додаються відповіді до тестів та наведено список джерел для самостійного опрацювання.

Модуль 1

Word Formation. Sentence

Запропоновані матеріали першого модулю сприяють розвитку та закріпленню граматичної компетенції студентів. Важлива увага приділяється наступним темам, зокрема: словотвір та речення. Тема «Словотвір» представлена в рамках значення суфіксів, префіксів та формуванні основи. Більш того, залучені до опрацювання способи словотвору: афіксація, скорочення, конверсія та осново-складання.

Речення займає центральне місце в системі синтаксичних одиниць. Отже, важливо розрізнити основні типи речень – просте, складне (складнопідрядне та складносурядне). Варто зауважити, що окрім головних членів речення (підмет та присудок), студент має опанувати функціонування другорядних членів речення, а саме: додаток та обставина. Розглянути детально типи додатків та особливості реалізації в реченні.

Дієслово-зв'язка – це дієслово, яке втратило своє лексичне значення, але використовується для поєднання слів в реченні. Більш того, дієслово-зв'язка вважається складеним іменним присудком з нульовою зв'язкою.

Надалі увагу сфокусовано на переліку дієслів, які означають зміну стану (to get, to become, to go, to turn, to come, to grow, to keep, to remain, to stay). В цьому випадку важливо дотримуватися правил формування граматичних конструкцій після кожного дієслова, а також зауважити, що лексичне значення на позначення зміни стану змінюється (повільно та поступово).

Наостанок цей модуль включає перелік вставних конструкцій, які дозволяють сприймати текст набагато краще. Опанування цими конструкціями дає змогу студентам урізноманітнити використання організуючих фраз в письмовому та усному мовленні, а саме для вираження доповнення, розвитку ідеї, контрасту, пояснення причини, узагальнення, повідомлення нової інформації, вираження особистої точки зору.

Студент має можливість опрацювати теоретичний матеріал на основі граматичних нотаток, які представлені в цьому модулі, а також використовуючи список рекомендованої літератури в кінці посібника. Тестові завдання дозволяють перевірити навички опанування граматичними явищами, а відповіді в кінці посібника сприяють об'єктивному оцінюванню та самоконтролю.

Word Formation

1. Word – formation is one of the main ways of enriching vocabulary. It is a branch of Lexicology and focuses on the process of building new words and derivational structures. There are four main ways of word formation: affixation, composition, conversion and shortening.

Affixation is known to be the most productive ways of word formation. It focuses on the adding an affix to the stem of a definite part of the speech. Affixation is divided into suffixation and prefixation.

It should be underlined that the main function of the process of *suffixation* is to transform one part of speech into another with the help of different suffixes.

- Noun suffixes (-er, -or, -tion, -sion, -ist, -ness, -ment, -ity, -hood, -ship)
- Adjective suffixes (-able, -ible, -ive, -al, -ous, -ful, -less)
- Verb suffixes (-ise, -ify)

Furthermore, the process of *prefixation* includes adding prefix to the stem of the word. The main function of prefixes is to change the lexical meaning of the same part of speech.

- Negative prefixes (un-, in-, dis-, mis-)
- Prefixes denoting the repetition of the action (-re, -de)
- Prefixes denoting time, space, degree of relations (-inter, -hyper, -ex, -pre, -over)

Root is a base form of the word, to which affixes could be added. Most of English words are derived from Latin. These words are considered to be fairly formal. There are some common roots which come from Latin:

spect – to see, to look

vert – to turn

port – to carry, to take

duc, duct – lead

press – press, push

pose, pone – place, put

Composition is one of the ways of word formation when word is formed by joining two or more stems to form a new word (compound).

It is possible to subdivide the compound into the following groups:

- nouns (tin opener, trademark, baby – sitter)
- adjectives (absent – minded, easy – going)
- prepositions (shake – up, crack – down)
- numerals (sixty-seven)

Shortening is one of the ways of word formation by losing the beginning or ending of the word. Moreover, it should be mentioned that initial shortening is also possible.

Abbreviation is a form shortening the word and could be presented in following ways:

- first letters of the word of phrase, e. g. PC
- individual letters of sounds are used, but word is always said in full, e. g. Dr (Doctor)
- clippings, e. g. examination – exam
- informal communication, e. g. ASAP – as soon as possible

Acronym is a form shortening the word by means of the initial letters but pronounced as a word, for example NATO, radar, scuba.

Conversion is a way of word formation that is produced by putting a stem of a word into another paradigm without adding any affixes.

For example, fly (v.) – fly (n.)

Sentence

Sentence is an immediate integral unit used in speech communication, built up of words according to a definite syntactic pattern and characterized by predication. Sentences could be classified structurally and semantically.

- **Simple sentence** consists of one subject – predicate unit.

It could be extended (e. g. John gives Mary his books) or unextended (e. g. Sarah smiled).

One member sentence focuses on one main part that could be expressed by noun or verb.

e. g. Silence. Summer. Midnight – nominal sentence.

e. g. To think of that – verbal sentence.

Two member sentence consists of a subject – predicate unit.

e. g. Fleur had established immediate contact with an architect.

• **Composite sentence** has two or more predicative lines (clauses). And expresses a complicated act of thought. There are two types of composite sentences.

Compound sentence is a sentence which consists of two or more clauses coordinated with each other. In this case a clause is a part of a sentence which has a subject and a predicate of its own.

e. g. The darkness was thinning, but the street was still dimly lighted.

e. g. The rain fell softly, the house was quiet.

Complex sentence consists of a principal clause and one or more subordinate clauses.

e. g. More and more, she became convinced that some misfortune had overtaken Paul.

e. g. I wish you had come earlier.

It should be underlined that in a sentence it is possible to distinguish the principal parts, secondary parts and independent elements. The principal parts of a sentence include the subject and the predicate. The secondary parts are the attribute, the object and the adverbial modifier.

In the present paper the attention is focused only on the object and the adverbial modifier.

The object is a secondary part of the sentence which completes or restricts the meaning of the verb of sometimes an adjective, a word denoting state, and noun.

There are two kinds of the object:

- The direct object is used after transitive verbs with which it is closely connected as it denotes a person or thing directly affected by the action of the verb. It is used without any prepositions.

e. g. He plays chess.

- The indirect object expresses the addressee of the action. It is used with transitive verbs which take a direct object, so it hardly ever stands alone.

e. g. She gave him an interesting book to read.

The adverbial modifier is a secondary part of the sentence which modifies a verb, an adjective and an adverb. It is possible to distinguish the following kinds of adverbial modifiers:

- Adverbial modifier of time
- Adverbial modifier of frequency
- Adverbial modifier of place and direction
- Adverbial modifier of manner
- Adverbial modifier of degree and measure
- Adverbial modifier of cause
- Adverbial modifier of result
- Adverbial modifier of condition
- Adverbial modifier of comparison

Furthermore, it should be underlined the realization of linking verbs in the sentence.

