

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**Федеральное государственное автономное образовательное учреждение
высшего образования**

«Национальный исследовательский

Нижегородский государственный университет им. Н.И. Лобачевского»

Практикум по грамматике английского языка.

Часть 2:

Имя прилагательное, степени сравнения, наречие

Учебно-методическое пособие

**Рекомендовано методической комиссией Института Международных
отношений и мировой истории для студентов ННГУ, обучающихся по
направлениям подготовки 41.03.05 «Международные отношения», 41.03.01
«Зарубежное регионоведение» и дополнительной профессиональной
образовательной программе профессиональной переподготовки «Переводчик
в сфере профессиональной коммуникации (с углублённым изучением
английского языка)»**

**Нижегород
2025**

УДК 811.111(076)

ББК 143.21я.73

П 69

П 69 Практикум по грамматике английского языка. Часть 2: Имя прилагательное, степени сравнения, наречие: учебно-методическое пособие [Электронный ресурс] / Ю.С. Бузуева, Н.А. Глазунова, В.Н. Подгусков. – Нижний Новгород: Изд-во ННГУ, 2025. – 22 с.

Рецензент: доктор ист. наук, профессор А.И. Лычагин

Данное учебно-методическое пособие содержит практический материал, необходимый для формирования базовых грамматических знаний английского языка. Цель учебно-методического пособия – познакомить студентов с основными особенностями грамматического строя английского языка, предотвратить некоторые типичные ошибки в словоупотреблении и при переводе на родной язык. Задания и упражнения, содержащиеся в учебно-методическом пособии, способствуют развитию у студентов языковой догадки, развитию лингвистической компетенции.

Учебно-методическое пособие предназначено для студентов ННГУ, обучающихся по направлениям подготовки 41.03.05 «Международные отношения» и 41.03.01 «Зарубежное регионоведение» и дополнительной профессиональной образовательной программе профессиональной переподготовки «Переводчик в сфере профессиональной коммуникации (с углублённым изучением английского языка)».

Ответственный за выпуск: председатель методической комиссии ИМОМИ
ННГУ к.и.н., доцент Бушуева С.В.

УДК 811.111(07)
ББК Ш 143.21я.73

© Нижегородский государственный
университет им. Н.И. Лобачевского, 2025

CONTENTS

ВВЕДЕНИЕ	4
Unit 1. Adjective	5
Unit 2. Degrees of comparison	11
Unit 3. Adverb	15
Unit 4. Revision	19
Список использованной литературы	21

ВВЕДЕНИЕ

Учебно-методическое пособие представляет собой сборник упражнений и практических заданий, необходимых для закрепления материала, изучаемого в разделах «Имя прилагательное», «Степени сравнения» и «Наречие» в рамках курса «Основы теории и практики современного английского языка».

Цель данного пособия – познакомить студентов, обучающихся по программе дополнительного образования «Переводчик в сфере профессиональной коммуникации (с углублённым изучением английского языка)», с основными особенностями грамматического строя английского языка, предотвратить некоторые типичные ошибки в словоупотреблении и при переводе с русского языка на английский и с английского языка на русский.

Настоящее учебное пособие предназначено для слушателей 1 года обучения.

Задания и упражнения, содержащиеся в пособии, способствуют развитию у студентов навыков квалифицированного опознания грамматических единиц и совершенствованию умений работы с различными грамматическими источниками.

Студентам предлагается определить и охарактеризовать лингвистические явления, которые относятся к грамматическим формам слова. Способность видеть взаимосвязи между словами способствует развитию лингвистической компетенции. Разработанные задания разделов «Имя прилагательное», «Степени сравнения» и «Наречие» обеспечивают не только ориентированную языковую подготовку учащихся, но служит целям упорядочения и обобщения уже фактически приобретенных студентами знаний.

В начале каждого раздела приводится список грамматических форм и правил, необходимых для повторения и систематизации материала.

Пособие соответствует профессионально-образовательным программам и призвано повысить интерес студентов к изучаемому языку.

