

М. А. Бодоньи



# АНГЛИЙСКИЙ ЯЗЫК

## ТРЕНИРОВОЧНАЯ ТЕТРАДЬ

для подготовки к ЕГЭ

## Грамматика

Учени \_\_\_\_\_ класса \_\_\_\_\_

\_\_\_\_\_ школы \_\_\_\_\_



**10-11** КЛАССЫ

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС  
«АНГЛИЙСКИЙ ЯЗЫК. ПОДГОТОВКА К ЕГЭ»

**Учебно-методический комплекс**  
**«Английский язык. Подготовка к ЕГЭ»**

**М.А. Бодоньи**

# **АНГЛИЙСКИЙ ЯЗЫК**

## **10–11 КЛАССЫ**

### **ГРАММАТИКА**

### **ТРЕНИРОВОЧНАЯ ТЕТРАДЬ ДЛЯ ПОДГОТОВКИ К ЕГЭ**

Учени \_\_\_\_\_ класса \_\_\_\_\_

школы \_\_\_\_\_



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Предлагаемое пособие предназначено для поэтапной систематической подготовки к выполнению заданий по грамматике английского языка на ЕГЭ. Издание в форме тренировочной тетради позволит автоматизировать умения обучающихся в области грамматики и научить их правильно образовывать грамматические формы по определённому алгоритму, позволяющему справиться со всеми заданиями раздела «Грамматика и лексика».

Учебно-методическое пособие состоит из трёх разделов. В первом разделе «How to Succeed in State Exam Grammar Tasks: Basic Knowledge» даются общие рекомендации для успешного выполнения заданий 19–25 (в новом проекте, опубликованном ФИПИ 30.08.2014, эти задания фигурируют именно под такими номерами; ранее это были задания В4–В10), вводятся грамматические термины, необходимые для выполнения заданий второй части. Во втором разделе учебно-методического пособия «Parts of Speech: Follow Steps and Complete the Tasks» предлагается освоение формальных признаков и вариантов грамматической трансформации каждой части речи. В третьем разделе «Grammar Practice Tasks: 19–25» даны грамматические задания в формате ЕГЭ, основанные на аутентичных художественных и публицистических текстах.

Тренировочная тетрадь адресована обучающимся 10–11-х классов, готовящимся к сдаче ЕГЭ по английскому языку, для самостоятельной работы и подготовки под руководством учителя в классе и во внеурочное время. Издание будет полезно учителям, которые организуют процесс подготовки к ЕГЭ, и методистам.

Пособие дополняет учебно-методический комплекс «Английский язык. Подготовка к ЕГЭ».

Замечания и предложения, касающиеся данной книги, можно присылать почтой или на электронный адрес: [legionrus@legionrus.com](mailto:legionrus@legionrus.com).

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**ББК 81.2Англ**

## ОТ АВТОРА

### Уважаемые старшекласники и учителя английского языка!

Изучение грамматики английского языка часто является камнем преткновения для многих учащихся. При ответе на вопрос о самом сложном аспекте изучаемого языка многие называют его грамматический строй и значительное количество исключений. Освоение грамматики иностранного языка прежде всего должно основываться на разграничении совпадающих и различающихся явлений в родном и изучаемом языках. Чем они более очевидны, тем проще осознать внутренние связи между различными частями речи для образования имеющих смысл фраз и предложений.

Уровень сформированности способности учащихся образовывать грамматические явления, соответствующие предлагаемому контексту, является предметом оценивания на Едином государственном экзамене по английскому языку. Настоящее учебно-методическое пособие направлено на систематизацию иноязычных грамматических знаний обучающихся и выработку эффективных стратегий выполнения экзаменационных заданий 19–25 (в новом проекте, опубликованном ФИПИ 30.08.2014, эти задания фигурируют именно под такими номерами<sup>1</sup>; ранее это были задания В4–В10). Предлагаемый учебный материал позволит разграничить и конкретизировать представления учеников об образовании отдельных грамматических форм. Учащиеся должны понимать, что для каждой части речи имеется ограниченный набор грамматических форм (например, для существительного — единственное и множественное число). Чтобы успешно справиться с данным заданием, важно владеть правилами образования грамматических форм и уметь анализировать контекст для выбора и употребления единственно правильного варианта.

Грамматический материал, который составляет языковое содержание пособия, в полной мере соответствует требованиям Кодификатора элементов содержания и требованиям к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по английскому языку. Отбор грамматического материала проводился на основе анализа демоверсий по английскому языку, а также материалов, представленных в Открытом банке заданий (<http://old.fipi.ru/view/sections/141/docs/>), вариантов КИМ досрочного этапа ЕГЭ 2014 г., представленных на сайте ФГБУ «Федеральный центр тестирования» (<http://www.rustest.ru/ege/varianty-kim-ege-2014/>).

Предлагаемое учебно-методическое пособие — авторская методика развития грамматической компетенции школьников, а также формирования стратегии выполнения заданий 19–25 на основе рекомендаций и пошагово-

<sup>1</sup> <http://old.fipi.ru/view/sections/245/docs/747.html>

го алгоритма выбора и образования соответствующей контексту грамматической формы.

Учебно-методическое пособие состоит из трёх разделов. В первом разделе «How to Succeed in State Exam Grammar Tasks: Basic Knowledge» представлены общие рекомендации для успешного выполнения заданий 19–25, вводятся грамматические термины, необходимые для выполнения заданий второй части. Особое внимание в первом разделе уделяется разграничению частей речи в английском языке и заданиям на освоение порядка слов. Может показаться, что данный раздел переполнен терминологией, но без знакомства с базовыми терминами грамматики у учащихся формируется наивное представление о грамматическом строе английского языка. Необходимо отметить, что освоение терминов не является самоцелью, а позволяет охарактеризовать каждую часть речи с точки зрения возможностей образования ею различных грамматических форм. Именно поэтому в случае затруднений, связанных с запоминанием и использованием терминологии на английском языке, следует использовать русский язык.

Во втором разделе учебно-методического пособия «Parts of Speech: Follow Steps and Complete the Tasks» предлагается освоение формальных признаков и вариантов грамматической трансформации каждой части речи: noun, adjective, pronoun, numeral, adverb, verb.

В третьем разделе «Grammar Practice Tasks: 19–25» даны грамматические задания в формате ЕГЭ, основанные на аутентичных художественных и публицистических текстах.

Таким образом, выполнение упражнений, представленных в учебно-методическом пособии, обеспечивает эффективную подготовку и успешное выполнение заданий 19–25 раздела «Грамматика и лексика» в ходе ЕГЭ по английскому языку.

**Желаю успешной сдачи экзаменов!**



# How to Succeed in State Exam Grammar Tasks: Basic Knowledge

## 1. A. Read the task, analyze it and answer the questions below<sup>1</sup>.

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **19–25**, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **19–25**.

	<b>What country has no rivers?</b>	
<b>19</b>	Hard to believe it, but there is such a country! Libya _____ in North Africa and borders on the Mediterranean Sea.	<b>LOCATE</b>
<b>20</b>	It's the _____ largest country on Earth. But more than 90 percent of Libya is desert, and there's not a single permanent river in Libya!	<b>FIFTEEN</b>
<b>21</b>	This huge country, more than four times the size of California, has a _____ population than a number of cities in California.	<b>SMALL</b>
<b>22</b>	Libya _____ an independent nation in 1951.	<b>BECOME</b>
	<b>A lesson on efficiency</b>	
<b>23</b>	I remember my last year at school very well. There were three boys _____ William in my class.	<b>NAME</b>
<b>24</b>	Miss Fisher, one of the teachers, called them all William, and we _____ which one she was talking to.	<b>NOT KNOW</b>
<b>25</b>	"William, put that gum you _____ in the wastepaper bin at once!" All three of them started to rise, paused, then walked to the front of the class to dispose of their gum. The teacher beamed. "Three for one! Now that's efficiency."	<b>CHEW</b>

<sup>1</sup> Хотя вопросы для анализа задания представлены на английском языке, учащиеся, в случае затруднений, могут отвечать и на русском языке (это относится ко всем вопросам пособия, затрагивающим теоретическую проблематику).

1. What should you do in this task?
2. How should you transform words which are written on the right?
3. You will use grammar forms, won't you? Can you give any examples of grammar forms for the verb DO/ the noun APPLE/ the adjective NICE/ the pronoun I/ the numeral ONE?
4. What grammar rules are important to know to do this task?
5. Is the task 19–25 difficult for you? Why or why not?

## B. Reread the task and choose the right form for each gap.

- B4 A. is located, B. location, C. locating, D. locates  
B5 A. fifteen, B. fifteenth, C. five, D. fifth  
B6 A. small, B. smaller, C. the smallest, D. smallest  
B7 A. to become, B. become, C. became, D. has become.  
B8 A. name, B. names, C. named, D. naming.  
B9 A. do not know, B. did not know, C. does not know, D. had not known.  
B10 A. chewed, B. chewing, C. chews, D. are chewing.

### Useful Tips

**Задания 19–25** раздела «Грамматика и лексика» направлены на выявление уровня сформированности грамматической компетенции школьников. Выполнение данного задания связано со значительными трудностями, которые обусловлены отсутствием или недостаточным развитием систематичных представлений о грамматике английского языка.

#### Для успешного выполнения данного задания

- важно уметь определять часть речи как отдельно взятого слова, так и по его месту в предложении (например, в упражнении 1 в задании 23 *name* употребляется как глагол, что определяется на основе порядка слов);
- важно знать варианты трансформации каждой части речи, т.е. те грамматические формы, которые можно образовать на основе конкретной части речи (например, для имени существительного вариантом грамматической трансформации будет *единственное — множественное число*, а для прилагательного — *степени сравнения*);
- важно владеть умениями грамматической трансформации той или иной части речи;
- важно знать формы грамматических явлений, в том числе и исключения;
- важно понимать значения грамматических явлений и уметь определять их в предложении;
- важно знать правила орфографии при образовании разных форм грамматических явлений.

## 2. Match the words and phrases from two columns.

- |              |                        |
|--------------|------------------------|
| 1. noun      | a. имя прилагательное  |
| 2. pronoun   | b. числительное        |
| 3. adverb    | c. местоимение         |
| 4. adjective | d. имя существительное |
| 5. verb      | e. глагол              |
| 6. numeral   | f. наречие             |

## 3. Which of these notions<sup>1</sup> are NOT the names of English parts of speech<sup>2</sup> ?

- |              |                          |
|--------------|--------------------------|
| 1. noun      | <input type="checkbox"/> |
| 2. sentence  | <input type="checkbox"/> |
| 3. pronoun   | <input type="checkbox"/> |
| 4. adverb    | <input type="checkbox"/> |
| 5. adjective | <input type="checkbox"/> |
| 6. prefix    | <input type="checkbox"/> |
| 7. verb      | <input type="checkbox"/> |
| 8. comma     | <input type="checkbox"/> |
| 9. numeral   | <input type="checkbox"/> |
| 10. object   | <input type="checkbox"/> |

## 4. Complete the table with the words and phrases below.

<i>Part of speech</i>	<i>Definition</i>	<i>Examples</i>
NOUN	???	???
???	is a 'describing' word the main role of which is to give more information about the object.	???
???	???	myself
NUMERAL	???	???
???	is a type of word that usually denotes an action or a state and is the main part of a sentence.	???
???	???	unfortunately

<sup>1</sup> notion — понятие, grammar notions — грамматические понятия — термин, который в данном пособии относится к частям речи. В некоторых случаях при определении частей речи мы используем понятие 'function'. Не следует путать части речи и их формы (Grammar forms). К грамматическим формам относится парадигма изменения, например, единственное и множественное число существительного, формы степеней сравнения прилагательного и т.п.

