

Е.С. Музланова

# АНГЛИЙСКИЙ ЯЗЫК

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«Грамматика и лексика»  
на едином государственном  
экзамене

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Основная цель пособия — активизировать изученный ранее лексико-грамматический материал и подготовить учащихся к успешной сдаче единого государственного экзамена по английскому языку. Большое количество заданий помогут прочно усвоить лексику и наиболее важные аспекты грамматики. Все задания снабжены ключами, что позволяет использовать сборник для самоконтроля и самостоятельного изучения английского языка.

Пособие предназначено для учащихся 10–11 классов общеобразовательных учреждений, а также для учителей английского языка.

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# CONTENTS

|                                                         |     |
|---------------------------------------------------------|-----|
| Введение .....                                          | 4   |
| <b>1. NOUNS</b> .....                                   | 6   |
| 1.1. Singular and Plural Nouns .....                    | 6   |
| 1.2. Countable and Uncountable Nouns .....              | 8   |
| <b>2. PRONOUNS</b> .....                                | 12  |
| 2.1. Personal Pronouns .....                            | 12  |
| 2.2. Possessive Pronouns .....                          | 13  |
| 2.3. Reflexive Pronouns .....                           | 15  |
| 2.4. Demonstrative Pronouns .....                       | 17  |
| 2.5. Some, Any, No, Every and Their Compounds .....     | 18  |
| <b>3. NUMERALS</b> .....                                | 22  |
| <b>4. ADJECTIVES AND ADVERBS</b> .....                  | 23  |
| <b>5. TENSES</b> .....                                  | 32  |
| 5.1. Active Voice .....                                 | 32  |
| 5.2. Passive Voice .....                                | 62  |
| 5.3. Active or Passive? .....                           | 64  |
| <b>6. CONDITIONAL SENTENCES. SUBJUNCTIVE MOOD</b> ..... | 68  |
| <b>7. COMPLEX OBJECT</b> .....                          | 76  |
| <b>8. INFINITIVE/GERUND/PARTICIPLES</b> .....           | 80  |
| 8.1. Gerund or Infinitive .....                         | 80  |
| 8.2. Participles .....                                  | 87  |
| 8.3. Infinitive/Gerund/Participle .....                 | 92  |
| <b>9. MODAL VERBS</b> .....                             | 95  |
| <b>10. PREPOSITIONS</b> .....                           | 101 |
| 10.1. Prepositions of Time .....                        | 101 |
| 10.2. Prepositions of Place and Movement .....          | 103 |
| 10.3. Verbs with Prepositions .....                     | 107 |
| 10.4. Adjectives with Prepositions .....                | 110 |
| 10.5. Mixed Prepositions .....                          | 111 |
| <b>11. VOCABULARY</b> .....                             | 113 |
| 11.1. Many, much, few, a few, little, a little .....    | 113 |
| 11.2. Such or So .....                                  | 115 |
| 11.3. Do or make .....                                  | 117 |
| 11.4. Say, tell, speak, talk .....                      | 120 |
| 11.5. Phrasal Verbs .....                               | 123 |
| 11.6. Confusing Words .....                             | 127 |
| <b>12. WORD FORMATION</b> .....                         | 129 |
| <b>13. EXAM PRACTICE</b> .....                          | 139 |
| Answer key .....                                        | 173 |

## ВВЕДЕНИЕ

Предлагаемый сборник тестовых заданий предназначен для формирования и контроля грамматических и лексических навыков и ориентирован, главным образом, на учащихся 10–11 классов и абитуриентов. Он поможет качественно подготовиться к итоговой государственной аттестации в форме ЕГЭ.

В пособие включен обширный лексический и грамматический материал, что позволяет использовать его на различных этапах обучения в образовательных учреждениях, а также при подготовке к экзаменам на получение международных сертификатов и к вступительным экзаменам в вузы.

Основная цель сборника — закрепить, обобщить и систематизировать знания, умения и навыки, приобретенные учащимися в рамках базового курса, а также овладеть определенным количеством нового материала в соответствии с требованиями государственного стандарта к надбазовому уровню владения иностранным языком.