Linking verbs (to be, to appear, to feel like, to seem, to look, to make) are followed by a complement that describes and identifies the subject of the sentence. Complements can be expressed by an adjective, a noun phrase or a preposition.

- adjective (e. g. It doesn't seem possible).
- noun phrase (e. g. I am a dentist).
- preposition (e. g. She said she was on a diet).

Moreover, linking verbs are used to express change of a state (to become, to get, to go, to turn, to come, to grow, to keep, to remain, to stay)

- Result of change (e. g. The world is getting more crowded)
- Change (e. g. Our dog is going blind)
- Slower change (e. g. The days grew warmer)
- Situation is not changing (e. g. Please keep quiet)

Various text organizers help to understand the text better with the smooth representation of the paragraphs. The following groups of text organizers help to provide the structure of a text by adding a point (as well as), developing a point (besides), explaining the point (to put it in another way), contrast (however), explaining reasons (accordingly), making generalization (generally speaking), starting a point (first of all), giving a new information (by the way).

Тест для самоконтролю 1
Word Formation. Sentence

Choose the correct item

1. Choose prefixes with negative meaning.
A -ir, -mis, -dis
B -ment, -hood
C -full, -less
D -re, -extra
2. Choose the adjective suffixes.
A -ise, -ize
B -ment, -ship, -ify
C -able, -ible, -ous
D -ful, -hood, -less
3. Transform these verbs into nouns. Choose the noun with suffix *-tion*.
A to excite
B to explain
C to admit
D to impress
4. Choose the odd one out of this set.
A insert, internal, inedible, income
B disobey, disconnect, dismount, disappear
C undo, unlock, unfold, unzip
D reversible, rational, resolute, relevant
5. What is the meaning of the prefix – *de* in verbs?
A earlier
B more or better than others
C between
D do the opposite of
6. Choose the suffix that transforms nouns from adjectives.
A -ment
B -ous
C -ify
D -ness
7. Choose the odd one of this set.
A brotherhood, manhood, priesthood
B tearful, spiteful, handful

C appointment, involvement, arrangement

D kinship, friendship, partnership

8. What is the meaning of the prefix – *under* in verbs?

A under

B small

C not enough

D in favor of

9. Choose the verb suffixes.

A -ate, -en

B -ian, -ic

C -dom, -age

D -wise, -ify

10. If you take away the prefix and the suffix, what is left of the word 'unemployed'?

A unemploy

B employed

C employ

D there is no suffix

11. Which suffix can you not add to the root word *box* to make a new word?

A -ful

B -ing

C -es

D -er

12. What prefix would you add to the word 'view' to indicate that you see something before other people do?

A re-

B pre-

C dis-

D un-

13. Choose the item with the root from the word *precooking*.

A precook

B cooking

C cook

D coo

14. What is abbreviation?

A a word formed by combining two other words

B a word formed by omitting one or more syllables from a word

C a word formed from the initial letter or letters of each of the successive parts or major parts of a compound term

D shortened form of a written word or phrase used in place of the whole word or phrase

15. What is acronym?

A a word formed by combining two other words

B shortened form of a written word or phrase used in place of the whole word or phrase

C a word formed from the initial letter or letters of each of the successive parts or major parts of a compound term

D a word formed by omitting one or more syllables from a word

16. Choose the item with abbreviation.

A NATO

B lab

C laser

D BBC

17. Choose the item with acronym.

A OPEC

B bike

C lab

D ID

18. Choose the item with clipping.

A asap

B laser

C exam

D GMO

19. Choose the simple sentence.

A He didn't know the rule; nor did we; nor did anyone

B He had never seen a girl like this one in his life

C Two minutes ago the child was fast asleep, but now he is wide awake

D He will never leave home because he hasn't got the courage to

20. Choose a simple sentence.

A Esther looked everywhere for her lost watch, but she could not find it

B Esther looked everywhere for her lost watch but could not find it

C Although Esther looked everywhere for her lost watch, she could not find it

D Esther looked everywhere for her lost watch; however, she could not find it

21. Choose the odd one of this set.

A Marry could not fall asleep because she was nervous about her exam

B Nervous about her exam, Mary could not fall asleep

C Mary worried about her exam and could not fall asleep

D With her exam on her mind, Mary could not fall asleep

22. Choose a compound sentence.

A He would remain in Paris only six months out of the year, not necessarily consecutively, so as to avoid paying French taxes

B "He dies many times within the ballet Eventually he sheds all of his skins and becomes us- a human being"

C Never during their five years together had their trajectories been so sharply contrasted

D Always I intrude and always I am made to feel this

23. Difference between compound and complex sentence is that...

A A compound sentence has at least two clauses

B A compound sentence has at least two separate subjects

C A compound sentence always has a comma

D A compound sentence has at least two separate verbs

24. Helen plays the trumpet, and her sister plays the saxophone.

A simple sentence

B compound sentence

C complex sentence

D compound – complex sentence

25. Ben cleaned the kitchen, vacuumed the living room, and mowed the lawn before going for a bike ride.

A simple sentence

B compound sentence

C complex sentence

D compound – complex sentence

26. The students cleaned up after they finished the experiment.

A simple sentence

B compound sentence

C complex sentence

D compound – complex sentence

27. Choose the complex sentence.

A "Everything is packed except my shirts, so you need not trouble"

B We can make any decisions without waiting for them

C Strange that he should be the brother of Mrs Cayman and the brother-in-law of Mr Cayman!

D It's amazing how much time and money can be saved in the world of dating by close attention to detail

28. Sam drove Jilly to her mother's house.

A direct object

B indirect object

C cognate object

D there is no object

29. Lorelei gave *the teacher* her project.

A direct object

B indirect object

C cognate object

D there is no object

30. Her husband gave *her* a diamond *ring* for their anniversary.

A direct object; indirect object

B indirect object; direct object

C cognate objects

D retained objects

31. The witness told *the jury* the *truth* about the incident.

A direct object; indirect object

B cognate objects

C indirect object; direct object

D retained objects

32. He explained that there no money left.

A direct object

B indirect object

C cognate object

D there is no object

33. Way of expressing complement.

He seemed in a good mood.

A adjective

B noun phrase

C prepositional phrase

D adjective phrase

34. Way of expressing complement.

Despite the scandal, he remained president of the company.

A adjective

B noun phrase

C prepositional phrase

D adjective phrase

35. The world *is becoming* more crowded.

A situation is not changing

B gradual change

C complete change of state

D result of a change

36. The knot suddenly *came* loose.

A situation is not changing

B complete change of state

C gradual change

D result of a change

Match the following items

37.