<sup>2</sup> parts of speech — части речи





## 6. A. Find Russian equivalents for each grammar notion.

- |                          |                                |
|--------------------------|--------------------------------|
| A. reflexive pronoun     | 1. степени сравнения           |
| B. ordinal number        | 2. сравнительная степень       |
| C. objective case        | 3. превосходная степень        |
| D. singular form         | 4. порядковое числительное     |
| E. superlative degree    | 5. количественное числительное |
| F. possessive pronoun    | 6. единственное число          |
| G. cardinal number       | 7. множественное число         |
| H. degrees of comparison | 8. притяжательное местоимение  |
| I. plural form           | 9. личное местоимение          |
| J. personal pronoun      | 10. объектный падеж            |
| K. comparative degree    | 11. возвратное местоимение     |

Give examples. Use words and phrases from the table below.

(1) Myself, (2) me, (3) girls, (4) the most comfortable, (5) they, (6) apple, (7) my, (8) nice — nicer — the nicest, (9) the fourth, (10) two, (11) more beautiful.

## B. True or false?

1. English adjectives have singular and plural forms.
2. Adverbs can have degrees of comparison.
3. Objective case refers to the nouns and pronouns.
4. 'Our' is an example of a personal pronoun.
5. 'Three' is an example of a plural form.

## C. Answer the questions.

1. Which of these grammar notions refer to the noun?
2. Which of these grammar notions refer to the adjective?
3. Which of these grammar notions refer to the pronoun?
4. Which of these grammar notions refer to the numeral?
5. Which of these grammar notions refer to the adverb?

## 7. Read the text. In the text find and underline

- 1) 4 plural forms<sup>1</sup> of nouns;
- 2) an example of a possessive pronoun<sup>2</sup>;
- 3) 2 examples of personal pronouns<sup>3</sup>;

<sup>1</sup> plural forms — формы множественного числа

<sup>2</sup> possessive pronoun — притяжательное местоимение

<sup>3</sup> personal pronouns — личное местоимение

- 4) 3 examples of adjectives;
- 5) an example of a comparative form<sup>1</sup>;
- 6) 2 examples of adverbs.

As a child, her parents had often brought her to this lovely part of Switzerland and she remembered her father telling her, years ago, how therapeutic it was simply to sit and look at the mountains. It was more useful than any medicines or treatments. She desperately needed to think, allow the pain to subside<sup>2</sup>, and reassess<sup>3</sup> her life. (*Never send flowers. John Gardner*)

## 8. A. Refer the given grammar forms to the parts of speech.

(1) cook, (2) leaf, (3) cooks, (4) more often, (5) ten, (6) is cooking, (7) warm, (8) are cooking, (9) am cooking, (10) was cooking, (11) most comfortably, (12) were cooking, (13) cooked, (14) leaves, (15) will cook, (16) will be cooking, (17) have cooked, (18) has cooked, (19) is cooked, (20) had cooked, (21) cooked, (22) cooking, (23) softly, (24) tenth, (25) to cook, (26) will have cooked, (27) the warmest, (28) I, (29) myself, (30) warmer, (31) me, (32) my, (33) mine

VERBS									

NOUNS		
-------	--	--

NUMERALS		
----------	--	--

ADJECTIVES			
------------	--	--	--

PRONOUNS				
----------	--	--	--	--

ADVERBS			
---------	--	--	--

## B. Can you name grammar forms for each part of speech and relate them to grammar notions you know?

VERBS →

NOUNS →

NUMERALS →

ADJECTIVES →

<sup>1</sup> a comparative form — сравнительная форма

<sup>2</sup> to subside — затихать, стихать

<sup>3</sup> to reassess — производить переоценку

PRONOUNS →

ADVERBS →

**9. A. Read the text. Find and underline 10 verb forms in it.**

Morning sun splashed into the room moments before the first notes came from the clock radio. David Shelton, eyes still closed, listened for a few seconds before silently guessing Vivaldi, The Four Seasons, probably the Summer concerto. It was a game he had played nearly every morning for years. Still, the occasions on which he identified a piece correctly were rare enough to warrant<sup>1</sup> a small celebration.

**B. Which of the forms you've underlined are**

- 1) examples of Past Simple?
- 2) Past forms of the verb *to be*?
- 3) examples of Present Participle, Past Participle and Infinitive?

**C. Find one example of Past Perfect in the text.****10. \*A. Define if the verbs in bold refer to the past, present or future.**

1. This **is** a fine meal.
2. Lisa **dropped** her pad<sup>2</sup> and pencil on the couch and **crossed** the room, wondering who might be calling her on his telephone.
3. Fred **left** the room and **returned** with a small box in his hands.
4. My Betsy is a fine-**looking** woman, beautiful in my mind and in the eyes of most.
5. Sandwiches **will be** fine today.
6. I'll **introduce** you when I find her.
7. Cruise lines reduce their rates and those of their travel agency partners to ensure ships **don't tour** the seas empty.
8. Governments **spent** a fortune encouraging<sup>3</sup> people to buy houses.
9. He **read** it last night and was so excited that he couldn't sleep.
10. Instead, however, the machine **rose** again and **continued** on its way.

**B. Define if the verbs in bold refer to the active or passive.**

1. Librarians **have been saying** they want and need to buy more scholarly monographs in electronic form.

<sup>1</sup> to warrant — служить оправданием, основанием

<sup>2</sup> pad — блокнот

<sup>3</sup> encourage — ободрять; поощрять, поддерживать

\* Если при выполнении данного задания учащиеся испытывают значительные трудности, мы рекомендуем отложить его выполнение и вернуться к данному заданию после освоения второй части пособия (раздел Verb).

2. They **are looking** for him now.
3. Many machines **were invented** during that period of time
4. The owner **was locking up** the shop when a robber with a gun threatened her.
5. More and more factories **were built** and men and women left the country districts in great numbers and crowded into towns.
6. For years, the organization **has been asking** researchers to make clear to lawmakers the importance of research spending.
7. The car **had been shut** up long enough that it smelled of old upholstery<sup>1</sup>.
8. He **is asking** if there are other catalogues he should look in.
9. Bird-egg coloration **has been studied** for more than a century.
10. After the game was over, the participants **were asked** which of the other players they would be willing to have another round with.

### C. Define if the verbs in bold refer to the perfect, simple or continuous.

1. The driver **was standing** by the car as they emerged from the house.
2. He **had** never in his life **seen** a horizon so clearly defined, a pencil line drawn without a breath of haze<sup>2</sup>.
3. I **don't want** the children to wake up in a strange room and not be able to find us.
4. The huge white dog **lowered** his head and bared his teeth at the stranger.
5. Han says she's **progressing** pretty quickly.
6. A great many towns **are found** close together in those districts.
7. Higher-education professionals **buy** more books than any other group of consumers.
8. How **did you know** where to find me?
9. Annie's **doing** a great service to the community, and is inspiring other folks while she's at it.
10. In this lesson, students **have shared** opinions about facts related to sleep.

### 11. Find an odd word. Explain your choice.

1. Teach, teacher, has taught, is teaching, is taught
2. Nice, nicer, the nicest, nicely
3. They, their, then, them, themselves, theirs
4. Leaf, leaves, is leaving, to leave, has left, left
5. To sing, singing, have sung, song, was sung

#### Useful Tips

При определении того, к какой части речи относится слово, предложенное в задании, важно иметь в виду, что в английском языке одно и то же слово может относиться к разным частям речи. Например, слово *like* может выступать в качестве глагола, прилагательного или существительного:

<sup>1</sup> upholstery — обивочный материал, обивка

<sup>2</sup> haze — туман в голове; нечёткость мыслей

*I like drawing in my free time. (verb)*  
*It costs something like \$ 50. (adjective)*  
*She has many likes and dislikes. (noun)*

Для правильного определения части речи важно обратить внимание не только на само слово, но и прочитать предложение и на основе порядка слов определить, какую грамматическую роль имеет пропущенное слово в предложении.

**12. Complete the table. Define which part of speech each word from the table refers to. Check in the dictionary if you have any doubts.**

	NOUN	VERB	ADJECTIVE	ADVERB
use				
match				
form				
early				
sweet				
weather				
suit				
fine				
store				
act				
present				
ban				
perfect				

**13. Translate the words in the first column. Define which part of speech the words refer to. <sup>1</sup> What helps you to make your decision? Explain your choice.**

I.

1. warmed (up)	A. adjective
2. warmer	B. verb

<sup>1</sup> В некоторых случаях могут подходить оба варианта.



## II.

1. dresses	A. noun
2. have dressed	B. verb

## III.

1. last	A. adjective
2. lasted	B. verb

## IV.

1. have thought	A. noun
2. thought	B. verb

## V.

1. closes	A. adjective
2. closest	B. verb

## VI.

1. faced	A. noun
2. faces	B. verb

## VII.

1. risks	A. noun
2. risked	B. verb

**14. Analyze grammatical function of the word CALM in the sentences below.**

## CALM

1. The sea is much **calmer** at the bottom, than in any part nearer its surface.
2. Before and after earthquakes there is a **calm** in the air.
3. The wind seems to be **calming** down at last.
4. He stayed **calm** throughout the confusion.
5. He simply continued to speak in a **calm** voice.
6. Groucho stepped between the two men in an effort to **calm** the situation.
7. Meditation is practiced to develop a sense of **calm**.

**15. Define which part of speech the words in bold refer to. Choose the part of speech in the table on the right. Underline it.**

1. Every member of the community should have a <b>vote</b> in electing those delegates.	Noun Adjective Verb Adverb
2. The members <b>vote</b> against the suggestion to prevent the law being passed.	Noun Adjective Verb Adverb
3. The pound was <b>firm</b> against the dollar.	Noun Adjective Verb Adverb
4. He established his <b>firm</b> in 1998.	Noun Adjective Verb Adverb
5. Our product will stand the <b>test</b> of time.	Noun Adjective Verb Adverb
6. Working in the new school gave him a chance to <b>test</b> out some of the latest ideas in education.	Noun Adjective Verb Adverb
7. There is merely a short <b>note</b> of what he decided.	Noun Adjective Verb Adverb
8. We often <b>note</b> their reluctance to help us.	Noun Adjective Verb Adverb
9. You were <b>right</b> to refuse.	Noun Adjective Verb Adverb

10. Have I guessed <b>right</b> or wrong?	Noun Adjective Verb Adverb
11. They defend the <b>right</b> .	Noun Adjective Verb Adverb
12. The rafts <b>right</b> in a few seconds because of the raftmen's skills.	Noun Adjective Verb Adverb

## 16. A. Define which part of speech the words on the right refer to.

1. There were three boys ... William in my class. A. noun B. adjective C. verb D. adverb	<b>NAME</b>
2. The ... are off. A. noun B. adjective C. verb D. adverb	<b>LIGHT</b>
3. The book was dedicated to the great ... of history. A. noun B. adjective C. verb D. adverb	<b>NAME</b>
4. The ball is ..., the players are faster, the tactics are more complex. A. noun B. adjective C. verb D. adverb	<b>LIGHT</b>
5. Ann ... all evening with Richard. A. noun B. adjective C. verb D. adverb	<b>DANCE</b>
6. He has travelled to distant ... A. noun B. adjective C. verb D. adverb	<b>PLACE</b>
7. When the orchestra struck up fresh ..., James invited Susan to the center of the hall. A. noun B. adjective C. verb D. adverb	<b>DANCE</b>
8. Each of these ..., which early in life must have been familiar to him, tempered and modified the other. A. noun B. adjective C. verb D. adverb	<b>INFLUENCE</b>

9. Garden microclimates ... by hills and hollows, sunlight and precipitation.	<b>INFLUENCE</b>
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A. noun B. adjective C. verb D. adverb

10. What an awkward position I ... now in!	<b>PLACE</b>
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A. noun B. adjective C. verb D. adverb

**B. Complete the sentences choosing the words in the table.**

A. danced B. am placed C. influences D. dances E. names F. are influenced  
G. lights H. lighter I. named J. places

## Parts of Speech: Follow the Steps and Complete the Tasks

Выполнение заданий 19–25 раздела «Грамматика и лексика» требует от учащихся понимания того, какими вариантами грамматической трансформации обладает каждая часть речи. Как правило, части речи в английском языке характеризуются достаточно ограниченным набором вариантов трансформации, исключение составляет только глагол, имеющий обширное количество форм.