Пособие составлено в соответствии с кодификатором элементов содержания по английскому языку, подготовленным Федеральным институтом педагогических измерений (ФИПИ). Каждый из разделов посвящен формированию одного из навыков, проверяемых на ЕГЭ. В разделах представлен краткий теоретический материал по теме, а также разнообразные задания для формирования и закрепления лексико-грамматических навыков. Сборник включает более 200 многоуровневых тестов, расположенных в порядке нарастания сложности, которые помогут прочно усвоить лексику и наиболее важные аспекты грамматики.

Поскольку в разделе «Грамматика и лексика» единого государственного экзамена проверяется умение применять полученные знания при работе с иноязычными текстами, то в конце каждого раздела приводятся лексико-грамматические задания на базе аутентичных текстов, при работе с которыми учащиеся овладевают различными аспектами иноязычной культуры.

Раздел “Exam Practice” включает все типы лексико-грамматических заданий, входящих в ЕГЭ: определение требуемой грамматической формы заданного слова; определение однокоренного слова; выбор правильного варианта

из четырех предложенных. Эти задания составлены на основе аутентичных материалов, максимально приближенных к формату единого государственного экзамена.

Итоговый тест содержит 25 заданий, что позволяет легко оценить знания: 23–25 баллов — «отлично», 18–22 балла — «хорошо», 13–17 баллов — «удовлетворительно».

Весь комплекс тестов имеет одну цель: повторить лексико-грамматический материал, изученный ранее на уроках, и подготовить учащихся к успешной сдаче единого государственного экзамена по английскому языку.

Все тесты снабжены ключами, что позволяет использовать сборник для самоконтроля и самостоятельного изучения английского языка.

Представленные в пособии тестовые задания были апробированы в московских школах и с успехом применяются на практике. Надеемся, что оно окажется полезным не только учащимся и учителям, но и всем желающим самостоятельно изучить английский язык.

При подготовке данного пособия автором были использованы следующие издания:

1. *Luke Prodromou*. Grammar and Vocabulary for First Certificate. — Pearson Education Limited, 2000.
2. *Luke Prodromou*. Rising Star. An Intermediate Course — Macmillan, 2005.
3. *Michael Harris, David Mower, Anna Sikorzynska*. Opportunities. — Pearson Education Limited, 2006.
4. *N. Kenny, L. Luque—Mortimer*. First Certificate Practice Tests. — Pearson Education, 2000.
5. *Raymond Murphy*. English Grammar in Use. — Cambridge University Press, 1995.
6. *Virginia Evans*. Round-Up. — Pearson Education Limited, 1994.
7. *Ионина А.А., Саакян А.С.* Английская грамматика XXI века. Учебное пособие по английскому языку. — М.: Издательство «Менеджер», 2006. — 400 с.
8. Демонстрации ЕГЭ по английскому языку. — [www.fipi.ru](http://www.fipi.ru).

**В связи с возможными изменениями в формате и количестве заданий рекомендуем в процессе подготовки к экзамену обращаться к материалам сайта официального разработчика экзаменационных заданий — Федерального института педагогических измерений: [www.fipi.ru](http://www.fipi.ru).**

*Желаем успехов!*

# 1. NOUNS

## 1.1. SINGULAR AND PLURAL NOUNS

**Nouns are made plural by adding**

|             |                                                                    |                                                      |
|-------------|--------------------------------------------------------------------|------------------------------------------------------|
| <b>-s</b>   | to most nouns                                                      | dogs, boys, months                                   |
|             | to nouns ending in <b>vowels + -o</b> or <b>double o</b>           | radios, videos, zoos                                 |
|             | to <b>abbreviations</b> ending in <b>o</b>                         | photos, autos, kilos, memos                          |
|             | to <b>musical instruments</b>                                      | pianos                                               |
|             | to <b>proper nouns</b>                                             | Eskimos                                              |
| <b>-es</b>  | to other nouns ending in <b>-o</b>                                 | tomatoes, potatoes, volcanoes                        |
|             | to nouns ending in <b>-s, -ss, -x, -ch, -sh</b>                    | foxes, dresses, churches, buses                      |
| <b>-ies</b> | to nouns ending in <b>consonant + -y</b> ( <b>-y → -i + -es</b> )  | cities, countries, ladies, flies                     |
| <b>-ves</b> | to some nouns ending in <b>-f/-fe</b> ( <b>-f/-fe → -v + -es</b> ) | lives, leaves, wolves, wives                         |
|             | <b>but:</b>                                                        | chiefs, roofs, cliffs, safes, beliefs, handkerchiefs |