UNIT 1: ADJECTIVE

The **adjective** is a word which describes a person or thing denoted by the noun. Semantically, adjectives fall into two classes: **qualitative** (*little, large, high, soft, warm*, etc) which denote qualities of size, shape, colour, etc, that may vary in degree and **relative** which denote qualities of a substance indirectly, through their relation to materials (*silken, woolen, wooden*, etc), to place (*Italian, Asian*, etc), to time (*monthly, weekly*, etc).

Syntactically, the adjective may function in the sentence as attribute (e.g. The reporter settled on the *nearest* chair) and predicative (e.g. The girl looked *unhappy*).

There are **opinion adjectives** and **fact adjectives**. **Opinion adjectives** such as *smart, bad*, etc. show what a person thinks of somebody or something. **Fact adjectives** such as *short, big, old*, etc. give us factual information about age, size, colour, origin, material, etc.

GRAMMAR PRACTICE

Exercise 1: Fill in the gaps with the correct adjective from the list.

loud, warm, narrow, dark, hot, strong, tired, old, comfortable, bright, long

It was a cold, 1) *dark* night. There was a 2) _____ wind blowing and it was starting to rain. James was driving home after a 3) _____ day at work and he was very 4) _____. The road he was driving along was 5) _____ and winding, but it was the quickest way home. Suddenly, there was a 6) _____ flash of lightning and a 7) _____ crash of thunder as the storm broke. James' car was 8) _____, but he put his foot down because he wanted to get home quickly. He wanted to sit in his 9) _____ chair by the 10) _____ fire and drink a cup of 11) _____ coffee.

Exercise 2: Underline the opinion adjectives, circle the fact ones, then put them in order.

- lace/ blue/ beautiful/ handkerchief
a beautiful blue lace handkerchief
- a(n) stone/ ancient/ small/ cottage

- a(n) English/ huge/ wooden/ wardrobe

- a(n) Chinese/ amazing/ old/ story

- a(n) American/ new/ exciting/ film

- a pair of/ wire/ old/ reading/ glasses

7. _____
a(n) wooden/ lovely/ old-fashioned/ table
8. _____
a(n) white/ linen/ Irish/ tablecloth
9. _____
a chocolate/ large/ delicious/ cake
10. _____
a(n) orange/ ugly/ velvet/ sofa

Exercise 3: Fill in: the + adjective or the+adjective+people.

1. This charity provides shelter for the homeless people (homeless) of London.
2. It is important to look after _____ (elderly), especially in winter.
3. Ambulances took _____ (injured) to hospitals in the area.
4. _____ (old) in the village are upset about the new road.
5. They are changing the building to make it easier for _____ (disabled) to get around.
6. _____ (young) in the audience cheered loudly at the end of the concert.
7. _____ (poor) of our town receive help from the council.
8. Christine is a nurse who looks after _____ (sick).
9. _____ (strong) in the group carried the heavy equipment.
10. _____ (rich) can afford to live in luxury.

Exercise 4: Make compound adjectives to describe the following:

1. A walk that takes ten minutes.
A ten-minute walk
2. A story which is written well.
3. _____
A building which has twelve storeys.
4. _____
A train which moves fast.
5. _____
A student who works hard.
6. _____
An office which has good lighting.
7. _____
A holiday which lasts two weeks.
8. _____
A report which has ten pages.

Exercise 5: Underline the correct item:

While Lizzie was tidying the attic of her grandmother's house, she came across an old 1) wooden/ wood chest. When she looked inside, she found a doll wrapped in 2) silk/ silky paper. The doll had 3) gold/ golden hair and was wearing a long 4) woolen/ wool coat. She was beautiful and Lizzie had never seen her before. She sat down on the cold 5) stony/ stone floor to examine the doll more carefully. She was wearing a real 6) gold/ golden necklace and, underneath the coat, a 7) silky/ silk dress. The doll had belonged to her grandmother when she was young. Lizzie carefully wrapped her up again and placed her gently back in the box.