Таким образом, алгоритм выполнения заданий 19–25 следующий:

### 1 шаг

Определите части речи,  
обратите внимание не только на само слово, но и по его месту  
в предложении убедитесь, что Вы не ошибаетесь в определении части  
речи



### 2 шаг

Вспомните возможные варианты грамматической трансформации для  
данной части речи



### 3 шаг

Проанализируйте предложение и общий контекст фрагмента и выберите  
соответствующий вариант трансформации представленной части речи



### 4 шаг

Подумайте, не относится ли данное слово к исключениям.  
Образуйте необходимую форму слова.  
Убедитесь, что при написании соблюдены правила орфографии

Во втором разделе пособия предлагается отработка каждой части речи отдельно с целью систематизации и автоматизации владения вариантами трансформации для каждой части речи. Результатом выполнения многочисленных упражнений, основанных на специально разработанном алгоритме, станет образование правильной формы той или иной части речи в предложенном контексте, что обеспечит безупречное выполнение заданий 19–25 на экзамене.

## NOUN

**Требования к уровню подготовки выпускников общеобразовательных учреждений для единого государственного экзамена по английскому языку в области грамматики<sup>1</sup>**

Употреблять в речи имена существительные в единственном числе и во множественном числе, образованные по правилу, и исключения

### 17. A. Read and analyze the sentence.<sup>1</sup>

The pale<sup>2</sup> green ... make a lovely showing and afford shade<sup>3</sup> to smaller plants.

LEAF

**B. Follow the steps to complete the sentence with the correct grammar form.**

STEP 1	Определите часть речи, обратите внимание не только на само слово, но и по его месту в предложении убедитесь, что Вы не ошибаетесь в определении части речи.	1. What is the function <sup>4</sup> of the word in the sentence? 2. Is it a noun? 3. What place does it have in the sentence?
STEP 2	Вспомните возможные варианты грамматической трансформации для данной части речи.	4. What grammar forms does a noun have? 5. Can you give any examples of nouns which have irregular plural forms?
STEP 3	Проанализируйте предложение и общий контекст фрагмента и выберите соответствующий вариант трансформации представленной части речи.	6. Will you form a plural form in the sentence above? 7. Can you prove <sup>5</sup> that it is necessary to form a plural form (not singular)?

<sup>1</sup> **Кодификатор** элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ

<sup>2</sup> pale — бледный

<sup>3</sup> shade — тень

<sup>4</sup> function — предмет (говоря о функциях, нужно подчеркнуть, что имеется в виду — предмет, признак, действие и т.п.)

<sup>5</sup> prove — доказывать



STEP 4	<p>Подумайте, не относится ли данное слово к исключениям. Образуйте необходимую форму слова. Убедитесь, что при написании соблюдены правила орфографии.</p>	<p>9. What grammar rule should you remember to complete the sentence with the right form of plural for LEAF?</p> <p>10. Does the word have irregular forms?</p> <p>11. Form the correct word and write it below. Check your answer in The Answer Keys.</p>
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**Your answer:**

### Useful Tips

При образовании форм множественного числа имени существительного важно помнить о существовании значительного количества исключений, которые проявляются как в форме чередования букв, так и в форме существенных изменений самого слова при образовании множественного числа.

Также важно помнить, что в английском языке существуют неисчисляемые имена существительные, которые не образуют формы множественного числа.

## 18. Read the words and underline the nouns which are uncountable.

bread, table, lamp, butter, telephone, pencil, idea, sugar, tea, computer, coffee, dress, leather, T-shirt, paper, skirt, lesson, wood, book, box, silver, crystal, picture, flower, plastic, toy, porcelain, doll, metal, balloon, car, water, house, child, air

## 19. Divide the sentences into two groups. Characterize countable and uncountable nouns.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS

<sup>1</sup> exception — исключение

1. These nouns refer to things that we can count.
2. These nouns refer to things that we cannot count.
3. These nouns can take either singular or plural form.
4. These nouns can be used with «many» and «few».
5. These nouns do not take «a/an» or a number in front of them.
6. These nouns can be used with «much» and «little».
7. These nouns can be used with «a lot of» and «no».
8. These nouns take only singular forms.
9. These nouns can be used with «some» and «any».
10. These nouns take «a/an» or a number in front of them.

**20. Uncountable nouns.** Read the words in the table and divide them into groups according to their meaning.

Joy, travel, beauty, blood, honesty, death, sleep, happiness, swimming, wine, hope, sugar, peace, cruelty, work, shopping, pride, life, help, water, food, fun, salt, anger.

<i>Human feelings and qualities</i>	<i>Abstract ideas</i>	<i>Substances<sup>1</sup></i>	<i>Activities</i>

#### Useful Tips

**При выполнении заданий 19–25 необходимо:**

1. определить, является ли существительное исчисляемым или нет;
2. если существительное относится к группе исчисляемых, проверяем, какая форма требуется в предложении — единственного или множественного числа;
3. если необходимо образовать форму множественного числа, важно вспомнить, не относится ли слово к исключениям.

<sup>1</sup> substances — вещества

**21. Analyze the rules. Give examples for each rule. The words from the table will help you.**

1.	[NOUN] + -s	
2.	[NOUN -s, -ss, -sh, -ch, -tch, -x] + -es	
3.	[NOUN (согласная) + -y] → -ies	
4.	[NOUN (гласная) + -y] + -s	
5.	[NOUN -o] + -es	
6.	[NOUN -o] + -s	
7.	[NOUN -f/-fe] → -ves	

a piano — pianos, a fly — flies, a hero — heroes, a wife — wives, a cat — cats,  
a bus — buses, a day — days

### Useful Tips

При образовании множественного числа существительных, оканчивающихся на *-f/-fe*, важно помнить об исключениях, которые не изменяют окончания на *-ves*. К ним относятся:

*chief* — *chiefs* (шеф, начальник)

*roof* — *roofs* (крыша)

*safe* — *safes* (сейф)

*cliff* — *cliffs* (утес)

*belief* — *beliefs* (убеждение)

*chef* — *chefs* (шеф-повар, главный повар)

Также важно выучить слова, оканчивающиеся на *-o*. Их можно разделить на три группы.

1. Слова, у которых множественное число образуется при помощи *-es*

*hero* — *heroes*

*potato* — *potatoes*

*tomato* — *tomatoes*

*mosquito* — *mosquitoes*

2. Слова, у которых множественное число образуется при помощи *-s*

*piano* — *pianos*

*photo* — *photos*

*video* — *videos*

*zoo* — *zoos*

*radio* — *radios*

3. Слова, у которых множественное число образуется при помощи -s или -es

*flaming* — *flamingos* / *flamingoes*

*mango* — *mangos* / *mangoes*

*motto* — *mottos* / *motatoes*

*tornado* — *tornados* / *tornadoes*

*volcano* — *volcanos* / *volcanoos*

## 22. Divide the words into 4 groups.

Journey, scarf, baby, potato, church, leaf, teacher, calf, school, mosquito, box, story, lorry, wolf, party, fairy, class, video, knife, kite.

+ s	+ es	→ ies	→ ves

## 23. Find an odd word. Explain your choice according to the rules written above.

- A. 1. a wife — wives, a knife — knives, a life — lives, a roof — roofs  
 2. a play — plays, an army — armies, a lady — ladies, a baby — babies  
 3. a torch — torches, a book — books, a match — matches, a box — boxes  
 4. a potato — potatoes, a tomato — tomatoes, a photo — photos, a hero — heroes  
 5. a bike — bikes, a kite — kites, a brush — brushes, a mistake — mistakes
- B. 1. a car, a horse, a video, a fox  
 2. a leaf, a knife, a chief, a wolf  
 3. a lady, a story, a city, a tray  
 4. a robbery, a key, a berry, a party  
 5. a bus, a bush, a class, a river

## 24. Form plural forms.

Singular form	Plural form
1. box	
2. fox	

Singular form	Plural form
21. chief	
22. thief	

Singular form	Plural form
3. lock	
4. line	
5. hat	
6. life	
7. kiss	
8. root	
9. zoo	
10. cactus	
11. mother	
12. half	
13. house	
14. boot	
15. a calf	
16. tomato	
17. city	
18. booth	
19. bat	
20. hero	

Singular form	Plural form
23. blouse	
24. pan	
25. shell	
26. shelf	
27. key	
28. radio	
29. tray	
30. bench	
31. potato	
32. class	
33. address	
34. torch	
35. telephone	
36. brother	
37. piano	
38. wolf	
39. brush	
40. ban	

### Useful Tips

Некоторые имена существительные английского языка образуют форму множественного числа не по правилам, например, *a man — men*.

Также есть группа имён существительных, форма которых не меняется в единственном и множественном числах: *a fish — fish*.

**25. Read the following nouns, form their plural forms using the letters on the right.**

	Singular forms	Plural formas	Translation
1.	a man	nme →	
2.	a woman	ownme →	
3.	a foot	eetf →	
4.	a tooth	thete →	

5.	a mouse	ciem	→	
6.	an ox	exno	→	
7.	a child	dnrilech	→	
8.	a businessman	essnmsienbu	→	
9.	a grandchild	ldcidanhgrren	→	
10.	a goose	eeegs	→	

## 26. Find one mistake in each sentence.

1. A real witch gets the same pleasure from squelching a child as you get from eating a plateful of strawberrys and thick cream.
2. There were no people in the painting, just a flock of duckes on a grassy farmyard and the farmhouse in the background.
3. The Easter holidaias came and went, and the Summer Term began at school.
4. I called them William and Mary, and in the hotel I set out right away teaching them to do trickes.
5. "I cannot permit mouses in my hotel, madam," he said to my grandmother.
6. The mouse is therefore only three inchs away from the cake.
7. All the woman, or rather the witches, were now sitting motionless in their chairs and staring as though hypnotised at somebody who had suddenly appeared on the platform.
8. Underneath those frightful scabby bald heads, the bodys were dressed in fashionable and rather pretty clothes.
9. Pass him in the corridor and he is fishing potato crispes out of a bag by the fistful.
10. Then she got out a box of matchs.

### Useful Tips

Для того чтобы правильно употребить форму единственного или множественного числа существительного, нужно обратить внимание на

- присутствие артикля (*a/an* — является указателем единственного числа),
- формы глаголов, с которыми согласуется имя существительное;
- числительные;
- однородные члены, которые в некоторых случаях могут указывать на нужное число.