### Irregular plurals

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Irregular plurals                       | man – <b>men</b> , woman – <b>women</b> , child – <b>children</b> , ox – <b>oxen</b> , foot – <b>feet</b> , tooth – <b>teeth</b> , goose – <b>geese</b> , louse – <b>lice</b> , mouse – <b>mice</b> , sheep – <b>sheep</b> , deer – <b>deer</b> , trout – <b>trout</b> , swine – <b>swine</b> , salmon – <b>salmon</b> , spacecraft – <b>spacecraft</b> , means – <b>means</b> , species – <b>species</b> , series – <b>series</b> , fish – <b>fish/fishes</b> , fruit – <b>fruit/fruits</b> , etc. |
| <b>Latin nouns</b> ending in <b>-us</b> | alumnus – alumni, calculus – calculi, locus – loci, nucleus – nuclei, terminus – termini, cactus – cacti/cactuses, syllabus – syllabi/syllabuses, stimulus – stimuli, terminus – termini, etc.                                                                                                                                                                                                                                                                                                      |
| <b>Latin nouns</b> ending in <b>-um</b> | aquarium – aquaria/aquariums, bacterium – bacteria, curriculum – curricula, maximum – maxima, memorandum – memoranda/memorandums, millennium – millennia/millenniums, minimum – minima, spectrum – spectra/spectrums, stratum – strata, datum – data, medium – media, etc.                                                                                                                                                                                                                          |

|                                                              |                                                                                                                                                        |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Latin nouns ending in -a</b>                              | alga – algae, antenna – antennae/antennas, larva – larvae, formula – formulae/formulas, vertebra – vertebrae, etc.                                     |
| <b>Latin nouns ending in -ex/-ix</b>                         | appendix – appendices/appendixes, index – indices (bibliographical)/indexes (mathematical), etc.                                                       |
| <b>Greek nouns ending in -is</b>                             | axis – axes, analysis – analyses, basis – bases, crisis – crises, diagnosis – diagnoses, hypothesis – hypotheses, oasis – oases, thesis – theses, etc. |
| <b>Greek nouns ending in -on:</b>                            | automation – automata, criterion – criteria, phenomenon – phenomena, etc.                                                                              |
| <b>Compound nouns</b><br>form their plurals by adding -s/-es | to the second noun if the compound consists of two nouns (shopkeeper – shopkeepers)                                                                    |
|                                                              | to the noun if the compound consists of an adjective and a noun (frying pan – frying pans)                                                             |
|                                                              | to the first noun if the compound consists of two nouns connected with a preposition (brother-in-law – brothers-in-law)                                |
|                                                              | at the end of the compound if this is not made up of any nouns (grown-up – grown-ups)                                                                  |

### Test 1. Write the plural of the following nouns.

- |                 |              |                  |
|-----------------|--------------|------------------|
| 1. church –     | 8. woman –   | 15. radio –      |
| 2. difficulty – | 9. deer –    | 16. ox –         |
| 3. mouse –      | 10. leaf –   | 17. fish –       |
| 4. month –      | 11. goose –  | 18. wolf –       |
| 5. child –      | 12. potato – | 19. country –    |
| 6. roof –       | 13. foot –   | 20. tooth –      |
| 7. boy –        | 14. dress –  | 21. curriculum – |

### Test 2. Write the plural of the following nouns.

- |                    |                    |                  |
|--------------------|--------------------|------------------|
| 1. nanny –         | 8. radio –         | 15. violin –     |
| 2. father-in-law – | 9. train robbery – | 16. wife –       |
| 3. headache –      | 10. painkiller –   | 17. medium –     |
| 4. dictionary –    | 11. bush –         | 18. mouse –      |
| 5. pincushion –    | 12. pen-friend –   | 19. godfather –  |
| 6. hold-up –       | 13. video –        | 20. wish –       |
| 7. hoof –          | 14. pillowcase –   | 21. phenomenon – |

**Test 3. Write the plural of the following nouns.**

- |             |              |                 |
|-------------|--------------|-----------------|
| 1. deer –   | 8. sheep –   | 15. datum –     |
| 2. lady –   | 9. species – | 16. Eskimo –    |
| 3. roof –   | 10. day –    | 17. leaf –      |
| 4. chief –  | 11. family – | 18. life –      |
| 5. studio – | 12. dish –   | 19. zero –      |
| 6. zoo –    | 13. paw –    | 20. buffalo –   |
| 7. bus –    | 14. fork –   | 21. criterion – |