Exercise 6: Underline the correct item:

1. Don't eat the fish. It smells bad/ badly.
2. It's a two-hours/ two-hour train journey from here to Manchester.
3. I stumbled across an asleep/ a sleeping man in the doorway.
4. They ran home through the rain, and when they arrived were sheer/ soaking wet.
5. As far as Maria was concerned, it was a losing/ lost opportunity.
6. Tom opened the door and found a very large/ enormous parcel on the doorstep.
7. I read that article, but I thought it was mere/ complete rubbish.
8. The smell of baking-fresh/ freshly-baked bread made me feel hungry.
9. That suitcase looks really heavy/ heavily.
10. What's the matter with you? You look worrying/ worried.

Exercise 7: Make an adjective+noun phrase which fits the explanation:

1. Clothes you only wear in the winter - winter clothes
2. Shirts made of silk - _____
3. Batteries used for a torch - _____
4. Sales held in the spring - _____
5. An overcoat made of leather - _____
6. Equipment used in an office - _____
7. Fans who are supporters of football clubs - _____
8. A bowl made of glass - _____
9. Holidays we take in summer - _____
10. Software which is used in a computer - _____
11. A bracelet made of silver - _____
12. Leaves that fall in autumn - _____

Exercise 8: Use the word in capitals to form an adjective+noun phrase which fits the explanation:

1. A masterpiece which nobody cares about – NEGLECT
a neglected masterpiece
2. The headlines at the end of a news broadcast – CLOSE

3. Very low temperatures – FREEZE

4. A door anyone can go through – UNLOCK

5. Different feelings about smth at the same time – MIX

6. A marriage which the family of the couple organizes – ARRANGE

7. An author people think well of – RESPECT

8. An attack that causes serious harm – DAMAGE

9. A crime without a known culprit – UNSOLVE

10. A roof with a hole in it – LEAK

11. The scene at the beginning of a play – OPEN

12. A taste for smth that you develop after first disliking it – ACQUIRE

Exercise 9: Complete the sentence with a compound adjective made from a form of the words in brackets:

1. Ticino is in the Italian-speaking area of Switzerland. (Italy, speak)
2. I usually buy a _____ loaf from the local baker's. (bake, fresh)

3. The dog fell into a _____ river and was swept away. (flow, fast)
4. We let our flat to a _____ couple. (new, marry)
5. The school believes it should educate children to be _____. (mind, open)
6. All we could see was a bare _____ landscape. (sweep, wind)
7. The building fell to the ground with a/an _____ crash. (shatter, earth)
8. I particularly like _____ nuts. (coat, chocolate)
9. It was a _____ decision, but we had to make it. (break, heart)
10. The _____ hills stretched into the distance. (cover, tree)
11. The automatic ironing machine is described as a _____ device. (save, time)
12. The _____ tomb is being examined by archaeologists. (discover, new)

Exercise 10: Choose the best option, A, B or C to complete the sentence:

1. Fortunately, the surgeon was able to perform a B operation.
2. Two _____ children gave flowers to the president.
3. The historic centre of the city is a _____ area.
4. This kind of gambling machine is often called a _____ bandit.
5. The narrow streets were lined with _____ shops.
6. Julia's visit to India was a _____ experience.
7. Brian looked out of the window at the _____ street.
8. A spokesperson explained that there was a _____ situation.
9. Please send me a _____ copy.
10. It's a _____ journey from here to the other side of the island.
11. There was an _____ explosion, followed by a thick cloud of smoke.
12. Dogs used for hunting have a _____ sense of smell.
 1. A. life-saver B. life-saving C. life-saved
 2. A. seven-year-old B. seven-years-old C. seven-year-olds
 3. A. traffic-freed B. traffic-freely C. traffic-free
 4. A. one-arm B. one-armed C. one-arm's
 5. A. bright-lit B. bright-lighting C. brightly lit
 6. A. life-changing B. life's-changing C. life-changer
 7. A. rain-soaking B. rained-soak C. rain-soaked
 8. A. rapid-changing B. rapidly changing C. rapid-change
 9. A. typewriting B. typewriter C. typewritten
 10. A. three-hours B. three-hour C. three-hourly
 11. A. car-shattering B. cars-shattering C. car-shattered
 12. A. high-developed B. highly-developing C. highly developed