**27. Complete the sentences with the right form (singular or plural) of the words in the table. Each word appears twice in the sentences.**

WOMAN, CHILD, MAN, MOUSE, TOOTH, FOOT
---------------------------------------

- Great occasions do not make heroes or cowards<sup>1</sup>; they simply unveil<sup>2</sup> them to the eyes of .... Silently and imperceptibly, as we wake or sleep, we grow strong or weak; and at last some crisis shows what we have become. (*Brooke Foss Westcott*)
- An expert is a ... who has made all the mistakes, which can be made, in a very narrow field. (*Niels Bohr*)
- People wish to learn to swim and at the same time to keep one ... on the ground. (*Marcel Proust*)
- Sometimes men come by the name of genius in the same way that certain insects come by the name of centipede<sup>3</sup> — not because they have a hundred ..., but because most people can't count above fourteen. (*G.C. Lichtenberg*)
- If you educate a man you educate a person, but if you educate a ..., you educate a family. (*Rudy Manikan*)
- Fashion exists for ... with no taste, etiquette for people with no breeding. (*Queen Marie of Rumania*)
- When the ... laughs at the cat, there's a hole<sup>4</sup> nearby. (*Nigerian proverb*)
- When the cat's away, the ... will play. (*English proverb*)
- If fortune turns against you, even jelly<sup>5</sup> breaks your .... (*Persian proverb*)
- If you can't bite, don't show your .... (*Yiddish proverb*)
- Every ... is an artist. The problem is how to remain an artist once he grows up. (*Pablo Picasso*)
- ... have never been very good at listening to their elders, but they have never failed to imitate them. (*James Baldwin*)

**28. A. Read the following sentences, say if the words in bold have singular or plural meaning.**

- Occasionally a **deer** would wander under the shelter and eat some of the grass near it.
- We should probably do something about it rather than curse the **deer** for their existence.

<sup>1</sup> coward — трус

<sup>2</sup> unveil — предстать в истинном свете

<sup>3</sup> centipede — многоножка, сороконожка

<sup>4</sup> hole — нора

<sup>5</sup> jelly — желе

3. **Deer** don't usually browse<sup>1</sup> them, but the plants are subject to a number of pests and diseases.
4. As she walked across the field, a **deer** came bounding<sup>2</sup> out of the forest on the hill.
5. The **sheep** are bleating<sup>3</sup> outside.
6. A stone cottage up the road was the only sign of inhabitation, and a herd of **sheep** raised their heads as he neared.
7. That mosaic image consisted of a crow, a **sheep**, a turkey, two doves, a pony, and sundry fragments.
8. Still, goats and **sheep** had been in North America for hundreds of years.
9. **Trout** are taken in most of the loughs, and pike of great size in the Loughs Erne.
10. The brown **trout** is a relative of the Atlantic salmon, and is found in freshwater rivers and lakes throughout the European continent.
11. The Truckee river and the western lakes abound<sup>4</sup> in trout.
12. **Trout** have been introduced into some of the higher reaches of the rivers.
13. This **species** inhabits the eastern parts of the United States.
14. The summit of the hill above is covered in birch, with oak the dominant **species** on the sides.
15. **Species** are going extinct at rates equaled only five times in the history of life.
16. Horses, cows, deer, sheep, goats, **swine**, cats and dogs were introduced by the early Spaniards.
17. **Swine** is a name properly applicable to the domesticated pig, but also including its wild relatives.
18. The common **shrimp** is found abundantly on the coasts of the British Islands, in shallow<sup>5</sup> water wherever the bottom is sandy.
19. **Shrimp** are abundant; the **shrimp** fishers are Chinese and four fifths of the catch is exported to China.
20. «I have other **means** of obtaining stuff,» Gabriel said with some offense.
21. Telephone is a very efficient **means** of communication.

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<sup>1</sup> browse — объедать, ощипывать листья, молодые побеги

<sup>2</sup> bound — прыгать; скакать; подпрыгивать

<sup>3</sup> bleating — блеять; мычать

<sup>4</sup> abound — изобиловать

<sup>5</sup> shallow — мелководный

**B. Write the words which have identical forms of singular and plural. Use the sentences above.**

	<i>Singular</i>	<i>Plural</i>	<i>Translation</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**29. Complete the text using the correct plural forms of the words on the right.**

The war changed the (1) \_\_\_\_\_ of people who lived and farmed in their villages and in turn, changed all the country. The government (2) \_\_\_\_\_ that helped them to live through the 1930s were efficient but they changed the future of agriculture forever. The farm (3) \_\_\_\_\_ didn't have modern (4) \_\_\_\_\_ like people who lived in town. (5) \_\_\_\_\_ and (6) \_\_\_\_\_ raised most of their own food from their own cows and (7) \_\_\_\_\_, (8) \_\_\_\_\_ and goats, chickens and (9) \_\_\_\_\_, and (10) \_\_\_\_\_ such as (11) \_\_\_\_\_ and (12) \_\_\_\_\_ from their gardens. (13) \_\_\_\_\_ helped each other through hard times, sickness, and accidents. (14) \_\_\_\_\_ and adults found ways to have fun for free — playing board (15) \_\_\_\_\_, buying (16) \_\_\_\_\_, or going to outdoor movies in town.

When the dryness, heat, (17) \_\_\_\_\_, (18) \_\_\_\_\_ and (19) \_\_\_\_\_ destroyed the crops, farmers were left with no money to buy (20) \_\_\_\_\_ or make (21) \_\_\_\_\_ for farm payments. Some (22) \_\_\_\_\_ lost hope and moved away.

- (1) LIFE
- (2) PROGRAMME
- (3) FAMILY
- (4) CONVENIENCE
- (5) MAN
- (6) WOMAN
- (7) OX
- (8) SHEEP
- (9) GOOSE
- (10) VEGETABLE
- (11) POTATO
- (12) TOMATO
- (13) NEIGHBOUR
- (14) CHILD
- (15) GAME
- (16) RADIO
- (17) FLY
- (18) GRASSHOPPER
- (19) MOUSE
- (20) GROCERY
- (21) BUSINESS
- (22) CHIEF

## ADJECTIVE

**Требования к уровню подготовки выпускников общеобразовательных учреждений для единого государственного экзамена по английскому языку в области грамматики<sup>1</sup>**

Употреблять в речи имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения

### 30. A. Read and analyze the sentence.

I have discovered, Miss Honey, during my long career as a teacher that a bad girl is a far ... creature than a bad boy.

**DANGEROUS**

**B. Follow the steps to complete the sentence with the correct grammar form.**

<b>STEP 1</b>	<p>Определите часть речи, обратите внимание не только на форму слова, но и по его месту в предложении убедитесь, что Вы не ошибаетесь в определении части речи.</p>	<p>1. What is the function of the missing word in the sentence? 2. Is it an adjective? 3. What place does it have in the sentence? What words are around/near it?</p>
<b>STEP 2</b>	<p>Вспомните возможные варианты грамматической трансформации для данной части речи.</p>	<p>4. What grammar forms does an adjective have? 5. What degrees of comparison do you know? 6. Can you form the comparative and the superlative degree for adjectives NICE and COMFORTABLE? Why do these adjectives have different forms of degrees of comparison? 6. Can you name any irregular forms of degrees of comparison?</p>

<sup>1</sup> **Кодификатор** элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ

STEP 3	Проанализируйте предложение и общий контекст фрагмента и выберите соответствующий вариант трансформации представленной части речи.	7. Can you prove that it is necessary to form the comparative degree? 8. Which words from the context prove it?
STEP 4	Подумайте, не относится ли данное слово к исключениям. Образуйте необходимую форму слова. Убедитесь, что при написании соблюдены правила орфографии.	9. What grammar rule should you remember to form the right form of comparative degree for DANGEROUS? 10. Does the word have irregular grammar form? 11. Complete the sentence with the correct grammar form and write it below. Check your answer in The Answer Keys.

**Your answer:**

### Useful Tips

Употребление имени прилагательного в заданиях 19–25 связано с образованием грамматических форм сравнительной или превосходной степеней сравнения.

Важно помнить, что каждая грамматическая форма имеет определённые условия применения, что, как правило, выражается в определённых словах, фразах, указывающих на необходимость употребления сравнительной или превосходной степеней сравнения:

*The book is more interesting than the magazine.*

В сравнительной степени подобным указателем является слово *than* (чем), а также усилители сравнения: *far*, *much* и т. п.

*Our town is the most comfortable for tourists.*

В превосходной степени к подобному указателю может относиться определённый артикль (*the*), предшествующий грамматической форме прилагательного.

**Но:** обратите внимание на существование конструкции

*the + сравнительная форма, the + сравнительная форма,*

в которой употребление артикля *the* свидетельствует о необходимости образования сравнительной степени:

*The more comfortable the house is, the higher its price becomes.*

### 31. Divide all the adjectives in the table into 3 groups.

wonderful, bad, interesting, clever, expensive, cheap, good, tall, far

<i>Степени сравнения образуются при помощи суффиксов</i>	<i>Степени сравнения образуются при помощи наречий</i>	<i>Исключения</i>

#### Useful Tips

Важно обратить внимание на орфографические изменения, которые могут иметь место при образовании сравнительной и превосходной степеней:

— у прилагательных, оканчивающихся на *-e*, при добавлении суффиксов *-er*, *-est* гласная *-e* не дублируется: *nice — nicer — nicest*;

— у прилагательных, оканчивающихся на *-y*, происходит чередование *y → i*: *funny — funnier — funniest*;

— в односложных прилагательных с закрытым слогом при добавлении суффиксов *-er*, *-est* удваивается согласная: *big — bigger — biggest*.

### 32. Divide all the adjectives into 3 groups according to spelling changes.

Close, hot, thin, wet, dry, large, easy, polite, fat, noisy, sad, late, busy, safe, dirty.

<b>Spelling type I</b>	<b>Spelling type II</b>	<b>Spelling type III</b>
nice — nicer — nicest	big — bigger — biggest	funny — funnier — funniest



**33. Which of these words have spelling changes (one in each line)? Write the forms which require spelling changes.**

1. sad, fine, clean	
2. funny, simple, short	
3. neat, tall, friendly	
4. clever, common, thin	
5. tough, bright, hot	

### Useful Tips

Необходимо выучить следующие исключения:

*good — better — the best*

*bad — worse — the worst*

*little — less — the least*

*much — more — the most*

Обратите внимание, что существуют также прилагательные с двойными формами степеней сравнения:

*far — farther — the farthest* (используется при описании расстояния)

*far — further — the furthest* (используется в значении «дальнейший»)

*near — nearer — the nearest* (используется при описании расстояния)

*near — nearer — the next* (используется в значении «следующий по порядку»)

*late — later — the latest* (используется при указании времени)

*late — latter* (указывает на «второй из упомянутых») — *the last* (используется в значении «последний по порядку»)

*old — older — the oldest* (используется в значении «старый», для характеристики возраста)

*old — elder — the eldest* (используется в значении «старший», используется для характеристики возраста в семье)

**34. Complete the table.**

1. fashionable		
2.	more successful	
3.		the most terrible
4.		the most stressful
5. competitive		
6.	more nervous	

7.		the shortest
8.	simpler	
9.		the biggest
10. funny		
11.		the narrowest
12. modern		
13.		the most intelligent
14. hospitable		
15. old		
16.	easier	
17.		the tallest
18.	more important	
19.		the lowest
20. pleasant		
21.	hotter	
22. small		
23.	friendlier	
24. impersonal		
25. frequent		
26.	faster	
27.		the tastiest
28.		the most useful
29. warm		
30.	higher	
31. good		
32. kind		
33.	more boring	
34. bad		
35.		the neatest