**Test 4. Write the plural of the following nouns.**

- |                |                   |               |
|----------------|-------------------|---------------|
| 1. trout –     | 8. baby –         | 15. vowel –   |
| 2. composer –  | 9. handkerchief – | 16. buzz –    |
| 3. insect –    | 10. church –      | 17. glass –   |
| 4. oasis –     | 11. memo –        | 18. man –     |
| 5. analysis –  | 12. ball game –   | 19. goose –   |
| 6. bacterium – | 13. passer-by –   | 20. foot –    |
| 7. waiter –    | 14. letdown –     | 21. volcano – |

**Test 5. Write the plural of the following nouns.**

- |                |              |                |
|----------------|--------------|----------------|
| 1. bench –     | 8. scarf –   | 15. fruit –    |
| 2. celebrity – | 9. belief –  | 16. swine –    |
| 3. louse –     | 10. sheep –  | 17. activity – |
| 4. bath –      | 11. half –   | 18. thief –    |
| 5. woman –     | 12. tomato – | 19. kilo –     |
| 6. cliff –     | 13. means –  | 20. party –    |
| 7. play –      | 14. photo –  | 21. appendix – |

## 1.2. COUNTABLE AND UNCOUNTABLE NOUNS

Nouns can be **countable** (those that can be counted) or **uncountable** (those that can't be counted). **Uncountable nouns take a singular verb.**

***The most common uncountable nouns are:***

- **Mass nouns: fluids** (blood, tea, coffee, milk etc), **solids** (bread, butter, china, coal, food, fruit, glass, ice, iron, fish [meaning food], etc), **gasses** (air, oxygen, pollution, smoke, smog, etc), **particles** (corn, dust, flour, hair, pepper, rice, salt, sand, etc).
- **Subjects of study:** chemistry, economics, literature, mathematics, physics, etc.
- **Languages:** Chinese, English, French, etc.
- **Games:** billiards, chess, golf, soccer, tennis, etc.
- **Diseases:** flu, measles, mumps, etc.

- **Natural phenomena:** darkness, hail, heat, rain (but: the rains = season of continuous rain in tropical countries), humidity, thunder, snow, etc.
- **Some abstract nouns:** accommodation, advice, anger, applause, assistance, behaviour, business, chaos, countryside, courage, damage, dirt, education, evidence, housework, homework, information, intelligence, knowledge, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, wealth, work, etc.
- **Collective nouns:** baggage, cutlery, furniture, jewellery, luggage, machinery, money, rubbish, stationery, etc.
- **Many uncountable nouns** can be made **countable** by adding a partitive: **a piece** of paper/cake/advice/information/furniture; **a slice/loaf** of bread; **a(n) item/piece** of news, etc.
- **Some nouns take only a plural verb.** These are objects consisting of two parts: **garments** (pyjamas, trousers, etc), **tools** (scissors, etc), **instruments** (binoculars, compasses, spectacles, etc), or **nouns** such as: arms, ashes, barracks, clothes, congratulations, earnings, (good) looks, outskirts, people, police, premises, riches, stairs, surroundings, wages, etc.
- **Group nouns** refer to a group of people. These nouns can take either a singular or a plural verb depending on whether we see the group as a whole or as individuals. Such **group nouns** are: army, audience, class, club, committee, company, council, crew, crowd, headquarters, family, jury, government, press, public, staff, team, etc.  
The **team was** the best. (the team as a group)  
The **team were** all given medals. (each member separately as individuals)
- **With expressions of duration, distance or money meaning 'a whole amount'** we use **a singular verb**: Two years **is** long to wait. Three miles **is** a long way to go. Nine thousand pounds **is** a high price to pay.

**Test 6. Fill in: *is* or *are*.**

1. Your trousers \_\_\_\_\_ in the wardrobe.
2. Where \_\_\_\_\_ his scissors?
3. There \_\_\_\_\_ a lecture on history today.
4. The shopping \_\_\_\_\_ heavy.