Exercise 11: Complete each sentence with an adjective from the list. Use a dictionary to check the meaning:

fine, great, heavy, high, light, long, low, narrow, open, short, small, wide

1. We don't want to eat too much before the theatre, so we just had a light meal.
2. Jane is a very easy person to talk to, and is very friendly and _____.
3. There was a _____ shower of rain, and we got soaked through.
4. Bill was very thirsty and ordered a _____ drink.
5. They didn't have a lot to say to one another, but spent the time on _____ talk.
6. His name is Alexander, or Ales for _____.
7. If you're looking for gifts, try Bentley's which sells a _____ selection of local products.
8. There's a very _____ line between being surprised and being amazed.
9. Julia and I are _____ friends, and we get on really well.
10. I think it's _____ time you stopped watching television and did some work!
11. Ellis scored in the last minute, giving the team a _____ 89-88 victory.
12. The government has promised to do more to help people on _____ incomes.

UNIT 2: DEGREES OF COMPARISON

The only grammatical category of adjectives which has survived into Modern English is that of comparison. There are three degrees of comparison -the **positive** (absolute), the **comparative**, the **superlative**. Degrees of comparison are found only with qualitative adjectives which denote qualities varying in intensity (*tall-taller-tallest*).

The comparative and superlative degrees may be expressed synthetically (with the help of the suffixes **-er, -est**) and analytically (with the help of the auxiliaries **more, most**).

GRAMMAR PRACTICE

Exercise 1: Compare the following items, as in the example.

1. a pebble/ a stone/ a rock (big)
A stone is bigger than a rock.
A rock is the biggest of all.
2. cotton/ wood/ iron (heavy)

3. bronze/ silver/ gold (expensive)

4. a bicycle/ a car/ a train (fast)

5. a cheetah/ a cat/ a snail (slow)

6. a sheep/ a horse/ a giraffe (tall)

7. steel/ wood/ wool (soft)

Exercise 2: Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

1. A: Did you enjoy the film?
B: Yes. It was the funniest (funny) film I've ever seen.
2. A: James is very tall.
B: Yes. He's _____ (tall) boy in our class.
3. A: Was it a good party?
B: Yes. I left far _____ (late) I had intended to.
4. A: Did you like the black dress?
B: Yes, but it was far _____ (expensive) the blue one.
5. A: Why do you want to go to Spain?
B: Because it's much _____ (warm) England.

6. A: Do you enjoy your job?
B: Oh, yes. It's _____ (good) job I've ever had.
7. A: If you need any _____ (far) help, just ask me.
B: Thank you. That's very kind of you.
8. A: My teacher is very clever.
B: Yes. She's _____ (intelligent) woman I've ever met.
9. A: Dinosaurs were _____ (big) houses.
B: I know. They were enormous.
10. A: How much did you pay for that bag?
B: £5. It was _____ (cheap) one I could find.
11. A: That exam was really difficult.
B: I agree. It was a lot _____ (difficult) I had expected.
12. A: Have you heard James playing the piano lately?
B: Yes, but he doesn't seem to be getting _____ (good).

Exercise 3: Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

Dear Anita,

I'm writing to tell you about the auction I went to last weekend. It was held in

- 1) the largest (large) house in the village and the items being sold were far
2) _____ (beautiful) I had expected.

I saw 3) _____ (pretty) vase I've ever seen, but it was also 4) _____ (expensive) item there, so I couldn't afford to buy it. I bid for some chairs. They were far 5) _____ (nice) mine, but unfortunately someone made a 6) _____ (good) offer than me and I couldn't afford to make a 7) _____ (high) bid.

In the end, I bought 8) _____ (small) item of all, although it was not 9) _____ (cheap) of all! It was a good locket, which I'm going to give to my 10) _____ (old) daughter on her 18th birthday. I think it's 11) _____ (lovely) necklace I've ever seen and it was 12) _____ (easy) to carry home than a set of chairs!

I enjoyed the auction very much and hope to go to another one soon. Perhaps next time you'll come with me.

Write soon and tell me all your news.

Love,
Maggie

Exercise 4: Write the correct form of the comparative or the superlative and complete the sentences with your own ideas.