### 35. Choose the right form of the adjectives given on the right.

1. Matilda, who had been listening closely, said, «But daddy, that's even ... than the sawdust <sup>1</sup> . It's disgusting. You're cheating people who trust you».	dishonest more dishonest most dishonest
2. «You're just an ignorant little squirt <sup>2</sup> who hasn't the ... idea what you're talking about!»	foggy foggier foggiest
3. If you ever do, you should behave as you would if you met an enraged <sup>3</sup> rhinoceros out in the bush — climb up the ... tree and stay there until it has gone away.	near nearer nearest
4. Then, on second thoughts, she opened the lid <sup>4</sup> just the ... fraction so that the creature could breathe.	tiny tinier tiniest
5. Mrs Phelps was ... than ever, but she had the sense not to show it.	stunned more stunned most stunned
6. She felt as though she had touched something that was not quite of this world, the ... point of the heavens.	high higher highest
7. «I don't know what you're talking about,» the boy said, ... than ever.	puzzled more puzzled most puzzled
8. When she spoke again her voice was suddenly much ..., and she leaned towards the boy, smiling.	soft and quiet softer and quieter softest and quietest
9. «I think it's like anything else, the more you practise it, the ... it gets.»	easy easier easiest
10. My father says cold water is the ... way to wake up someone who's fainted <sup>5</sup> .	good better best

<sup>1</sup>sawdust — древесные опилки

<sup>2</sup>squirt — выскочка; наглец

<sup>3</sup>enrage — приводить в ярость, бешенство, разъярять

<sup>4</sup>lid — крышка

<sup>5</sup>faint — падать в обморок

### 36. A. Read English proverbs, complete them with the right form of adjectives.

1. Absence makes the heart grow ....	FOND
2. Keep your friends close and your enemies ...	CLOSE
3. The grass is always ... on the other side of the hill.	GREEN
4. Honesty is the ... policy.	GOOD
5. Discretion is the ... part of valour.	GREAT
6. ... late than never.	GOOD
7. Hope for the best, but prepare for the ...	BAD
8. The pen is ... than the sword.	MIGHTY
9. A chain is only as strong as its ... link.	WEAK
10. Actions speak in a way ... than words.	LOUD
11. Two heads are ... than one.	GOOD

### B. Try to explain the meaning of the proverbs. The phrases below can help you.

- A. Trying to convince people with ideas and words is more effective than trying to force people to do what you want.
- B. Bad things might happen, so be prepared.
- C. It's best to do something on time. But if you can't do it on time, do it later.
- D. If you have an enemy, pretend to be friends with them instead of openly fighting with them. That way you can watch them carefully and figure out what they're planning.
- E. Sometimes it's important to know when to give up and run away, instead of always acting brave and maybe getting hurt.
- F. Just saying that you'll do something doesn't mean much. Actually doing it is harder and more meaningful.
- G. When two people cooperate with each other, they come up with better ideas.
- H. People tend to want whatever they don't have.
- I. If one member of a team doesn't perform well, the whole team will fail.
- J. Don't lie.
- K. Sometimes it's good to be away from your partner, because it makes you want to see each other again.

## PRONOUN

<b>Требования к уровню подготовки выпускников общеобразовательных учреждений для единого государственного экзамена по английскому языку в области грамматики<sup>1</sup></b>	Употреблять в речи личные, притяжательные, указательные, неопределённые, относительные, вопросительные местоимения
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### 37. A. Read and analyze the sentence.

And yet she spoke with such conviction, with such utter seriousness, and with never a smile on her face or a twinkle in her eye, that I found ... beginning to wonder.	I
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**B. Follow the steps to complete the sentence with the correct grammar form.**

<b>STEP 1</b>	Определите часть речи, обратив внимание не только на само слово, но и по его месту в предложении убедитесь, что Вы не ошибаетесь в определении части речи.	1. What is the function of the missing word in the sentence? 2. Is it a pronoun? 3. What place does it have in the sentence? What words are around/near it?
<b>STEP 2</b>	Вспомните возможные варианты грамматической трансформации для данной части речи.	4. What grammar forms does a personal pronoun have? 5. How many personal pronouns do you know? 6. What is the difference between HER — HERS? 7. What is the difference between ME — MY? 8. What is the difference between MY — MYSELF?

<sup>1</sup> **Кодификатор** элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ

STEP 3	Проанализируйте предложение и общий контекст фрагмента и выберите соответствующий вариант трансформации представленной части речи.	7. Can you prove that it is necessary to form a reflexive pronoun? 8. Which words from the context prove it?
STEP 4	Подумайте, не относится ли данное слово к исключениям. Образуйте необходимую форму слова. Убедитесь, что при написании соблюдены правила орфографии.	9. Complete the sentence with the correct grammar form and write it below. Check your answer in The Answer Keys.

Your answer:

### Useful Tips

Употребление местоимений в заданиях 19–25 связано с образованием грамматических форм объектных, притяжательных (относительная и абсолютная формы), возвратных местоимений.

Безусловно, важно знать правила образования указанных местоимений, но не менее важно понимать условия их употребления в контексте, предложении, так как наибольшее количество ошибок связано именно с недопониманием функций местоимений, а значит, и с их некорректным употреблением.

Запомните, что личные местоимения (*I, you, he, she, it, we, you, they*) могут употребляться только в функции подлежащего, в остальных случаях, когда местоимение выполняет функции дополнения или обстоятельства, т. е. употребляется после глагола или предлога, используются объектные местоимения: *me, you, him, her, it, us, them*.

Притяжательные местоимения отвечают на вопрос *чей?* и трудность, проявляющаяся при их употреблении, относится к выбору относительной (*my, his, her, your, its, our, their*) или абсолютной (*mine, his, hers, yours, ours, theirs*) формы. Относительная форма употребляется в конструкции ПРИТЯЖАТЕЛЬНОЕ МЕСТОИМЕНИЕ + СУЩЕСТВИТЕЛЬНОЕ (*my book*), а абсолютная форма предполагает самостоятельное употребление притяжательного местоимения (*Is it your book? — No, it isn't mine, it's hers.*)

Возвратные местоимения (*myself, yourself, herself, himself, itself, ourselves, yourselves, themselves*) переводятся на русский язык словом «себя» или «себе» и употребляются, когда мы показываем, что действие переносится на субъект (подлежащее): *I have hurt myself*. Будьте внимательны и не забудьте, что данные местоимения разграничиваются по числам: единственное и множественное, что выражается в употреблении *-self* или *-selves*.

### 38. Complete the table.

<i>Personal pronouns</i>	<i>Objective case</i>	<i>Possessive pronouns</i>		<i>Reflexive pronouns</i>
	me		mine	
you				yourself
		his		himself
she			hers	
it			—	
we				ourselves
	you		yours	
	them	their		

### 39. Complete the sentences.

I	have explained	him	my	decision	and	he	has explained	me	his.
You		them		decision	and		have explained		
	has explained		his	decision	and	I			
She				decision	and		have explained		ours.
	have explained		their	decision	and				yours.
	have explained	her		decision	and			us	

### 40. Make sentences following the model.

<i>The plan belongs to him.</i>	<i>This is his plan.</i>	<i>The plan is his.</i>
The book belongs to her.	...	...
	These are her toys.	
		The room is ours.
	This is my bag.	
		The computer is yours.
The keys belong to him.		



<i>The plan belongs to him.</i>	<i>This is his plan.</i>	<i>The plan is his.</i>
	These are our tickets.	
		The car is mine.

## Useful Tips

Обратите внимание на грамматическую конструкцию Complex Object, в которой употребляются объектные местоимения:

<i>I</i>		<i>them</i>	
<i>You</i>		<i>us</i>	
<i>He</i>		<i>her</i>	
<i>She</i>	<i>would like</i>	<i>him</i>	<i>to come.</i>
<i>We</i>		<i>you</i>	
<i>They</i>		<i>me</i>	

## 41. Complete the sentences using the right form of the pronouns.

- I expect ... to phone tomorrow.  
a. he b. him c. his d. himself
- They wanted ... to explain ... everything.  
a. us, them b. us, their c. our, them d. our, their
- We'd like ... to have dinner with ....  
a. your, our b. you, our c. you, us d. your, us
- He expected ... to solve ... problem.  
a. their, his b. them, his c. they, his d. themselves, himself
- I want ... to take part in the concert.  
a. yourself b. yours c. your d. you
- I expect ... to change ... opinion.  
a. their, them b. them, their c. they, theirs d. themselves, them
- I hate Mum teaching ... what to do.  
a. me b. my c. mine d. myself
- Nobody expected ... to repair ....  
a. he, its b. he, it c. him, it d. his, its
- He wants ... daughter to be a doctor.  
a. us b. him c. her d. herself
- I would like ... to take part in our concert.  
a. them b. they c. their d. themselves

## 42. Which of these sentences are correct? Mark them with a tick.

- They wanted to do it themselves. ☐
- He broke his leg so he cannot dress him. ☐

3. I hurt me playing hockey. ☐
4. My father cut himself shaving. ☐
5. I love spending time with herself. ☐
6. If you don't believe me, try it yourself! ☐
7. She got her in trouble. ☐
8. She helped myself find a job. ☐
9. I don't know anything about them. ☐
10. I blame myself for that bad idea. ☐

### 43. Complete the «Three Little Kittens Nursery Rhyme» with correct forms of pronouns.

Three little kittens, they lost (1) ... mittens, and they began to cry, **THEY**  
 «Oh mother dear, we sadly fear that we have lost (2) ... mittens». **WE**  
 «What! Lost (3) ... mittens, you naughty kittens!  
 Then you shall have no pie.» **YOU**  
 «Meow, meow, meow, now we shall have no pie.»  
 The three little kittens they found (4) ... mittens, **THEY**  
 And they began to cry,  
 «Oh mother dear, see here, see here  
 For we have found (5) ... mittens.» **WE**  
 «Put on (6) ... mittens, you silly kittens, **YOU**  
 And you shall have some pie»  
 «Meow, meow, meow,  
 Now let (7) ... have some pie.» **WE**  
 The three little kittens put on (8) ... mittens, **THEY**  
 And soon ate up the pie,  
 «Oh mother dear, we greatly fear  
 That we have soiled (9) ... mittens.» **WE**  
 «What! Soiled (10) ... mittens, you naughty kittens!» **YOU**  
 Then they began to cry, «Meow, meow, meow»  
 Then they began to sigh.  
 The three little kittens, they washed (11) ... mittens **THEY**  
 And hung (12) ... out to dry, **THEY**  
 «Oh mother dear, do you not hear  
 That we have washed (13) ... mittens.» **WE**  
 «What! Washed (14) ... mittens, you are good kittens.» **YOU**  
 But I smell a rat close by,  
 «Meow, meow, meow, we smell a rat close by...»

## 44. Complete the texts with correct forms of the pronouns.

### I.

On the afternoon of the day when (1) ... father had refused to SHE  
buy (2) ... a book, Matilda set out all by (3) ... to walk to the public SHE, SHE  
library in the village. When she arrived, she introduced (4) ... to SHE  
the librarian, Mrs Phelps. She asked if she might sit awhile and  
read a book. Mrs Phelps, slightly taken aback at the arrival of such  
a tiny girl unaccompanied by a parent, nevertheless told (5) ... she SHE  
was very welcome.

"Where are the children's books please?" Matilda asked.

"They're over there on those lower shelves," Mrs Phelps told  
her. "Would you like (6) ... to help (7) ... find a nice one with lots I, YOU  
of pictures in it?"

"No, thank you," Matilda said. "I'm sure I can manage."