5. Where \_\_\_\_\_ my gloves?
6. This information \_\_\_\_\_ correct.
7. His hair \_\_\_\_\_ brown.
8. My socks \_\_\_\_\_ in the drawer.
9. Our furniture \_\_\_\_\_ very cheap.
10. His accommodation \_\_\_\_\_ luxurious.
11. Evidence \_\_\_\_\_ needed before the trial can continue.
12. The news \_\_\_\_\_ very exciting.
13. Mumps \_\_\_\_\_ a common illness among children.
14. My glasses \_\_\_\_\_ on the table.
15. Chinese \_\_\_\_\_ difficult to learn.
16. Where \_\_\_\_\_ the kitchen scales?
17. Billiards \_\_\_\_\_ a popular game.
18. His work \_\_\_\_\_ very interesting.
19. People \_\_\_\_\_ starving in some countries.
20. Education \_\_\_\_\_ the key to his success.

**Test 7. Fill in: *is* or *are*.**

1. Where \_\_\_\_\_ your trousers?
2. Could you tell me where the scissors \_\_\_\_\_ ?
3. Tonight, there \_\_\_\_\_ athletics on TV.
4. Money \_\_\_\_\_ easy to spend and difficult to save.
5. Gloves \_\_\_\_\_ worn in cold weather.
6. This student's knowledge \_\_\_\_\_ amazing.
7. Love \_\_\_\_\_ reason for much happiness.
8. This bread \_\_\_\_\_ stale.
9. Your jeans \_\_\_\_\_ on the chair.
10. His baggage \_\_\_\_\_ too heavy to carry.
11. Her advice \_\_\_\_\_ very interesting.
12. Mathematics \_\_\_\_\_ his favourite subject.
13. Measles \_\_\_\_\_ a common illness.
14. The glasses \_\_\_\_\_ on the table.
15. My sister's hair \_\_\_\_\_ long.
16. Their bathroom scales \_\_\_\_\_ quite accurate.
17. Darts \_\_\_\_\_ a popular game in Britain.
18. This work \_\_\_\_\_ too hard.
19. People \_\_\_\_\_ unhappy with the new tax system.
20. The police \_\_\_\_\_ near.

**Test 8. Choose the correct form of the verb.**

1. Economics **(is/are)** his favourite subject.
2. The trousers he bought for her **(doesn't/don't)** fit her.
3. The police **(want/wants)** to interview men about the robbery.
4. Physics **(was/were)** my best subject at school.
5. Can I borrow your scissors? Mine **(isn't/aren't)** sharp enough.
6. The news **(wasn't/weren't)** as bad as we expected.
7. Where **(does/do)** your family live?
8. Four days **(isn't/aren't)** long enough for a good holiday.
9. He can't find his binoculars. Do you know where **(it is/they are)**?
10. Do you think the people **(is/are)** happy with the government?
11. **(Does/Do)** the police know how the accident happened?
12. She doesn't like hot weather. Twenty-eight degrees **(is/are)** too warm for her.
13. The staff at school **(is/are)** not happy with their new working conditions.
14. Thirty thousand pounds **(was/were)** stolen in the robbery.
15. Two years **(is/are)** a long time to be without job.
16. Five miles **(is/are)** a long way to walk every day.
17. I need more money. Six pounds **(is/are)** not enough.
18. These species **(is/are)** very rare.
19. My hair **(is/are)** dark brown.
20. His watch **(need/needs)** repairing.

**Test 9. Choose the correct form of the verb.**

1. All of her belongings **(was/were)** in a suitcase.
2. Athletics **(is/are)** very popular nowadays.
3. Aerobics **(do/does)** people a lot of good.
4. Chocolate **(makes/make)** you put on weight.
5. Most people **(enjoy/enjoys)** Easter.
6. The money she makes **(is/are)** enough for her.
7. The police **(is/are)** looking for the murderer.
8. His good looks **(get/gets)** him what he wants.
9. The government **(is/are)** passing new laws.
10. Her knowledge of English **(is/are)** very good.
11. Measles, which **(is/are)** a children's disease, **(is/are)** dangerous for adults.

12. The audience **(was/were)** given free tickets.
13. The economics **(is/are)** very interesting.
14. His death **(was/were)** a great shock.
15. Fish **(is/are)** easy to look after as pets.
16. Radio news **(give/gives)** us less information than television news.
17. The stairs to the ground floor **(was/were)** over there.
18. The information **(was/were)** very helpful.
19. His glass **(is/are)** on the table.
20. There **(is/are)** toast on the dish.