1. In my opinion, *the tiger is the most dangerous* (dangerous) animal of all.
2. _____ is _____ (nice) place I have ever been to.
3. _____ (sweet) sugar.
4. I can _____ (good), but I can _____ even _____ (good)
5. I think _____ (difficult) subject of all.
6. _____ (healthy) food of all.
7. _____ (efficient) old ones.
8. _____ (intelligent) person I have ever met.

Exercise 5: Fill in the gaps with *like* or *as*.

1. A: Tara is a wonderful artist.
B: Yes. No one else can paint like her.
2. A: I wish Sarah would stop being so immature.
B: I agree. She acts like a child sometimes.
3. A: How shall I tie my shoelaces?
B: Do it as we taught you.
4. A: The play last night was fantastic.
B: Yes. The lead actor was wonderful as Macbeth.
5. A: What does Mark do for a living?
B: He works as a hotel manager.
6. A: What kind of meat is this?
B: I'm not sure. It tastes like beef.
7. A: I've just bought this dress.
B: Gosh! It's exactly the same as the one I bought.
8. A: I'm sure I know that man.
B: Me too. He looks like my old Maths teacher.
9. A: It was far too hot in that room.
B: I know. It was as being in an oven.
10. A: Eric Clapton is very talented, isn't he?
B: Yes. He is known as one of the greatest rock musicians of our time.
11. A: What is Peter cooking?
B: I don't know. It smells like fish.

Exercise 6: Complete the sentence with *like*, *as*, *too* or *enough*.

1. You can use the pool as many time as you like in a week.
2. We called the fire brigade but they didn't get to the house soon _____ to save it.
3. Wear some warm clothes. It looks _____ snow.
4. Harry walked into the city centre, but it was _____ early to get any breakfast.

5. A kilt is a bit _____ a skirt, but for men.
6. At weekends Tony works _____ a cashier in a supermarket.
7. They wouldn't let Dave into the club because he didn't look old _____.
8. You don't look as well _____ you did last week.
9. Open a window! This room smells _____ a farmyard!
10. The man next to me on the train was snoring _____ a pig.
11. Quite honestly, I thought the news was _____ good to be true.
12. The ladder wasn't quite long _____ to reach the upstairs window.

Exercise 7: Choose the best option, A, B or C, to complete the sentence.

MEMORY

It's quite common to hear someone complain that their memory is 1) C as it used to be, or that the more things they try to remember, 2) _____ quickly they seem to forget. However, memory is 3) _____ complicated than we usually think. For example, remembering facts is not at all 4) _____ remembering how to perform an action, and it seems that we don't 'forget' how to ride a bicycle or drive a car. For some people, it may be 5) _____ to remember what they have just read 6) _____ recall where they left their car keys. Of course, 7) _____ interesting a topic is, the more we remember about it, and we are almost certainly 8) _____ to recall something we have read or seen recently, because it remains active in our memory. Where studying is concerned, there are certainly ways of making the memory 9) _____. It's 10) _____ to remember disorganized information, so note-taking and summarizing are important, and the learner, not the teacher, has to do this. Regular reviewing of what has been learned is 11) _____ ways of strengthening memory. Some learners have 12) _____ visual than a verbal memory, and may remember more by associating ideas with visual images. There are plenty of books on the matter which illustrate these techniques, always assuming that you can remember to buy one!

1. A. less good B. worse C. not as good
2. A. not nearly as B. the more C. it's just as
3. A. by far B. easily C. a lot more
4. A. the same as B. like C. as if
5. A. probably B. much easier C. nowhere near as
6. A. as B. than to C. the more
7. A. just almost as much B. more and more C. the more
8. A. faster and faster B. far and away C. more likely
9. A. more efficient B. as good as C. every bit as
10. A. just as easy B. not so easy C. easier and easier
11. A. as important B. more and more important C. one of the best
12. A. just as good B. easily the best C. a better

UNIT 3: ADVERB

Adverbs are words that modify qualities (e.g. *deeply* anxious, *very* heavily) and processes (e.g. married *recently*, laughed *gaily*).

Semantically, adverbs are subdivided into adverbs of time (e.g. *still*, *just*, *yet*), place (e.g. *down*, *outwards*), manner (e.g. *rather*, *too*), cause (e.g. *why*, *therefore*) and concession (e.g. *however*, *nevertheless*, *yet*).