- | | |
|-------------|-----------|
| 1) sound | A -free |
| 2) additive | B -proof |
| 3) fibre | C -ridden |
| 4) crime | D -rich |

38.

- | | |
|-----------|--------------|
| 1) news | A -related |
| 2) wash | B -conscious |
| 3) stress | C -worthy |
| 4) health | D -able |

39.

- | | |
|---------------|---------------|
| 1) duc, duct | A carry, take |
| 2) port | B press, push |
| 3) pose, pone | C lead |
| 4) press | D place, put |

40.

- | | |
|---------------|--------------|
| 1) to support | A to look at |
| 2) to reduce | B to hold up |

- 3) to deposit C to cut down
4) to inspect D to put down

41.

- 1) i. e A and so on
2) etc B please, note
3) e. g. C that is to say
4) NB D for example

42.

- 1) a remote _____ toy A new
2) absent _____ man B up
3) brand _____ clothes C controlled
4) hard _____ students D minded

43.

- 1) time consuming _____ A goods
2) all – out _____ B ideas
3) cut – price _____ C work
4) far – fetched _____ D strike

44.

- 1) trade A holiday
2) hay B opener
3) tin C mark
4) package D fever

45.

- 1) breakout A cash desk
2) breakthrough B action to prevent something
3) check – out C important discovery
4) crackdown D escape

46.

- 1) drawback A major change
2) outlook B purchase of one company by another one
3) shake – up C prospect
4) takeover D disadvantage

47.

- 1) as well as; not only A concession
2) as a result; thus B explaining reasons
3) by the way; incidentally C adding a point
4) even so; all the same D giving new information

Fill in the gaps

48.

1. A and C Ltd have made a _____ bid for S and M plc. A pin – ups
2. There’s a terrible queue at this _____. Let’s find another one B takeover
3. She provided some very valuable _____ to the discussion C input
4. The office wall was covered in _____ D check – out

49.

1. There was a surprisingly large _____ – out at the concert A write
2. Their car was a _____ – off after the accident B hand
3. I’m giving my office a major _____ – out this week C clear
4. The lecturer disturbed _____ – outs before she started speaking D turn

50.

1. They’ve got a terrible record over tax and education. _____, I still think the Democrats will win the election A nevertheless
2. Balding’s ‘People in the Sky’ is a very disappointing painting _____, Rae’s ‘Beach Scene’ really brings this exhibition to life B for one thing
3. I would like to complain about the way I was treated in your shop _____ the assistant was rude C in contrast
4. The meeting went ahead, _____ six members of the committee were unable to attend D despite the fact that

Модуль 2

Conjunctions and Adverbial Clauses

У другому модулі передбачено вивчення тем: «Сполучники» та «Підрядні обставинні частини речення».

Варто зауважити, що тема «Сполучники» представлена з урахуванням структурних особливостей (прості, похідні, складні та складені) та функції (сполучники сурядності та підрядності). Сполучники сурядності включають єднальні, розділові та протиставні, а сполучники підрядності – мають на меті репрезентацію підрядної частини.

Тема «Підрядна частина» позначає обставину часу, способу дії, причини, мети, наслідку та протиставлення. Більш того, приклади до всіх типів допомагають сфокусувати увагу на різниці між цими типами.

По завершенню опрацювання теоретичного матеріалу студенти мають можливість перевірити себе за допомогою граматичних тестів.

Conjunction

Conjunction is a part of speech which denotes connections between objects and phenomena. It connects parts of the sentence, clauses and sentences. According to their morphological structure conjunctions are divided into the following categories:

- Simple conjunctions (*and, or, but*)
- Derivative conjunctions (*until, unless*)
- Compound conjunctions (*however, whereas*)
- Composite conjunctions (*as well as, as long as*)

According to the function conjunctions can be: coordinating and subordinating

- Coordinating conjunctions join coordinate clauses in a compound sentence.
- Subordinating conjunctions join a subordinate or dependent clauses to a principal one.

Now let's have a closer look at different types of **coordinating conjunctions**: *copulative* – add a statement (*and, nor, as well as*), *disjunctive* – offer some choice (*or, either ...or*), *adversative* – contrast between statements (*but, while*), *causative* – denote consequence and result (*so, for*).

Subordinating conjunctions serve to introduce a clause, they are: *that, if, as, while, as if, as though*.

Adverbial Clauses

Adverbial clause performs the function of an adverbial modifier and can modify a verb, an adjective and an adverb in the principal clause. According to the meaning it is possible to distinguish the following kinds of adverbial clauses:

- *Adverbial clause of time* shows the time of the action expressed in the principal clause. The following conjunctions could be introduced: *when, while, whenever, as long as, since, after, before*.

e. g. I hope to visit you when I happen to be in London.

- *Adverbial clause of manner* characterizes in a general way the action expressed in the principal clause and introduced by a conjunction *as*.

e. g. She did exactly as he told her.

- *Adverbial clause of reason* shows the cause of the action expressed in the principal clause. The following conjunctions could be represented: *as, because, since, for fear (that), for the reason*.

e. g. He is suspicious and jealous for fear anyone else might want to share in his power.

- *Adverbial clause of purpose* states the purpose of the action expressed in the principal clause. They are introduced by the conjunctions: *that, in order that, so that, lest*.

e. g. We had to improve writing skills in order to pass exam.

- *Adverbial clause of result* denotes the result of the action expressed in the principal clause. The only conjunction is used in this kind of clause: *so that*.

e. g. Darkness had fallen and a blizzard was blowing, so that the streets were nearly empty.

- *Adverbial clause of contrast* focuses on the presence of some obstacles in the principal clause. The conjunctions *though, although, however, whatever* can be introduced.

e. g. We enjoyed our camping holiday though/ although it rained every day.

Тест для самоконтролю 2
Conjunctions. Adverbial Clauses

Choose the correct item

1. _____ the great diversity in social behaviour and habits between different types of ants, most of them have the same basic physical structure.

- A Regardless
- B Even though
- C As if
- D Despite

2. Strawberries are _____ cheap at the moment _____ we should make some jam.

- A both / and
- B not only / but also
- C so / that
- D more / than

3. This book is _____ entertaining _____ informative, so I definitely recommend it for to you.

- A both / and
- B either / or
- C so / that
- D neither / nor

4. For reasons of safety, space – launch centres are usually located on _____ oceans _____ sparsely populated land.

- A either / or
- B such / as
- C neither / nor
- D hardly / when

5. The police are determined to find the culprits _____ long it may take to trace them.

- A in spite of
- B however
- C even if
- D the more

6. _____ engaged in as competition _____ as recreation, water – skiing is an exhilarating outdoor sport.