### II.

The following morning, just before the father left for (1) ... beastly HE  
second-hand car garage, Matilda slipped into the cloakroom and got  
hold of the hat he wore each day to work. She had to stand on (2) ... SHE  
toes and reach up as high as she could with a walking-stick in order  
to hook the hat off the peg, and even then she only just made (3) ... IT  
The hat (4) ... was one of those flat-topped pork-pie<sup>1</sup> jobs with a jay's IT  
feather stuck in the hat-band and Mr. Wormwood was very proud  
of it. He thought it gave (5) ... a rakish<sup>2</sup> daring<sup>3</sup> look, especially when HE  
he wore it at an angle with (6) ... loud checked jacket and green tie. HE

### III.

In came Mr. Wormwood in a loud check suit and a yellow tie. The  
appalling broad orange-and-green check of the jacket and trousers  
almost blinded the onlooker. He looked like a low-grade bookmak-  
er dressed up for his daughter's wedding, and he was clearly very  
pleased with (1) ... this evening. He sat down in an armchair and HE  
rubbed (2) ... hands together and addressed (3) ... son in a loud voice. HE, HE  
"Well, (4) ... boy," he said, " (5) ... father's had a most successful I, YOU  
day. He is a lot richer tonight than he was this morning. He has sold  
no less than five cars, each one at a tidy profit. Sawdust in the gear-  
boxes, the electric-drill on the speedometer cables, a splash of paint  
here and there and a few other clever little tricks and the idiots were  
all falling over (6) ... to buy." THEY

<sup>1</sup> flat-topped pork-pie — шляпа «пирог» (фетровая, с круглой плоской тульёй и мягкими полями)

<sup>2</sup> rakish — щегольской; лихой,

<sup>3</sup> daring — бесстрашный, мужественный, отважный

## ADVERB

<b>Требования к уровню подготовки выпускников общеобразовательных учреждений для единого государственного экзамена по английскому языку в области грамматики<sup>1</sup></b>	Употреблять в речи наречия в положительной, сравнительной и превосходной степенях, а также наречия, выражающие количество ( <i>many/much, few/a few, little/a little</i> )
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### 45. A. Read and analyze the sentence.

He explained his problem ... than before as he wanted his friends to understand and help him.	<b>PATIENTLY</b>
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**B. Follow the steps to complete the sentence with the correct grammar form.**

<b>STEP 1</b>	Определите часть речи, обратите внимание не только на само слово, но и по его месту в предложении убедитесь, что Вы не ошибаетесь в определении части речи.	1. What is the function of the missing word in the sentence? 2. Is it an adverb? 3. What place does it have in the sentence?
<b>STEP 2</b>	Вспомните возможные варианты грамматической трансформации для данной части речи.	4. What grammar forms does an adverb have? 5. What degrees of comparison do you know? 6. Can you form the comparative and the superlative degree for the adverbs <b>FAST</b> and <b>COMFORTABLY</b> ? Why do these adverbs have different degrees of comparison forms? 6. Can you name any irregular forms of degrees of comparison?

<sup>1</sup> **Кодификатор** элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ

<b>STEP 3</b>	Проанализируйте предложение и общий контекст фрагмента и выберите соответствующий вариант трансформации представленной части речи.	7. Can you prove that it is necessary to form the comparative degree in the sentence? 8. Which words from the context prove it?
<b>STEP 4</b>	Подумайте, не относится ли данное слово к исключениям. Образуйте необходимую форму слова. Убедитесь, что при написании соблюдены правила орфографии.	9. What grammar rule should you remember to use the right form of the comparative degree for PATIENTLY? 10. Complete the sentence with the correct grammar form and write it below. Check your answer in The Answer Keys.

Your answer:

**Useful Tips**

Употребление наречия в заданиях 19–25 связано с образованием грамматических форм сравнительной или превосходной степеней сравнения.

Важно помнить, что каждая грамматическая форма имеет определённые условия применения, что, как правило, выражается в определённых словах, фразах, указывающих на необходимость употребления сравнительной или превосходной степеней сравнения.

**46. A. Divide all the adverbs in the table into 3 groups.**

Long, badly, hard, much, often, terribly, deep, easy, soon, seriously, happily, comfortably, little, far, many.

<i>Наречия = прилагательные</i>	<i>Наречия, состоящие из двух и более слогов</i>	<i>Исключения</i>
<i>fast — faster — fastest</i>	<i>quietly — more quietly — most quietly</i>	<i>well — better — best</i>

## B. Write correct Comparative and Superlative Forms for each adverb.

<i>Adverb</i>	<i>Comparative Form</i>	<i>Superlative Forms</i>
fast		
long		
hard		
deep		
easy		
soon		
quietly		
often		
terribly		
seriously		
happily		
comfortably		
well		
badly		
much		
little		
far		
many		

## NUMERAL

**Требования к уровню подготовки выпускников общеобразовательных учреждений для единого государственного экзамена по английскому языку в области грамматики<sup>1</sup>**

**Употреблять в речи количественные и порядковые числительные**

<sup>1</sup> **Кодификатор** элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ

47. A. Read and analyze the sentence.

His ... wish was to meet her.	ONE
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B. Follow the steps to complete the sentence with the correct grammar form.

STEP 1	Определите часть речи, обратите внимание не только на само слово, но и по его месту в предложении убедитесь, что Вы не ошибаетесь в определении части речи.	1. What is the function of the missing word in the sentence? 2. Is it a numeral? 3. What place does it have in the sentence? What words are around/near it?
STEP 2	Вспомните возможные варианты грамматической трансформации для данной части речи.	4. What grammar forms does a numeral have? 5. What grammar forms do you know?
STEP 3	Проанализируйте предложение и общий контекст фрагмента и выберите соответствующий вариант трансформации представленной части речи.	6. Can you prove that it is necessary to form an ordinal numeral here? 7. Which words from the context prove it?
STEP 4	Подумайте, не относится ли данное слово к исключениям. Образуйте необходимую форму слова. Убедитесь, что при написании соблюдены правила орфографии.	8. What grammar rule should you remember to form the right form of ONE? 9. Does the word have irregular grammatical forms. 10. Complete the sentence with the correct grammar form and write it below. Check your answer in The Answer Keys.

Your answer:

Useful Tips

Употребление числительных, как правило, не вызывает трудностей у школьников. Единственная проблема, которая иногда проявляется, — это правописание. В этом случае рекомендуется обратить внимание на некоторые особенности трансформации количественных числительных в порядковые, а также повторить правила орфографии при образовании числительных. Это поможет избежать возможных ошибок на экзамене.



**48. Complete the following table.**

	<i>Ordinal Numbers</i>	<i>Cardinal Numbers</i>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
16		
17		
18		
19		
20		
21		
32		
43		
54		
65		
76		
87		
98		
100		
225		
1000		
4391		

## VERB

**Требования к уровню подготовки выпускников общеобразовательных учреждений для единого государственного экзамена по английскому языку в области грамматики<sup>1</sup>**

- Употреблять в речи различные коммуникативные типы предложений: утвердительные, вопросительные (общий, специальный, альтернативный, разделительный вопросы в Present, Future, Past Simple; Present Perfect; Present Continuous), отрицательные, побудительные (в утвердительной и отрицательной формах);
- употреблять в речи распространённые и нераспространённые простые предложения, в том числе с несколькими обстоятельствами, следующими в определённом порядке (*We moved to a new house last year*);
- употреблять в речи предложения с начальным *It* (*It's cold. It's five o'clock. It's interesting. It's winter*);
- употреблять в речи предложения с начальным *There + to be* (*There are a lot of trees in the park*);
- употреблять в речи условные предложения реального (Conditional I — *If I see Jim, I'll invite him to our school party*) и нереального (Conditional II — *If I were you, I would start learning French*) характера;
- употреблять в речи предложения с конструкцией *I wish* (*I wish I had my own room*);
- употреблять в речи конструкции с глаголами на **-ing**: *to love/hate doing something; Stop talking*;
- употреблять в речи конструкции *It takes me ... to do something; to look/feel/be happy*;

<sup>1</sup> Кодификатор элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ

- использовать косвенную речь в утвердительных и вопросительных предложениях в настоящем и прошедшем времени;
- использовать в речи глаголы в наиболее употребительных временных формах действительного залога: Present Simple, Future Simple и Past Simple, Present и Past Continuous, Present и Past Perfect;
- употреблять в речи глаголы в следующих формах действительного залога: Present Perfect Continuous и Past Perfect Continuous;
- употреблять в речи глаголы в следующих формах страдательного залога: Present Simple Passive, Future Simple Passive, Past Simple Passive, Present Perfect Passive;
- употреблять в речи различные грамматические средства для выражения будущего времени: Simple Future, to be going to, Present Continuous;
- употреблять в речи причастие I и причастие II.

Определение правильной формы глагола при выполнении заданий 19–25 связано с особыми трудностями. Причиной этому является наличие значительного количества вариантов трансформации глагола, существование расширенной системы времён в английском языке, присутствие исключений при образовании грамматических форм.

Именно поэтому при подготовке к выполнению задания 19–25 важно уделить значительное внимание глаголу. Далее предлагается алгоритм определения нужной формы глагола при выполнении заданий этого типа. Алгоритм выполнения задания становится моделью размышления над возможным вариантом грамматической формы на основе анализа разнообразных условий функционирования английского глагола.



Ниже даны упражнения, ориентированные на автоматизацию работы по предложенному алгоритму (с целью корректного выбора и образования грамматической формы глагола).

**49. Read the sentences. Underline the predicate<sup>1</sup> in each of them.**

1. More than a billion people don't have reliable access to clean drinking water.
2. Ten creatures in this game can be really tough and it will be hard for you to win.
3. But observations show the universe appears flat in all directions.
4. Cool colours tend to make people feel calm and restful.
5. We filled the saucepan about one third full of water and placed the large bowl on the top.
6. Everyone makes mistakes and finds themselves in difficult situations.

<sup>1</sup> predicate — сказуемое

7. The train stations are typically centrally located in good neighbourhoods.
8. It can take up to two years to get a book from a drawing board to a bookstore.
9. He suffered a stroke<sup>1</sup>, and became unable to speak or write.
10. And that may make her even more reluctant<sup>2</sup> to open her purse.

**50. Read the sentences. Underline all verb forms. Give examples of finite verb forms<sup>3</sup> and non-finite verb forms<sup>4</sup> (gerund, infinitive and participle).**

1. As a test, we're going to leave the comments on so people can work together to find the answer.
2. He has no intention of finding a job; all along<sup>5</sup>, he has studied just to study.
3. Teachers all over the world are using technology to change their teaching.
4. All pilots learn early in their flying careers to avoid thunderstorms because of the extreme turbulence they can cause.
5. Everyone knows that creating a quality product requires polling your audience.
6. Wrapped in linen and rolled up in stiff<sup>6</sup> mats made of sticks, they are a little bigger a book.
7. Most students I know create a class schedule based on a combination of easy and difficult classes.
8. It is the kind of thing that is easy to diagram but difficult to explain.
9. Some types of pigeons<sup>7</sup> are well known for their ability to find their way home.
10. They're easy to grow from seeds and they require little space.

#### Useful Tips

Если в предложении употребляется неличная форма глагола, важно знать особенности употребления инфинитива, герундия или причастия, чтобы сделать правильный выбор, а также важно уметь правильно образовывать указанные формы.

<sup>1</sup> stroke — удар

<sup>2</sup> reluctant — делающий что-л. с большой неохотой

<sup>3</sup> finite verb forms — личные формы глагола (глагол является сказуемым)

<sup>4</sup> non-finite verb forms — неличные формы глагола

<sup>5</sup> all along = all the time

<sup>6</sup> stiff — жёсткий

<sup>7</sup> pigeons — голуби

## 51. Complete the table.

<i>Bare infinitive<sup>1</sup></i>	<i>Infinitive</i>	<i>Gerund</i>	<i>Present Participle</i>	<i>Past Participle (III)</i>
work	to work	working	working	worked
play				
clean				
prepare				
read				
make				
write				

### Useful Tips

Обратите внимание на то, что в некоторых случаях в английском языке употребляется инфинитив без частицы *to* (bare infinitive).