## 2. PRONOUNS

| Personal pronouns        | Personal pronouns      | Possessive adjectives | Possessive pronouns   | Reflexive pronouns         |
|--------------------------|------------------------|-----------------------|-----------------------|----------------------------|
| Before verbs as subjects | After verbs as objects | Followed by nouns     | Not followed by nouns |                            |
| I                        | me                     | my                    | mine                  | myself                     |
| you                      | you                    | your                  | yours                 | yourself                   |
| he/she/it                | him/her/it             | his/her/its           | his/her/—             | himself/<br>herself/itself |
| we                       | us                     | our                   | ours                  | ourselves                  |
| you                      | you                    | your                  | yours                 | yourselves                 |
| they                     | them                   | their                 | theirs                | themselves                 |

### 2.1. PERSONAL PRONOUNS

**Test 1. Fill in the correct personal pronouns.**

1. She is very handsome. I envy \_\_\_\_ .
2. They are not reliable. He doubts \_\_\_\_ .
3. I taught her. \_\_\_\_ learned it from \_\_\_\_ .
4. We asked for his advice. \_\_\_\_ advised \_\_\_\_ not to come.
5. He dislikes her, and \_\_\_\_ hates \_\_\_\_ , it's evident.
6. You should be there on time. I want \_\_\_\_ to come on time.
7. She is from England, \_\_\_\_ gave me lessons in English.
8. They are our friends. We invited \_\_\_\_ to the party.
9. He wrote this letter. I recognized \_\_\_\_ by his handwriting.

10. 'Did you see the snake?' 'Yes, I saw \_\_\_\_\_ and \_\_\_\_\_ saw \_\_\_\_\_.'
11. 'Where's Tom?' 'That's \_\_\_\_\_ over there.'
12. 'Where's my map?' 'I left \_\_\_\_\_ on the desk.'
13. Look at that bird. \_\_\_\_\_ always comes to my window.
14. 'What time is \_\_\_\_\_?' '\_\_\_\_\_ is four.'
15. 'Who is that?' '\_\_\_\_\_ 's me.'
16. Hi, it is so nice to see \_\_\_\_\_ again.
17. \_\_\_\_\_ doesn't matter.
18. I like \_\_\_\_\_ when \_\_\_\_\_ 's warm.
19. I find \_\_\_\_\_ difficult to explain anything to him.
20. You are not guilty of \_\_\_\_\_ , are you?

**Test 2. Fill in the correct personal pronouns.**

1. Who is that woman? Why are you looking at \_\_\_\_\_ ?
2. Do you know that man? I work with \_\_\_\_\_.
3. I'm talking to you. Please listen to \_\_\_\_\_ .
4. These books are interesting. Do you want to look at \_\_\_\_\_?
5. He likes that camera. He's going to buy \_\_\_\_\_ .
6. Where are the tickets? I can't find \_\_\_\_\_ .
7. We're going out. You can go with \_\_\_\_\_ .
8. I don't like dogs. I'm afraid of \_\_\_\_\_ .
9. Where is he? I want to talk to \_\_\_\_\_ .
10. These plums are bad. Don't eat \_\_\_\_\_ .
11. I want those pencils. Please give \_\_\_\_\_ to \_\_\_\_\_.
12. They want the money. Please give \_\_\_\_\_ to \_\_\_\_\_ .
13. He wants the key. Please give \_\_\_\_\_ to \_\_\_\_\_.
14. He never drinks milk. He doesn't like \_\_\_\_\_ .
15. I often go to the parties. \_\_\_\_\_ like \_\_\_\_\_ .
16. 'Where are my glasses?' '\_\_\_\_\_ are on the table.'
17. Where's Dan? I want to talk to \_\_\_\_\_ .
18. We're going shopping. Do you want to go with \_\_\_\_\_?
19. I want to see him but \_\_\_\_\_ doesn't want to see \_\_\_\_\_ .
20. I don't know those people. Do you know \_\_\_\_\_ ?