The most common characteristic of the adverb is morphological: most adverbs are formed from adjectives with the suffix *-ly*: *frank* - *frankly*, *happy* - *happily*, etc.

Most adverbs of manner and a few adverbs of time and place can take **comparative** and **superlative** forms, which are made with **more** and **most** (*more lovely*, *most lovely*). But such monosyllabic adverbs as **soon**, **late**, **hard**, **near**, **often** form degrees of comparison synthetically. (However **more often** and **most often** are more common).

She was the one who was being hurt *most deeply*.

You'll have to do it *sooner* or *later*.

As with adjectives, there is a small group with comparatives and superlatives formed from different stems, i.e. suppletively: e.g. *well* - *better* - *best*; *badly* - *worse* - *worst*.

Syntactically, adverbs function in the sentence as adverbial modifiers.

He has arrived *already* (adverbial modifier of time);

Upstairs the children were running around (adverbial modifier of place);

He spoke *confidentially* (adverbial modifier of manner).

GRAMMAR PRACTICE

Exercise 1: Underline the correct item

The house was 1) quiet/ quietly. It had been snowing 2) **heavy**/ heavily all day and the ground was covered in a 3) **soft**/ softly white blanket. 4) **Sudden**/ Suddenly, there was a 5) **loud**/ loudly knock at the door. I jumped up 6) **nervous**/ nervously. 'Who is it?' I called 7) **anxious**/ anxiously. There was no reply. I 8) **slow**/ slowly opened the door and looked outside. A rush of 9) **cold**/ coldly air entered the house. I 10) **quick**/ quickly shut the door and turned around, then I saw the most 11) **horrible**/ horribly creature I had ever seen standing in front of me.

Exercise 2: Underline the correct item

1. She lives near/ nearly to the school.
2. Jack near/ nearly crashed his car yesterday.
3. The prisoners can move around free/ freely.
4. I got this pen free/ freely with a magazine.

- His story sounds **high/ highly** unlikely.
- We could see the bird's nest **high/ highly** up in the tree.
- Roger was **late/ lately** for work every day last week.
- I haven't been feeling very well **late/ lately**.
- He tried **hard/ hardly** to solve the problem, but he couldn't do it.
- The music was so loud that I could **hard/ hardly** hear what he was saying.

Exercise 3: Fill in good, well, bad, badly and ill.

A: Did you get your exam results?

B: Yes. I didn't do very 1) **well** though. I got a very 2) _____ mark in History.

A: Your History exam didn't come at a 3) _____ time though, did it?

B: No. I was very 4) _____ when I had that exam. I'm sure I wouldn't have done so 5) _____ if I had been 6) _____.

A: Never mind, perhaps they will let you do the exam again if you explain what the problem was.

Exercise 4: Say the sentences in as many ways as possible, using the adverbs in brackets.

- They will clean the house. (tomorrow)
Tomorrow they will clean the house. They will clean the house tomorrow.
- Fiona has been making cakes with her mum. (all morning)
- They have been talking. (for an hour/ quietly/ in the office)
- She read the paper. (on the train/ carefully)
- I bought some bread. (today/ in the supermarket)
- James has been playing on the computer. (all evening/ in his room)
- They arrived. (safely)
- She ran. (quickly/ out of the house/ after dinner)
- He knew he had made the right choice. (then)
- His plan was brilliant. (absolutely)
- She was confused. (totally)

Exercise 5: Fill in the gaps with quite or rather.

- A: What was their new house like?
B: It was **quite** perfect.
- A: Have you had a busy day?
B: Yes, I have. I'm _____ exhausted.
- A: What's the weather like in England at the moment?
B: Actually, it's _____ warm.
- A: Do you believe in life on other planets?
B: No, I think the existence of aliens is _____ impossible.
- A: I heard that David was going to emigrate to Australia.

- B: It's _____ true. He's been planning it for some time.
6. A: How much was your new car?
B: Well, it was _____ more expensive than I had expected.
7. A: Do you like this red skirt?
B: I'm not sure – it's _____ short.

Exercise 6: Underline all the forms that are correct.