- A No sooner / than
- B Unless / and

- C Whether / or
- D Hardly / when

7. Special heat sensors on the front of the rattlesnake's head enable it _____ to detect the presence of prey in the dark _____ to strike its victim accurately.

- A in addition / due
- B not only / but also
- C whether / or
- D either / or

8. Peter is leaving to go back to England, _____ we are holding a farewell dinner for him.

- A or else
- B since
- C yet
- D so

9. As we will be touring, we could take the tent just _____ we see a nice campsite and want to stop.

- A in case
- B when
- C unless
- D until

10. _____ urgently callers say they need to speak to me, I do not want any calls for the next hour.

- A Moreover
- B Provided that
- C However
- D Even if

11. _____ the work was physically demanding, and at times we felt really exhausted, seeing the end result was very satisfying.

- A Owing to
- B Even though
- C No matter
- D As though

12. He has put on a little weight _____ he started doing this sedentary office job.

- A once
- B when
- C despite
- D since

13. It is a pebble beach, _____ we had better take some beach mats to lie on.

- A as
- B because
- C unless
- D so

14. They looked around a lot of different buildings _____ they could choose the most suitable one to rent for their new business

- A yet
- B besides
- C so that
- D by the time

15. _____ he is a strong man, he had no trouble hiking with a heavy rucksack.

- A For
- B Since
- C Until
- D Provided that

16. I'm not sure _____ he has decided to take the new job _____ stay with his present employer.

- A whether / or
- B neither / nor
- C yet / still
- D not only / but also

17. I wasn't disappointed not to win the final _____ I hadn't even expected to get as far as I had in the competition.

- A even
- B though
- C however
- D as

18. You'll have awfully sore legs tomorrow _____ you don't use plenty of lotion now to protect them from this strong sun.

- A or
- B in case
- C if
- D so

19. _____ somebody bought me a ticket, I still wouldn't go to see the Spice Girls performance.

- A However
- B Only if
- C Even if
- D Until

20. _____ the introduction of the new educational act, elementary school children have been taught English from the fourth grade.

- A In order to
- B Since
- C Until
- D During

21. They will start constructing the new roof _____ every resident has paid their contribution.

- A no sooner
- B while
- C in order that
- D as soon as

22. It was _____ she was in Milan that she was discovered by a fashion designer and persuaded to work as a model.

- A while
- B during
- C no sooner
- D despite

23. _____ the solar system is tiny compared with the distances to galaxies or even to nearby stars, it is enormous when compared with distances on the Earth.

- A However
- B Even though
- C Nevertheless
- D As long as

24. They tried not to swallow any water as they swam across the river _____ it might be contaminated.

- A for fear that
- B meanwhile
- C besides
- D even though

25. They'll be able to take on some permanent staff _____ they have fully established themselves in the city.

- A as though
- B while
- C when
- D even if

26. He was extremely happy about winning the contest, because it gave him _____ the opportunity to join a professional orchestra, _____ the chance to travel.

- A either / or
- B no sooner / than
- C whether / or
- D not only / but also

27. The household vacuum cleaner was first mass - produced by William Henry Hoover; _____, it is now commonly referred to as a 'hoover'.

- A therefore
- B on the contrary
- C otherwise
- D whereas

28. The inhabitants of Zelve were re-housed in a nearby village _____ prevent any more injuries and deaths from rock fall.

- A in order that
- B in case
- C so as to
- D even if

29. We wrapped the roast chicken in special paper _____ it would stay warm until our guests arrived.

- A while
- B so that
- C in case
- D as though

30. The population of the rare mountain gorilla has increased in the last few years largely _____ the Rwandan government's recognition of this animal's importance to the tourist industry.

- A nevertheless
- B as for
- C otherwise
- D owing to

31. Although the hotel was very reasonably priced, it was certainly not comfortable. _____, it had a beautiful shady garden and a roof terrace with a splendid view of the area.

- A Therefore
- B Even though
- C Nevertheless
- D Moreover

32. The coach was full and the weather very hot, but the air conditioning wasn't working. _____, the passengers were uncomfortable and many of them complained.

- A On the contrary
- B Nevertheless
- C Consequently
- D Otherwise

33. They could easily afford to stay at the best hotels, _____ they preferred to stay at small family run guest houses.

- A as
- B yet
- C for
- D therefore

34. I met my old friend _____ I was travelling.

- A in order to
- B during
- C owing to
- D while

35. We are unable to send you a brochure at the moment, but we will send you one _____ new stock arrives.

- A before
- B until
- C as soon as
- D while

36. _____ of how many different precautions you take, you cannot avoid being bitten by midges in Scotland at this time of year.

- A No matter
- B Nevertheless
- C Whatever
- D Regardless

37. We are, from this date forward, cancelling your company's credit facility with us _____ your poor payment record.

- A on account of
- B even though
- C in addition to
- D in spite of

38. Dave caught malaria _____ he was working on a construction project in Africa.

- A during
- B while
- C by the time
- D as soon as

39. I still think it's a long way to go without taking a break _____ they are to take turns at the wheel.

- A even if
- B whether
- C so that
- D despite

40. _____ performing all the functions of a standard vacuum cleaner, this model will also clean your carpets, Madam.

- A Regardless
- B However
- C In addition to
- D Seeing as

41. I'm glad that we phoned to check the date of their wedding; _____, we would have missed it.

- A consequently
- B in case
- C although
- D otherwise

42. They didn't buy that house because it is a long way from any schools; _____ it needs a fortune spending on it.

- A nevertheless
- B furthermore
- C whereas
- D on the other hand

43. Because my car is very old and _____ a little unreliable, I usually take the train travelling long distances.

- A however
- B though
- C therefore
- D while

44. _____ varied they may be in purpose, all spacecraft move through space in accordance with fundamental physics laws, and all are made up of similar basic components.

- A Because
- B So that
- C However
- D While

45. We are holding a meeting tomorrow _____ we can develop a plan for next year's campaigns well in advance.

- A in case
- B in order that
- C no sooner
- D even if

46. This charity _____ provides emergency relief _____ teaches people practical skills to help avoid future catastrophes.

- A such / that
- B whether / or
- C not only / but also
- D rather / than

47. _____ how careful I try to be throughout the month, I always seem to run out of money before I get paid.

- A Whenever
- B Even though
- C No matter
- D In case

48. Traffic to the airport has been much lighter ____ the metro system was built.

- A as if
- B once
- C since
- D until

49. Apart from the radiator, the cylinder head is _____ damaged, _____ the garage will need our car for a week to repair it.