Перечислим некоторые конструкции и глаголы, с которыми употребляется BARE INFINITIVE:

1. после модальных глаголов (**can, must, may**);

2. в конструкциях

**had better + BARE INFINITIVE,**  
**would rather + BARE INFINITIVE**

3. в конструкциях, выражающих разрешение или принуждение к действию:

**make + объектное местоимение /существительное + BARE INFINITIVE,**

**let + объектное местоимение /существительное + BARE INFINITIVE,**

4. в конструкциях Complex Object с глаголами чувственного восприятия:

**feel/ see/ hear + объектное местоимение /существительное +**  
**+ BARE INFINITIVE**

## 52. A. Explain bare infinitive usage in the following sentences.

1. You'd better **leave** it as it is.
2. I would rather not **see** you tomorrow.
3. My parents made me **go** to the country.
4. He had better **pay** what the court tells him to.
5. We had better not **take** his money.
6. I would rather **play** tennis than watch TV.
7. They let us **change** the plan.

<sup>1</sup> bare infinitive — инфинитив без частицы *to*

8. What weight can you **carry**?
9. They make him **do** it.
10. I heard him **come**.

### B. Answer the following questions.

1. What would you rather do before your exams?
2. You had better revise grammar rules, hadn't you?
3. What things do your parents make you do?
4. Do your parents let you play computer games?
5. What must you do to learn English grammar better?

#### Useful Tips

Возможно, Вы обратили внимание на то, что формы Gerund и Present Participle совпадают. Как их отличить?

Чтобы отличить герундий и причастие настоящего времени, важно знать особенности их употребления в предложении, их функции и то, как они соотносятся с другими частями речи:

**ГЕРУНДИЙ ВЫПОЛНЯЕТ ФУНКЦИИ СУЩЕСТВИТЕЛЬНОГО**

*Smoking is not allowed here.*

*I am fond of reading. I enjoy working.*

**ПРИЧАСТИЕ ИГРАЕТ РОЛЬ ПРИЛАГАТЕЛЬНОГО ИЛИ ДЕЕПРИЧАСТИЯ**

*They passed me talking happily.*

*He sat at the table laughing.*

### 53. Define if the verbs in bold are gerunds or present participles?

1. What I really like is **travelling** to other countries.
2. **Boiling** water is very hot.
3. Could you give up **smoking**?
4. **Peering**<sup>1</sup> at the map, I tried to find the street name.
5. The **crying** baby had a wet diaper.
6. **Hiking** can be a relaxing and rewarding activity.
7. **Hearing** the shouts, I swung around.
8. The man **driving** the car was not injured.
9. The survey revealed some **worrying** results.
10. Tom lost his keys **walking** through the park.

<sup>1</sup> peering — вглядываться; изучать



## Useful Tips

Правильное употребление Present Participle и Past Participle требует понимания различий при их употреблении.

Present Participle — причастие настоящего времени, переводится на русский язык причастиями с суффиксами *-ущ, -ющ, -ащ, -ящ*:

*running* – бегущий;

Past Participle — причастие прошедшего времени, переводится на русский язык причастиями страдательного залога с суффиксами *-анн, -яни, -енн, -им, -ем, -т*:

*sent* – отправленный.

## 54. Circle the most appropriate option to complete the sentence.

1. The woman **played** / **playing** the piano is our neighbour.
2. **Finding** / **found** the door open we went inside.
3. The **stolen** / **stealing** picture appeared again in a private collection.
4. Cars **leaving** / **left** here may be taken away by the police.
5. The tube is used by people **travelled** / **travelling** to work every day.
6. **Impressed** / **impressing** by his performance, I congratulated him.
7. **Driving** / **driven** very fast she arrived just in time.
8. Please, bring all of the **requiring** / **required** documents for your interview tomorrow.
9. **Damaged** / **damaging** in the accident, the car needed a new door.
10. **Cut** / **cutting** through the padlock, the thieves opened the door.

## 55. A. Read and analyze the following sentence.

The doctor operated ... his patient's life.

SAVE

## B. Answer the questions. Then complete the sentence with the right form of the verb.

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?
2. Переведите предложение. Обратите внимание на то, что если при переводе предложения используется «чтобы», в английском предложении следует употреблять инфинитив. Образуйте и напишите необходимую форму глагола ниже.

Your answer:

## 56. A. Translate these sentences into Russian. Pay attention to the usage of infinitives.

1. People must work together **to be** effective.
2. They do this **to find** new explanation for this idea.
3. Airlines have been cutting fares **to stimulate** more business traffic.
4. Jane went to the computer class **to print** out her report.
5. They're working and studying **to lift** their station in life.

## B. Answer personal questions. Try to use infinitive forms in your answers.

1. Why do you learn English?
2. Why do you read this text-book?
3. Why do you go to school?
4. Why do you want to study at the university?
5. Why did you go shopping yesterday?
6. Why will you go to the seaside in summer?
7. Why did you work last summer?

## 57. A. Read and analyze the sentence.

If you find something interesting and manage ... it in a photo, consider sending it in.

**CAPTURE**

## B. Answer the questions. Then complete the sentence with the right form of the verb.

1. Есть ли в первой части предложения сказуемое? Какую форму глагола тебе следует использовать: личную или неличную?

2. Назови глагол, который предшествует 'CAPTURE'. С какой неличной формой глагола он употребляется: с инфинитивом или герундием? Если Вы затрудняетесь дать правильный ответ, прочитайте информацию ниже.

**Your answer:**

### Useful Tips

Обратите внимание, что после глаголов *to advise, to afford, to agree, to appear, to arrange, to decide, to expect, to fail, to forbid, to force, to get, to hope, to learn, to manage, to offer, to plan, to pretend, to promise, to refuse, to teach, to order, to claim, to seem, to tend*, и т.д. употребляется ИНФИНИТИВ. Эти глаголы нужно выучить наизусть!

## 58. Match the beginning of each sentence on the left with its ending on the right.

- |  |   |
|--|---|
| 1. But her parents were so wrapped up in their own silly little lives that they failed | a. to notice anything unusual in his attitude.                                |
| 2. Maybe, they will decide   | b. to talk too much when I'm nervous.   |
| 3. Jane didn't seem  | c. to see you on your birthday if you can get away.                           |
| 4. They become so blinded <sup>1</sup> by adoration <sup>2</sup> they manage           | d. to convince <sup>4</sup> themselves their child has qualities of a genius. |
| 5. They could afford <sup>3</sup>  | e. to drop in and see you the very next time I'm up this way.                 |
| 6. After all, they refused   | f. to help someone.   |
| 7. I'm sending you this card and hope  | g. to spend the money and deliver the update next month.                      |
| 8. Sorry, I tend   | h. to participate in your programme yesterday.                                |
| 9. I promise   | i. to notice anything unusual about their daughter.                           |
| 10. This is a really simple way to offer   | j. to buy him a horse of his own, and he would learn more this way.           |

What grammar rule is applied to all these sentences? Underline the verbs which are always followed by the infinitive with to.

## 59. A. Read and analyze the sentence.

Sara was happy ... her home town after so long period of travelling.	VISIT
--	-------

B. Answer the questions. Then complete the sentence with the right form of the verb.

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

<sup>1</sup> blinded — ослеплённый

<sup>2</sup> adoration — обожание

<sup>3</sup> afford — позволить себе

<sup>4</sup> convince — убедить

2. Какую неличную форму глагола следует употреблять после прилагательных и существительных? Обратите внимание на то, что с прилагательными и существительными используется инфинитив. Образуйте и напишите необходимую форму глагола ниже.

Your answer:

## 60. A. Fill in the gaps with the adjectives/nouns from the table.

Important, pleasure, reluctant, quick, difficult, decision, happy, ready, clever, surprised

1. It was a ... to walk in the garden.
2. He is ... to go there.
3. Peter was ... not to trust her.
4. I was ... to hear that Steven won the competition.
5. It is his ... to start his own business.
6. It is ... to get to the airport on time.
7. He is ... to help.
8. I am ... to hear it.
9. It was ... to refuse his request.
10. Her mind was so nimble and she was so ... to learn.

## B. Complete the following sentences about yourself.

1. I am happy to ...
2. It is my decision to ...
3. It is difficult to ...
4. I am ready to ...
5. It is a pleasure to ...

## 61. A. Read and analyze the sentence.

Surface water, though, is not enough ... farmers' needs.

MEET<sup>1</sup>

## B. Answer the questions. Then complete the sentence with the right form of the verb.

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

<sup>1</sup> meet — удовлетворить

2. Какую неличную форму глагола следует употреблять после *enough* и *too*? Образуйте и напишите необходимую форму глагола ниже.

**Your answer:**

## 62. Rephrase the following sentences using 'too' or 'enough'.

**Model:**

He is very wise. He can help you. → enough

*He is wise enough to help you.*

He is ill. He can't go with us. → too

*He is too ill to go with us.*

1. He was young. He couldn't give me wise advice. → too

2. He is clever. He could understand my explanation at once. → enough

3. He is very strong. He can carry that bag. → enough

4. He is weak. He can't lift that box. → too

5. He can't vote because he is young. → too

6. I can't understand the subject because it is very difficult for me. → too

7. The weather is cold. We can't go swimming. → enough

8. This task is hard. The children cannot do it. → enough

9. Children can't sleep in these rooms because they are cold. → too

10. The boy can't climb a tree because he isn't tall. → enough

## 63. A. Read and analyze the sentence.

I want my granny ... me to the circus.

TAKE

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Какое грамматическое явление мы наблюдаем в этом предложении? Как Вы переведёте его на русский язык: простым предложением или сложным? Почему? Какая неличная форма глагола употребляется в данном типе конструкций? Перечислите глаголы, которые употребляются как *want* в предложении выше. Образуйте и напишите необходимую форму глагола ниже.

**Your answer:**

## Useful Tips

Обратите внимание на грамматическую конструкцию Complex Object: после глаголов *want, would like, expect* употребляется ИНФИНИТИВ.

*I expect him to write me a letter.*

## 64. Make up sentences. Explain the usage of infinitive forms in them.

I	would like	me	to promise me it.
You	want	you	to buy those text-books.
He	wants	him	to explain the rule.
She	expect	her	to check mistakes.
It	expects	us	to do the homework.
We		them	to help about the house.
You		the pupils	to ride a bike.
They		the teacher	to go to the swimming pool.
Helen		the parents	to change one's mind.

## 65. A. Read and analyze the sentence.

The boys were seen ... into the house.

COME

## B. Answer the questions. Then complete the sentence with the right form of the verb.

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Какое грамматическое явление мы наблюдаем в этом предложении? Как Вы переведёте его на русский язык: простым предложением или сложным? Почему? Какая неличная форма глагола употребляется в данном типе конструкций? Перечислите фразы, которые употребляются как *were seen* в предложении выше. Образуйте и напишите необходимую форму глагола ниже.

Your answer:

## Useful Tips

Обратите внимание на грамматическую конструкцию Complex Subject, которая представляет собой сочетание существительного в общем падеже или местоимения в именительном падеже, выполняющего в предложении функцию подлежащего, с инфинитивом. Она употребляется со следующими глаголами и фразами:

- с глаголами чувственного восприятия:

*to be seen*

*to be heard*

*to be noticed*

*to be felt*

- с глаголами, обозначающими умственную деятельность:

*to be thought*

*to be considered*

*to be expected*

*to be known*

- с глаголами принуждения и разрешения:

*to be made*

*to be forced*

*to be allowed*

*to be permitted*

*to be let*

- с глаголами в значении сообщения:

*to be known*

*to be reported*

*to be informed*

*to be said*

*to be announced*

- со следующими глаголами (в Active voice):

*to seem*

*to appear*

*to happen*

*to prove*

*to be likely*

*to be unlikely*

*to be sure*

*to be certain*

*to turn out*

Будьте внимательны! Так как данная конструкция, как правило, переводится на русский язык сложным предложением, в котором английский инфинитив в предложении на русском языке становится полноценным сказуемым, а приведённые выше фразы «перепрыгивают» на первое место:

*He is said to arrive tomorrow morning. Говорят, что он придет завтра.*

*They are known to move to Moscow. Известно, что они переезжают в Москву.*

## 66. Transform these sentences using Complex Subject.

### Models:

It is said she has a new car.