- Bye for now. I'll see you rather *later/ soon/ obviously*.
- Everyone acted well, but I thought that Naomi did *absolutely/ fairly/ particularly* well.
- Tony can't *quite/ really/ surprisingly* decide what he wants to study at university.
- If you work *hard/ extremely/ hardly*, I'm sure you'll be a success.
- Technically/ Exactly/ Apparently*, this is one of the best low-cost cameras currently available.
- Sorry, can you speak up – I can't *quite/ rather/ really* hear you.
- The thatched cottage was *completely/ structurally/ awfully* destroyed by a devastating fire.
- I'm leaving tomorrow *early/ extremely/ quite* in the morning, so I'll say goodbye now.
- See you again soon. Yours *truly/ fairly/ friendly*, Your friend Carl.
- Luckily/ Really/ Fortunately*, we managed to catch the train at the last moment.

Exercise 7: Underline all the words in brackets that can be used to complete the sentence.

- This French cheese you bought is _____ tasty. (absolutely, really, completely)
- The hotel turned out to be _____ expensive. (clearly, incredibly, luckily)
- Gina Evans is _____ expected to become Deputy Prime Minister. (considerably, greatly, widely)
- The glue I bought was _____ useless so I had to buy some more. (completely, extremely, utterly)
- It was _____ obvious that Jack had made a mistake. (completely, perfectly, really)
- Sue was _____ disappointed to lose the match. (awfully, terribly, very)
- The police decided that Tom was _____ blameless. (entirely, extremely, greatly)
- We _____ appreciate all the help you gave us. (completely, greatly, widely)
- I _____ liked the first beach we went to. (absolutely, especially, particularly)
- Quite honestly, I think this is _____ ridiculous. (totally, utterly, very)

Exercise 8: Write a new sentence with the same meaning containing the words in capitals.

1. I really do understand how you feel. – QUITE
I quite understand how you feel.
2. Nobody came to the party, which was unfortunate. – UNFORTUNATELY
3. I didn't find the match very exciting. – RATHER
4. The decision was disastrous from a financial point of view. – FINANCIALLY
5. We really didn't expect this result. – ENTIRELY
6. Mrs Barns has agreed to provide sandwiches, which is kind of her. – KINDLY
7. This printer is of no use at all! – COMPLETELY
8. I can't see the end of the road very well! – HARDLY
9. The answer is as obvious as it could be. – PERFECTLY
10. It's logical to suppose that the missing money must be in this room. – LOGICALLY

Exercise 9: Complete these sentences with *as much as*, *as many as*, *as little as* or *as few as*.

1. When it was really hot I was having _____ for showers a day.
2. The elephant population may soon fall to _____ 1,000 from 5,000 10 years ago.
3. At the end of the 200-metre race there was _____ 50 metres between the first and second runners.
4. _____ 5,000 people phoned in to complain about last night's TV programme.
5. Lit continuously, the life of a light bulb varies from _____ two weeks to three months.
6. Some days there were _____ three or four students at his lectures.
7. We don't use much electricity. Sometimes our bill is _____ £20 a month.
8. The country spends _____ 25% of its revenue on defence.

Exercise 10: Write the comparative and superlative forms.

1. efficiently
2. hard
3. quietly
4. peacefully
5. early
6. friendly
7. satisfactory
8. temporary
9. ugly
10. lately

REVISION

Exercise 1: Fill in the gaps with the correct form of the adjective/ adverb in brackets.

1. That house is too small for our family. We need something much bigger (big).
2. I can't understand you. Could you speak a bit _____ (slowly), please?
3. This coffee is bitter. I prefer to drink it a little _____ (sweet).
4. That dress is very _____ (expensive). I can't afford to buy it.
5. Fiona is by far _____ (intelligent) girl in the class.
6. It was very cold yesterday, but it's slightly _____ (warm) today.
7. I don't go to that supermarket anymore. This one is far _____ (cheap).
8. I like living near the city. It's a lot _____ (convenient).

Exercise 2: Fill in the blanks as in the example.