A still / yet

B so / as

C both / though

D such / as

50. The summer will be over _____ they open the swimming-pool.

A by the time

B while

C though

D during

Модуль 3

Phrasal verbs

(structure, different meanings, collocations with phrasal verbs, idioms with phrasal verbs)

У третьому модулі увагу приділено темі «Фразові дієслова», а саме структурним особливостям, різним значенням, словосполученням та ідіомам з фразовими дієсловами.

Важливо підкреслити, що вивчення фразових дієслів є необхідним елементом опанування граматичної компетентності студентів. Більш того, з урахуванням багатозначності дієслів важко запам'ятати значення кожного фразового дієслова, але консультації з словниками та контекст допоможуть у встановленні правильної відповіді.

Після опрацювання теоретичного матеріалу є можливості перевірити свої знання, виконавши тест для самоконтролю.

Phrasal verb: structure and different meanings

Phrasal verb consists of a verb and particle (preposition and adverb). According to the structure, phrasal verbs could be:

- verb and adverb – *look up*
- verb and preposition – *look after*
- verb and adverb and preposition – *look forward to*

It should be underlined that phrasal verbs are often confused because of the different meanings. Mostly, the meaning is dependent on the context. They are difficult to learn because they tend to be formed from common verbs and particles.

For example, the verb *to go out*

Did you go out last night? (leave your home for a social activity)

The fire's gone out. (stopped burning)

The tide will go out at around 6 today. (go away from the shore)

Collocations with phrasal verbs

Collocation means the way words combine with one another. When learning a phrasal verb, it is important to note what kinds of words the verb is typically used with. For example, the phrasal verb *to pore over* collocates with the words – a document, a book, a manuscript, a list of names.

Idioms with phrasal verbs

An idiom is a combination or group of words put together to give a figurative meaning (has a hidden meaning) that is distinctly different from the constituent words

that make up the idiom. Idioms and phrasal verbs can be applied when: writing stories, books and articles that are only meant for entertainment, writing plots for plays, movies and other acting scenes, writing poems and songs. For example, the idiom *to get off on the wrong foot* means to start something badly or *to wake up to the fact* – to be realistic.

It is important to underline that knowing even the definition of the phrasal verb is difficult to predict the meaning of the idiom.

Тест для самоконтролю 3
Phrasal verbs
(structure, different meanings, collocations with phrasal verbs,
idioms with phrasal verbs)

Choose the correct item

1. What are NOT the elements of phrasal verbs?
A verb and preposition
B verb and adverb
C verb and adverb, preposition
D verb and conjunction
2. Do you believe in ghosts? The second word in this phrasal verb is
A a preposition
B an adverb
C a verb
D a particle
3. Which is a phrasal verb?
I'll go home and get changed before we go out for dinner
A to go home
B to get changed
C to go out
D there is no phrasal verb
4. Choose the phrasal verb with preposition
A to believe in
B to turn down
C to get up
D to put off
5. What the structure of the phrasal verb *to turn down*?
A verb and conjunction
B verb and adverb, preposition
C verb and preposition
D verb and adverb
6. What the structure of the phrasal verb *to look forward to*?
A verb and conjunction
B verb and adverb, preposition
C verb and preposition
D verb and adverb

7. I need twenty pounds *to tide me over* until the end of the month
A cover my expenses
B pay off my debts
C spend
D borrow
8. It was getting late so I decided *to turn in*
A give up
B go to bed
C switch off the light
D go home
9. They had a quarrel one evening, but they *patched things up* next morning
A hid their feelings from each other
B repaired the broken furniture
C made things worse by continuing the quarrel
D settled their difference
10. She had such a bad cold that I was not surprised she *dozed off* in the middle of the afternoon
A forgot to take her medicine
B fell asleep
C felt very ill
D went home early
11. Don't buy the first thing you see: *shop around* a bit
A go to several different shops to compare prices
B try to find the cheapest one
C look at everything they have got in the shop
D wait until you know exactly what you want
12. Anne wanted to go to the ball, and poor old Andy had *to cough up* fifty pounds for the tickets
A reluctantly pay
B easily save up
C confidently ask for
D unwillingly borrow
13. Bill had *to dip into* his savings account to pay for his holiday
A increase
B close
C take money from
D put money into

14. The whole group was going on a picnic, and they said that I could *tag along* if I wanted

- A pay for the drinks
- B walk behind them
- C go with them
- D carry the picnic basket

15. I *carried on* painting while the light was still good

- A continue for too long
- B continue with an activity for a period of time
- C repeat something many times, often with interruptions
- D continue without changing

16. Choose the wrong meaning of the phrasal verb *run over*

- A read quickly to make sure something is correct
- B go on after its expected time
- C hit something\ somebody
- D remove something

17. The secretary *passed round* the minutes of the last meeting

- A printed
- B distributed
- C collected
- D provided

18. They have *called off* the strike

- A cancelled
- B announced
- C extended
- D realized

19. You're *breaking up* I'll ring you back on the land line

- A You're going crazy
- B You're unhappy
- C I can't hear you clearly
- D The line is broken

20. My application was *turned down*

- A rejected
- B considered carefully
- C sent back
- D not appropriate

21. I can't *make out* what sign says

- A believe
- B see clearly
- C remember
- D understand

22. You couldn't *make up* a story like that

- A invent
- B improve
- C believe
- D create

23. When I walked into the classroom, the teacher was *telling off* the children

- A counting them
- B telling them a story
- C criticizing their behavior
- D talking to

24. This music really *turns me on*

- A disgust me
- B excites me
- C surprises me
- D makes me happy

25. If I complain, will you *back me up*?

- A contradict me
- B support me
- C criticize me
- D call me

26. If the TV's too loud, _____.

- A turn down
- B turn down it
- C turn it down
- D turn it

27. Phrasal verbs with a preposition always have a direct object that comes directly _____ the preposition.

- A before
- B between
- C after
- D –

28. Which sentence has a three – word phrasal verb with the structure verb + ad-verb + preposition?

- A We're running out of milk
- B The milk has run out
- C I'll run out to get some
- D We'll have to put the meeting off – Emma's ill

29. Choose the wrong collocation.

A When we took our old dog to the vet, she discovered he was riddled with disease

- B The pain in his leg seems to be beginning to ease off now
- C You can always rely on Joseph to hit on an idea that will never work
- D I used to enjoy that TV series but I've gone off it a bit now

30. Choose the wrong collocation.

A There is no point in hankering after your lost youth
B When her housemate rang to say that water was streaming into the basement, Maria dashed off to the station to catch a train home

C I always find job interviews really difficult, but my brother seems to sail with them

D We'll have to cut down that tree – it's riddled on disease

31. Choose the wrong collocation.

- A The plan was riddled with problems
- B After hours of discussion, we hit on a good idea
- C The fine weather has eased off / up now
- D I'd advise you to keep in with the boss