## 2.2. POSSESSIVE PRONOUNS

**Test 3. Fill in the correct possessive pronouns.**

1. This book belongs to me. This is \_\_\_\_\_ book.
2. The man put \_\_\_\_\_ hand into \_\_\_\_\_ pocket.

3. The cat ate \_\_\_\_ food.
4. She took out \_\_\_\_ purse and gave it to me.
5. My husband never wears \_\_\_\_ glasses.
6. This is their car. That other car is \_\_\_\_ too.
7. May I introduce to you one of \_\_\_\_ colleagues?
8. There were a lot of people coming back from \_\_\_\_ work.
9. Every season is beautiful in \_\_\_\_ own way.
10. They would like a house of \_\_\_\_ own.
11. I'll try \_\_\_\_ best, I promise.
12. Each country has \_\_\_\_ own customs.
13. He cut \_\_\_\_ finger this evening.
14. Lend me \_\_\_\_ pen, I've lost \_\_\_\_ .
15. They're going to London with some students of \_\_\_\_ .
16. This is not my pencil, \_\_\_\_ is red.
17. I haven't got a pen. Can you give me \_\_\_\_ ?
18. Take off \_\_\_\_ coat, please.
19. I saw them. This is \_\_\_\_ car.
20. Ann is married. \_\_\_\_ husband works in a bank.

**Test 4. Fill in the correct possessive pronouns.**

1. They have two children but I don't remember \_\_\_\_ names.
2. I often see that man but I don't know \_\_\_\_ name.
3. Pete is a teacher but \_\_\_\_ sister is a nurse.
4. Do you like \_\_\_\_ job?
5. Do you think that most people are happy in \_\_\_\_ jobs?
6. Put on \_\_\_\_ hat when you go out.
7. We are going to invite all \_\_\_\_ friends to the party.
8. \_\_\_\_ favourite sport is tennis. She plays a lot in summer.
9. He didn't have an umbrella, so she gave him \_\_\_\_ .
10. He was very happy because we invited him to stay with us in \_\_\_\_ house.
11. You'll give me your address and I'll give you \_\_\_\_ .
12. I gave him my address and he gave me \_\_\_\_ .
13. I saw Liz and Philip with \_\_\_\_ son, Bill.
14. He invited Ann with \_\_\_\_ parents.
15. We live with \_\_\_\_ parents.
16. Oxford is famous for \_\_\_\_ university.
17. I can't find \_\_\_\_ ticket.

18. The County of Kent is famous for \_\_\_\_\_ gardens.
19. My sister plays tennis too but \_\_\_\_\_ favourite sport is basketball.
20. Mr and Mrs Brown live in Paris but \_\_\_\_\_ son lives in London.

**Test 5. Fill in *my, your, his, her, our*.**

Dear Sally,

Thank you for \_\_\_\_\_ (1) letter. I'm fine and I hope that you and \_\_\_\_\_ (2) parents are fine too. In your letter you ask me who helps me with \_\_\_\_\_ (3) homework. I've got a brother, but he never helps me with \_\_\_\_\_ (4) homework. My friend Joan has got a brother too and he always helps her with \_\_\_\_\_ (5) homework, but then she helps him with cleaning \_\_\_\_\_ (6) room.

We do a lot of homework because \_\_\_\_\_ (7) Maths teacher and \_\_\_\_\_ (8) English teacher are very strict. \_\_\_\_\_ (9) parents think it is okay to have a lot of homework. They always say, '\_\_\_\_\_ (10) teachers were strict too, and so we learned a lot.' Well, so what can I do? Joan's parents say that she needs some free time so that she can play or meet \_\_\_\_\_ (11) friends.

Thank you for \_\_\_\_\_ (12) photo. I think you look so sweet.

Bye. I hope to hear from you soon.

Love,

*Sarah*

### 2.3. REFLEXIVE PRONOUNS

**Test 6. Fill in the correct reflexive pronouns.**

1. What will you do with \_\_\_\_\_ this morning?
2. They were whispering among \_\_\_\_\_ .
3. We should seldom speak of \_\_\_\_\_ .
4. I drive the car \_\_\_\_\_ .
5. Did you see the manager \_\_\_\_\_ ?
6. I often walk by \_\_\_\_\_ .
7. His grandmother lives by \_\_\_\_\_ .
8. The house \_\_\_\_\_ is not worth much.
9. He has the habit of talking to \_\_\_\_\_ .
10. He cut \_\_\_\_\_ .
11. She told me the news \_\_\_\_\_ .