1. The noise got louder and louder (loud) until I couldn't bear it any longer.
2. The harder (hard) he works, the more successful (successful) he becomes.
3. It rained _____ (hard) until the river burst its banks.
4. _____ (cold) it got, _____ (many) clothes they had to put on to keep warm.
5. Jake ran _____ (fast) and won the race.
6. _____ (high) he jumped, _____ (loud) the crowd cheered.
7. Cars are getting _____ (cheap) as the years go by.
8. _____ (young) you are, _____ (easy) you find it to learn things.
9. _____ (many) people are opening their own businesses these days.
10. _____ (old) he gets, _____ (tall) he grows.

Exercise 3: Complete the sentences using the words in bold. Use two to five words.

1. Dean finds Maths easier than Chemistry.
not Chemistry is not as easy as Maths for Dean.
2. Susan enjoys pizza more than she enjoys burgers.
to Susan _____ burgers
3. Lemonade isn't as nice as ice tea.
better Ice tea _____ lemonade.
4. Boots are not as comfortable as trainers.
less Boots are _____ trainers.
5. I'd rather walk home than take the bus.
prefer I would _____ than take the bus.
6. At the party last night I felt more excited than ever.
as I've never felt _____ I did at the party last night.

Exercise 4: Put the adjectives/ adverbs in brackets into the *comparative* or *superlative* form, adding any necessary words.

1. A: Melanie got straight As again this term.
B: It doesn't surprise me. She's the most hard-working (hard-working) student of all.
2. A: How was your holiday in the Caribbean?
B: It was _____ (relaxing) trip I've ever taken.
3. A: I have to leave now. It's getting late.
B: Don't go yet. Stay a bit _____ (long).
4. A: Thanks for helping me clean up after the party.
B: Don't mention it. It's _____ (little) we could do.
5. A: How much _____ (far) is it to the airport?
B: About five minutes. Don't worry. We'll get there soon.
6. A: What did you think of Bob's speech?
B: It was OK, but Mary's was much _____ (interesting).
7. A: This place is too noisy. Can we go somewhere _____ (quiet)?
B: Yes, of course.
8. A: Did you have a nice time yesterday?
B: Yes. The party was great. I stayed far _____ (long) than I was expecting to.
9. A: Do you like my homemade vegetarian lasagne?
B: Yes, it's _____ (good) lasagne I've ever tasted.
10. A: Did you enjoy Doug Thomson's new adventure film?
B: Yes, but his last film was much _____ (exciting).
11. A: How do you like our new sofa?
B: I love it. It's _____ (comfortable) than your last one.
12. A: The Maths test was quite easy.
B: I know. It was a lot _____ (easy) than I thought it would be.
13. A: Did you enjoy the Dragon roller coaster ride?
B: Absolutely not! It was _____ (frightening) ride I've ever been on.
14. A: I think I'd prefer the brown dress.
B: I know but this one is _____ (cheap).

Список использованной литературы

1. ***Гришкун Ф.С., Отрошко Л.М.*** Систематизирующий курс грамматики английского языка. Нижний Новгород: НГЛУ им. Н.А.Добролюбова, 2008
2. ***Jenny Dooley, Virginia Evans*** Grammarway 3, with answers. Express Publishing, 1999
3. ***Jenny Dooley, Virginia Evans*** Grammarway 4, with answers. Express Publishing, 1999
4. ***Michael Swan, Catherine Walter*** Oxford English Grammar Course, Intermediate. Oxford University Press, 2011
5. ***Michael Vince*** Language Practice for Advanced. Macmillan Publishers Limited, 2014
6. ***Jenny Dooley, Virginia Evans*** New Round-Up 5. Pearson Education Limited, 2011
7. ***Martin Hewings*** Advanced Grammar in Use. Cambridge University Press, 2005

Практикум по грамматике английского языка
Часть 2:
Имя прилагательное, степени сравнения, наречие
Учебно-методическое пособие

Составители:
Юлия Сергеевна Бузуева
Надежда Алексеевна Глазунова
Владимир Николаевич Подгусков

Федеральное государственное автономное образовательное учреждение
высшего образования «Национальный исследовательский Нижегородский
государственный университет им. Н.И. Лобачевского»
603022, Нижний Новгород, пр. Гагарина, 23