32. Choose the wrong collocation.

- A turn up a radio
- B turn up a heater
- C turn up a story
- D turn up volume

33. Choose the wrong collocation.

- A break up a biscuit
- B break up flight
- C break up marriage
- D break up solution

34. Choose the wrong collocation.

- A break off a balloon
- B blow up a bridge

C think over a suggestion

D wash up a cup

35. Choose the wrong collocation.

A take off a plane

B wash off a stain

C start up a business

D come across an obstacle

36. Joey's beginning to turn _____ the heat in our relationship – he's dropping hints about marriage.

A out

B down

C up

D on

37. We got _____ like a house on fire but I just don't feel ready to put _____ roots yet.

A after; along

B –; up

C up; down

D on; down

38. I can't make _____ my mind. Let me know what you think.

A up

B down

C on

D across

39. Well, I know I got _____ on the wrong foot by deleting all last year's client information.

A on

B off

C across

D out

40. You dig your heels _____ and don't make any effort to change.

A out

B for

C in

D across

41. If you don't start making up ____ lost time soon, we're going to have to let you go.

- A for
- B out
- C in
- D along

42. Wake _____ to the fact that you won't get any more authority unless you pull _____ all the stops and your work improves significantly.

- A in; up
- B out; away
- C up; down
- D up; out

43. Refusing that job offer just because you're annoyed about the interview would be cutting _____ your nose to spite your face

- A away
- B off
- C out
- D in

44. I felt as if I was just going _____ in circles and getting nowhere.

- A out
- B away
- C round
- D along

45. I don't think she was really angry with you; she was _____ off just steam.

- A taking
- B getting
- C letting
- D – (no verb)

Match the appropriate items

46.

- | | |
|------------------------|---------------------------------|
| 1) catch on | A gradually reduce or destroy |
| 2) lay on | B become popular |
| 3) play something down | C provide |
| 4) whittle away | D make something less important |

47.

- | | |
|-----------------------|---|
| 1) bear up | A to listen to what someone says, or to refuse to think about something seriously |
| 2) brush off sb / sth | B to go somewhere with someone for a social event |
| 3) come on | C to deal with a very sad or difficult situation in a brave and determined way |
| 4) come out | D to improve in a skill, or to make progress |

48.

- | | |
|-----------------|------------------------|
| 1) come in for | A somebody's else plan |
| 2) fall in with | B another's lesson |
| 3) sit in on | C an absent colleague |
| 4) stand in for | D a lot of criticism |

49.

- | | |
|---|---------------|
| 1) I'm glad that we have been able <i>to resolve</i> our little misunderstanding | A draw up |
| 2) Before we do anything else, we ought <i>to prepare</i> a plan of action | B put forward |
| 3) As nobody seems to know what to do next, may I <i>make</i> a proposal? | C clear up |
| 4) Ann is upset: the Embassy intends <i>to reject</i> her application to get a visa | D turn down |

50.

- | | |
|---|--------------|
| 1) The new office block _____ well with its surroundings | A skate over |
| 2) He tends to _____ certain topics which he finds difficult to talk about | B take up |
| 3) I'm not very fit, so I have decided to _____ an active hobby such as jogging | C shot off |
| 4) The criminal _____ before the anyone could see him | D blend in |

Модуль 4

Phrasal verbs

(transitive and intransitive, separable and inseparable).

Phrasal verbs with COME, GET, GO, LOOK, MAKE, PUT, TAKE

Phrasal verbs with IN, ON, UP, AWAY, BY, ABOUT, OVER, ROUND, OUT, OFF, DOWN, BACK, THROUGH, ALONG, FORWARD)

У четвертому модулі зосереджено увагу на особливостях реалізації фразових дієслів, а саме перехідність та неперехідність, відокремлення та не відокремлення.

Важливо зауважити, що студенти мають можливість більш детально опрацювати фразові дієслова акцентуючи увагу на як дієсловах, так і на різних частках. Кожна частка має своє значення, отже вивчення фразових дієслів стає набагато легшим.

Після опрацювання теоретичного матеріалу є можливість перевірити свої знання, виконавши тест для самоконтролю.

Transitive and intransitive phrasal verbs

It is known that the phrasal verbs could be transitive and intransitive. The difference lies in the kind of the object.

- Transitive phrasal verb preserves direct object.
e. g. We will have to put off the meeting.
- Intransitive phrasal verb preserves indirect object.
e. g. He was late because his car broke down.

Separable and inseparable phrasal verbs

When phrasal verb has a direct object, it is possible to separate it into two parts.

e. g. They *turned down* my offer.

They *turned* my offer *down*.

But prepositional verbs cannot be separated.

e. g. We have *to look after* a baby.

It is important to mention that it is possible to consult the dictionary to get to know whether this or that phrasal verb is separable or not.

Phrasal verbs with COME, GET, GO, LOOK, MAKE, PUT, TAKE

It should be focused that the following verbs usually become a part of phrasal verbs. Including different particles these verbs could change the meaning completely. In order to memorize the different meanings of phrasal verb one should consult the dictionary and practice them with exercises.

e. g. come under – getting a lot of
get off – finish work
go for – sold for
take aback – be surprised
look for – search for
make out to be – claim
put back – postpone

**Phrasal verbs with IN, ON, UP, AWAY, BY, ABOUT, OVER, ROUND, OUT,
OFF, DOWN, BACK, THROUGH, ALONG, FORWARD**

The following particles preserve different meaning and knowing them makes the memorizing of phrasal verbs makes easier.

e. g. round / about – activities take place in various locations.
down – lower position, to preserve, to restrain
in – within something
off – get rid of
on – dependence
out – outside something
up – completion, movement to upper position
away – from here to another place
over – more
along – close beside
forward – ahead
back – return to the previous point
through – move from one side to another

Тест для самоконтролю 4

Phrasal verbs

(transitive and intransitive, separable and inseparable.

Phrasal verbs with COME, GET, GO, LOOK, MAKE, PUT, TAKE
Phrasal verbs with IN, ON, UP, AWAY, BY, ABOUT, OVER, ROUND, OUT,
OFF, DOWN, BACK, THROUGH, ALONG, FORWARD)

Choose the correct item

1. You should *put on* a jacket because it's cold outside.

A inseparable

B separable

C intransitive

D transitive

2. The car *broke down* on the way to work.

A transitive

B intransitive

C transitive / intransitive

D separable

3. Choose the item with transitive phrasal verb.

A Pete and Sue had an argument but they've made up now

B The plane took off and landed on time

C She looked at the magazine then put it down

D My colleague and I get on really well

4. Choose the item with intransitive phrasal verb.

A Jill phoned She wants you to call her back

B If you've got a good idea, bring it up at the meeting

C Make sure you fill in your landing card

D I don't want to come back here ever again

5. He *took off* his tie when he got home.

A transitive

B intransitive

C separable

D inseparable

6. The plane will *take off* in ten minutes.

A transitive

B intransitive

C separable

D inseparable

7. Intransitive phrasal verbs (come back, get up, go out, etc) consist of a verb + adverb that _____ be separated.

- A can
- B can never
- C can sometimes
- D can usually

8. Separable phrasal verbs can be separated by their _____.

- A object
- B subject
- C predicate
- D attribute

9. Turn the lights off before you go to bed. This phrasal verb is

- A separable
- B inseparable
- C intransitive
- D transitive

10. Choose inseparable phrasal verb

- A turn on
- B hand in
- C get on
- D look up

11. Choose separable phrasal verb

- A get on
- B grow up
- C check in
- D give up

12. Choose the wrong item.

- A His students write down everything he says
- B The thieves must have come through in the back door
- C His students write everything he says down
- D I absolutely like it when old friends drop by

13. Choose the wrong item.

- A We bumped into our neighbors
- B Maria brushed off
- C Robert stayed up
- D Dave and Patty broke up

14. Choose the wrong item.

- A They got away
- B Siblings seldom get along
- C Just last week he took apart
- D She always shows off her new clothes

15. Choose the wrong item.

- A These numbers don't add up
- B It's not nice to put someone down
- C She always shows off
- D Don't forget to point out

16. Choose the wrong item.

- A He's a mean kid He always picks on
- B I can put up with his behavior
- C I'm calling your other phone Can you please pick up?
- D They laid off 10 employees

17. Choose the wrong item.

- A The pain wore off in an hour
- B If he's not careful, he's going to wind up
- C Unfortunately, it didn't work out
- D They wrapped up around 7:00 PM

18. Choose the wrong item.

- A Look up the words in a dictionary
- B Watch out for pickpockets when you're on the train
- C This recipe calls for two pounds of tomatoes
- D Dr Peterson carried out

19. Would you _____ my dog for me this weekend?

- A look
- B look after
- C take care of
- D look up

20. It will be easier to read if you _____ the lights.

- A switch over
- B switch on
- C switch up
- D switch off

21. She _____ some old letters in the cellar.

- A come in
- B come along
- C come over
- D come across

22. Well, I've been *getting around* quite a lot actually, mainly for work.

- A get benefit from
- B doing something
- C travelling to different places
- D find time

23. The event _____ as planned and J5, 000 was raised for charity.

- A went forward
- B went around
- C went through
- D went off

24. *Going by* the government's own statistics, they have failed to stop the rise in drug addiction.

- A using as a reference
- B happened in a particular way
- C experienced (used about an unpleasant or difficult situation or event)
- D leave one group or organisation and join another competing group or organization

25. Our boss _____ some people in his firm.

- A look through
- B look down
- C look at
- D look in on

26. Some people came to look _____ the house, but I don't think they'll buy it.

- A over
- B into
- C after
- D at

27. She promised them that she would look _____ the matter and find out what had gone wrong.

- A at
- B to

- C into
- D after

28. Everybody made _____ that it was really difficult, but I found it very easy.

- A up
- B off
- C after
- D out

29. What did you make _____ the film? I was bored to tears.

- A of
- B up
- C out
- D for

30. The newspaper had to pay thousands of pounds to make _____ their mistake.

- A in
- B out with
- C make up for
- D off

31. I want to go see the Dave Mathews Band in concert I've heard that they really _____ a good show.

- A put down
- B put on
- C put out
- D put across

32. Life is too short to _____ anything _____ until later Do it now.

- A put away
- B put out
- C put off
- D put back

33. I must say I was *taken aback* when I saw the cost involved, but I wanted it to be a memorable experience for people.

- A excited
- B used
- C removing by separating into pieces and taking the pieces away
- D very surprised

34. And I think the audience *took away* something that will stay with them for a long time.

A get

B remembered (used about e. g. a memory, an impression, a message)

C made it seem less good or successful

D used

35. I'm going to try _____ this new type of paint on my walls.

A out

B on

C in

D by

36. You should shop _____ online to get the best price.

A under

B in

C around

D above

37. The TV is too loud Can you turn it _____ a little?

A down

B off

C on

D up

38. I don't believe them. Their story doesn't add _____.

A by

B on

C up

D in

39. Tomorrow's game has been called _____ because of bad weather.

A down

B in

C on

D off

40. I'm sorry I'm late I'm afraid I slept _____ my alarm.

A away

B around

C through

D up

41. Well, did he come _____ on the price?

- A down
- B away
- C along
- D through

42. The minister announced new measures to shore _____ the economy.

- A down
- B up
- C away
- D around

43. Right, I'm not going to *spin* this out.

- A causing something to happen later than it should happen
- B delayed and arranged for a later date
- C make something continue for longer than necessary
- D make an effort to improve

Match the correct items

44.

- | | |
|-----------------|--|
| 1) come into it | A received |
| 2) come in for | B getting a lot of |
| 3) come under | C managed to get to the end of a difficult situation |
| 4) come through | D (usually negative) have an influence |

45.

- | | |
|---|------------------|
| 1) Alvaro's English has <i>improved</i> a lot since he met Flora | A come out with |
| 2) <i>Most people think Hugo is</i> confident and extrovert | B come up to |
| 3) Ellen <i>makes</i> some very strange comments sometimes | C come on |
| 4) This history homework does not <i>meet</i> the standards we expect from our students | D come across as |

46.

- | | |
|--|----------|
| 1) Studying so hard really got me so _____ I took a break to cheer myself up | A up to |
| 2) I hope I get something _____ that summer course I've registered for; it's quite a lot of money to pay | B down |
| 3) I'd like to get a game _____ of tennis later today. Are you free around five? | C out of |
| 4) Hi there. What have you been getting _____ since I last saw you? | D in |

47.

- | | |
|--|--------------------------------|
| 1) When do you normally <i>get off</i> work? | A doing |
| 2) What have you been <i>getting up to</i> recently? | B make somebody feel depressed |
| 3) What sorts of things <i>get you down</i> ? | C meet |
| 4) Where do you usually <i>get together</i> with your friends? | D finish |

48.

- | | |
|---|--------------|
| 1) Lara has been promised that her name will <i>go over</i> for a place on the board of directors next year | A go by |
| 2) <i>Going for</i> the weather forecast, there'll be snow tomorrow | B go around |
| 3) They <i>went on</i> a terrible time during their daughter's illness | C go forward |
| 4) You really mustn't <i>go across</i> telling such terrible lies | D go through |

49.

- | | |
|--|-------------|
| 1) I don't know how Harry _____ with his boss | A put off |
| 2) His boss never thinks twice about _____ him when they have arranged a meeting | B put out |
| 3) I know Harry feels _____, but he never complains | C put on to |
| 4) We should really do what we can to _____ him some better jobs | D put up |

50.

- | | |
|--|--------------|
| 1) He _____ his mum _____ for a week to the coast | A take along |
| 2) He was put in charge of security, but he was _____ the job after a week as he was not strict enough | B take up |
| 3) The tutor promised to _____ the problem _____ with the Head of Department | C take off |
| 4) I'd advise you to _____ an umbrella | D take away |

Відповіді

Модуль 1

Word Formation. Sentence

1. A	11. A	21. A	31. C	41. 1) C 2) A 3) D 4) B
2. C	12. B	22. D	32. A	42. 1) C 2) D 3) A 4) B
3. B	13. C	23. C	33. C	43. 1) C 2) D 3) A 4) B
4. A	14. D	24. B	34. B	44. 1) C 2) D 3) B 4) A
5. D	15. C	25. A	35. D	45. 1) D 2) C 3) A 4) B
6. D	16. D	26. C	36. C	46. 1) D 2) C 3) A 4) B
7. B	17. A	27. D	37. 1) B 2) A 3) D 4) C	47. 1) C 2) B 3) D 4) A
8. C	18. C	28. A	38. 1) C 2) D 3) A 4) B	48. 1) B 2) D 3) C 4) A
9. A	19. B	29. B	39. 1) C 2) A 3) D 4) B	49. 1) D 2) A 3) C 4) B
10. C	20. B	30. B	40. 1) B 2) C 3) D 4) A	50. 1) A 2) C 3) B 4) D

Модуль 2

Conjunctions and Adverbial Clauses

1. D	11. B	21. D	31. C	41. D
2. C	12. D	22. A	32. C	42. B
3. A	13. D	23. B	33. B	43. C
4. A	14. C	24. A	34. D	44. C
5. B	15. B	25. C	35. C	45. B
6. C	16. A	26. D	36. D	46. C
7. B	17. D	27. A	37. A	47. C
8. D	18. C	28. C	38. B	48. C
9. A	19. C	29. B	39. A	49. D
10. C	20. B	30. D	40. C	50. A

Модуль 3

Phrasal verbs

(structure, different meanings, collocations with phrasal verbs, idioms with phrasal verbs)

1. D	11. A	21. B	31. C	41. A
2. A	12. A	22. A	32. C	42. D
3. C	13. C	23. C	33. D	43. B
4. A	14. C	24. B	34. A	44. C
5. D	15. B	25. B	35. B	45. C
6. B	16. D	26. C	36. C	46. 1) B 2) C 3) D 4) A
7. A	17. B	27. C	37. D	47. 1) C 2) A 3) D 4) B
8. B	18. A	28. A	38. A	48. 1) D 2) A 3) B 4) C
9. D	19. C	29. C	39. B	49. 1) C 2) A 3) B 4) D
10. B	20. A	30. D	40. C	50. 1) D 2) A 3) B 4) C

Модуль 4
Phrasal verbs

(transitive and intransitive, separable and inseparable.

Phrasal verbs with COME, GET, GO, LOOK, MAKE, PUT, TAKE

**Phrasal verbs with IN, ON, UP, AWAY, BY, ABOUT, OVER, ROUND, OUT,
OFF, DOWN, BACK, THROUGH, ALONG, FORWARD)**

- | | | | | |
|-------|-------|-------|-------|-------------------------|
| 1. D | 11. D | 21. D | 31. B | 41. A |
| 2. B | 12. B | 22. C | 32. C | 42. B |
| 3. C | 13. B | 23. D | 33. D | 43. C |
| 4. D | 14. C | 24. A | 34. B | 44. 1) D 2) A 3) B 4) C |
| 5. A | 15. D | 25. B | 35. A | 45. 1) C 2) D 3) A 4) B |
| 6. B | 16. A | 26. A | 36. C | 46. 1) B 2) C 3) D 4) A |
| 7. B | 17. B | 27. C | 37. A | 47. 1) D 2) A 3) B 4) C |
| 8. A | 18. D | 28. D | 38. C | 48. 1) C 2) A 3) D 4) B |
| 9. A | 19. B | 29. A | 39. D | 49. 1) D 2) A 3) B 4) C |
| 10. C | 20. B | 30. C | 40. C | 50. 1) D 2) C 3) B 4) A |

СПИСОК ДЖЕРЕЛ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ

1. Eastwood J. Oxford Guide to English Grammar 1St Edition. Oxford University Press, 1994. 454 p.
2. Hewings M. Advanced Grammar in Use. Second Edition. Cambridge University Press, 2013. 296 p.
3. McCarthy M., O'Dell F. English Phrasal Verbs in Use. Intermediate, 2004. 307 p.
4. McCarthy M., O'Dell F. English Vocabulary in Use Upper-Intermediate with Answers, 2004.
5. McCarthy M., O'Dell F. English Phrasal Verbs in Use. Advanced. Second Edition, 2017. 190 p.
6. Murphy R. English Grammar. Fourth Edition. Cambridge University Press, 2012. 860 p.
7. Swan M. Practical English Usage. Third Edition. Oxford University Press, 2005. 688 p.
8. Vince M. Advanced Language Practice. English Grammar and Vocabulary. MacMillan, 2010. 344 p.
9. Walton R. Focus on Advanced English C.A.E.: Grammar Practice. Longman, 2000. 111 p.
10. Yule G. Oxford Practice Grammar Advanced. Oxford University Press, 2006. 280 p.

Навчальне видання

Гребенюк Анжеліка Андріївна
Савицька Анастасія Василівна
Стрюк Наталя Василівна та ін.

МЕТОДИЧНІ ВКАЗІВКИ
для самостійної роботи студентів
з навчальної дисципліни «Перша іноземна мова»
(аспект «Грамматика»)

*для студентів 3 курсу СО «Бакалавр» факультету іноземних мов
спеціальності 035 «Філологія»
спеціалізації 035.04 «Германські мови та літератури (переклад включно)»,
освітньої програми «Англійська мова та переклад»*

Технічний редактор О. К. Гомон

Підписано до друку 29.11.2019 р.
Формат 60×84/16. Папір офсетний.
Друк – цифровий. Умовн. друк. арк. 3,02
Тираж 15 прим. Зам. № 134

Донецький національний університет імені Василя Стуса
21021, м. Вінниця, вул. 600-річчя, 21.
Свідоцтво про внесення суб'єкта видавничої справи
до Державного реєстру
серія ДК № 5945 від 15.01.2018 р.