She is said to have a new car.

1. It is said she speaks three languages fluently.
2. It is known that my classmate prepares for the contest.
3. It turned out that my prediction was correct.
4. It is announced they will take part in the competition next week.
5. It is supposed that students will come in time for the lecture.
6. It appeared that the new film of this producer was so exciting.
7. It was reported that many people became homeless after the earthquake.
8. It is expected that our company will make profit this year.
9. It is expected that the girl will wear a white jacket and black skirt to school.
10. As it happened I was out of town at that time.

### Useful Tips

Обратите внимание на случаи употребления ИНФИНИТИВА:

- после вопросительных слов, кроме *why*
- в конструкциях с *would like to, would love to, would prefer to*

## 67. Explain why infinitive forms are used in these sentences.

1. Mrs Phelps looked along the shelves, taking her time because she didn't quite know what **to bring** out.
2. In the afternoon of the day when her father had refused **to buy** her a book, Matilda set out all by herself to walk to the public library in the village.
3. «I'm wondering what **to read** next», Matilda said.
4. Mrs Phelps was more stunned than ever, but she had the sense not **to show** it.
5. By the time she was three, Matilda had taught herself **to read** by studying newspapers and magazines that lay around the house.
6. «What sort of a book would you like **to read** next?» she asked.
7. It was necessary **to rest** the book on the lap because it was too heavy for her **to hold up**.
8. «My mother goes to Aylesbury every afternoon **to play** bingo,» Matilda said.
9. She was not quite tall enough **to reach** things around the kitchen.
10. It was pleasant **to take** a hot drink up to her room and have it beside her as she sat in her silent room reading in the empty house in the afternoons.



## Useful Tips

Необходимо быть внимательными, так как в некоторых случаях требуется употребление пассивной формы инфинитива, который показывает, что не сам объект выполняет действие, а испытывает воздействие на себе. Одним из показателей употребления пассивной формы инфинитива является предлог *by*.

Пассивная форма инфинитива образуется следующим образом:

*to be + глагол с окончанием -ed или третья форма неправильных глаголов*  
*to be done/to be written/to be cleaned*

## 68. A. Read and analyze the sentence.

It was a formidable list and by now Mrs Phelps was filled with wonder and excitement, but it was probably a good thing that she did not allow herself ... completely away by it all.

CARRY<sup>1</sup>

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?
2. Какую неличную форму глагола следует употреблять после *allow*?
3. Определите, какую форму инфинитива следует образовать в данном предложении. Что указывает на употребление пассивной формы инфинитива?
4. Образуйте и напишите необходимую форму глагола ниже.

**Your answer:**

## 69. A. Read and analyze the following sentence.

... gives you knowledge.

READ

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?
2. Переведите предложение. Обратите внимание, каким образом переводится слово, которое нужно добавить в предложение. Можно ли его

<sup>1</sup> carry — увлекать; охватывать (о чувстве)

перевести как существительное? Запомните, что в подобных случаях, когда глагол выполняет функции существительного необходимо использовать ГЕРУНДИЙ. Образуйте и напишите необходимую форму глагола ниже.

Your answer:

**70. A. Complete these sentences with the words from the table. Translate the sentences. Pay attention to the usage of gerund.**

Volunteering, collecting, complaining, eating, waking, dancing, playing, speaking, gardening, surfing

1. ... basketball takes up too much of her time.
2. ... in the summertime is a challenge because of the heat.
3. ... a foreign language is a very useful thing.
4. ... stamps is a popular hobby.
5. I have received several awards for my ...
6. ... ice cream on a hot day can be a good way to cool off.
7. ... up early is always difficult.
8. ... at the hospital is just one of her activities.
9. ... won't help.
10. ... is one of life's great pleasures.

**B. Express your personal opinion. Use gerund forms in your answers.**

What is your attitude towards jogging/eating sweets/getting up early/taking medicines/spending a lot of money on clothes/living in the country?

**71. A. Read and analyze the sentence.**

The child avoided ... down the stairs.	FALL
--	------

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?
2. Назовите глагол, который предшествует *fall*. С какой неличной формой глагола он употребляется: с инфинитивом или герундием? Если

вопрос вызывает у Вас затруднения, прежде чем дать правильный ответ, прочитайте информацию ниже.

Your answer:

### Useful Tips

Обратите внимание, что после глаголов *to admit, to anticipate, to appreciate, to avoid, to consider, to continue, to delay, to deny, to discuss, to enjoy, to escape, to excuse, to fancy, to finish, to forgive, to go (for activities), to imagine, to involve, to keep (= continue), to mention, to mind, to miss, to object to, to postpone, to practise, to prevent, to quit, to recall, to recollect, to report, to resent, to resist, to risk, to save, to stand, to suggest, to tolerate, to understand, to dislike, to enjoy, to hate, to like, to love, to prefer, to spend/to waste* и т. д. употребляется ГЕРУНДИЙ. Эти глаголы нужно выучить наизусть!

**72. A. Match the beginning of each sentence on the left with its ending on the right.**

- |                        |  |
|------------------------|--|
| 1. They admitted       | a. copying the information.                  |
| 2. The author advises  | b. having a chance to read your draft.       |
| 3. I appreciated       | c. reading his new book.                     |
| 4. He avoided          | d. undertaking further study.                |
| 5. I finally completed | e. writing my test.                          |
| 6. They will consider  | f. proofreading the chapter again.           |
| 7. We delayed          | g. falsifying the information.               |
| 8. He insisted on      | h. reporting the results until we were sure. |
| 9. They denied         | i. granting you money.                       |
| 10. She recommends     | j. explaining her behaviour <sup>1</sup> .   |

What grammar rule is applied to all these sentences? Underline the verbs which are always followed by the gerund.

**B. Complete the following sentences about yourself. Use gerund forms in each sentence.**

- I practice \_\_\_\_\_
- I suggest \_\_\_\_\_

<sup>1</sup> behaviour — поведение

3. I tolerate \_\_\_\_\_

4. I like \_\_\_\_\_

5. I dislike \_\_\_\_\_

6. I prevent \_\_\_\_\_

7. I don't mind \_\_\_\_\_

8. I appreciate \_\_\_\_\_

**73. A. Read and analyze the sentence.**

Sally is used to ... hours in front of the computer every day.

**SPEND****B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите конструкцию, которая предшествует *spend*. С какой неличной формой глагола она употребляется: с инфинитивом или герундием? Если вопрос вызывает у Вас затруднения, прежде чем дать правильный ответ, прочитайте информацию ниже.

**Your answer:****Useful Tips**

Обратите внимание, что герундий употребляется после следующих фраз: *I'm busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), in addition to, as well as, have trouble, have a hard/difficult time, look forward to, be/get used to, be/get accustomed to.*

**Эти выражения нужно выучить наизусть!****74. A. Complete these sentences with the verbs written on the right. What grammar form should you use? Why?**

1. On her next visit to the ranch, Adrienne arrived to find Mrs.

Marsh busy ... lunch.

**KEEP**

2. I'm looking forward to ... bookstores in Moscow.

**COOK**

3. Do you think your songs worth ... to?

**TOUR**

- |   |        |
|---|--------|
| 4. I can't stand ... in long lines.   | LEARN  |
| 5. As a fashion designer, you're accustomed to ... trends.  | WAIT   |
| 6. What's the use of ... only theoretical knowledge?  | LIVE   |
| 7. In addition to ... you physically fit, exercise may protect your brain, according to a new study.                        | FORCE  |
| 8. It's no good ... him to go with us.  | GET    |
| 9. In particular, it works against those who have difficulty in ... into university because of socio-economic disadvantage. | LISTEN |
| 10. She had to get used to ... in a smaller house.  | SET    |

**B. Answer the following questions. Use gerund forms in your answers.**

- What's the use of taking exams?
- Do you have difficulties in learning English grammar?
- Are you used to taking exams?
- Are you busy preparing for your exams?

### 75. Explain why the gerund is used in these sentences.

- I never gave **swimming** all that much effort.
- We postponed **making** any decision.
- Have you ever relaxed by **watching** tropical fish?
- John has given up **smoking**.
- He is used to **swimming** in the lake.
- Martin denied **seeing** the accused man on the day of the crime.
- I am interested in **learning** Maths.
- Do you mind **walking** to the lake?
- Reading** helps you learn English.
- I suggest **going** to the museum.
- John finished work before **playing** football.

**76. Complete the phrases with TO DO/DOING. Explain your choice.**

- mind →
- promise →
- deny →
- forgive →
- without →
- what →
- used →
- decide →

suggest →

refuse →

would like →

be seen →

it's no use →

agree →

would →

risk →

be used to →

object to →

it's worth →

**77. Complete the texts with the verbs written on the right using correct forms of gerund or infinitive.**

A REAL WITCH gets the same pleasure from (1) \_\_\_\_\_ a child as you get from (2) \_\_\_\_\_ a plateful of strawberries and thick cream. She reckons on (3) \_\_\_\_\_ away with one child a week. Anything less than that and she becomes grumpy. A witch never gets caught. She can make stones jump about like frogs and she can make tongues of flame go (4) \_\_\_\_\_ across the surface of the water. Luckily, there are not a great number of REAL WITCHES in the world today. But there are still quite enough (5) \_\_\_\_\_ you nervous. A witch is always a woman. I do not wish (6) \_\_\_\_\_ badly about women. Which lady is the witch? That is a difficult question, but it is one that every child must try (7) \_\_\_\_\_.

(1) SQUELCH

(2) EAT

(3) DO

(4) FLICKER

(5) MAKE

(6) SPEAK

(7) ANSWER

*"Witches" Roald Dahl*

### Useful Tips

При употреблении Present Participle и Past Participle не забудьте о правилах их образования:

Present Participle образуется при помощи глагола с **-ing**.

Past Participle образуется на основе глагола с **-ed** или третьей формы неправильных глаголов.

**78. Don't forget spelling rules! Divide all verbs into 6 groups. Formulate spelling rules (in Russian).**

Make — making, compel — compelling, run — running, lie — lying, study — studying, die — dying, visit — visiting, listen — listening, play — playing, rebel — rebelling, write — writing, drive — driving, pay — paying, stop — stopping, tie — tying, put — putting, travel — travelling, order — ordering

<i>study — studying</i>	<i>lie — lying</i>	<i>make — making</i>	<i>run — running</i>	<i>compel — compelling</i>	<i>visit — visiting</i>

**79. Form Present Participle and Past Participle. Complete the table. Don't forget spelling rules.**

<i>Verb</i>	<i>Present Participle</i>	<i>Past Participle</i>
rub		
use		
run		
tie		
cry		
put		
travel		
meet		
send		
hope		

**80. Read and translate the following sentences. Underline the participle in each sentence. What type of participle is used in them: Present Participle or Past Participle?**

1. The boy playing with the toy tiger is my cousin.
2. I talked to several people participating in the project.
3. The car parked in the yard belongs to my neighbour.
4. Arriving at the airport, we learned that our flight was delayed because of weather conditions.
5. I need a list of the goods sold yesterday.

6. When doing your homework, learn the new words by heart.
7. Standing by the window, he watched the people in the street.
8. Asked to explain what happened, he said that he didn't know.
9. Surprised by his strange decision, his friends tried to talk to him out of it.
10. Left in the yard, the books were spoiled by the pouring rain.

## 81. A. Read and analyze the sentence.

I saw him ...	DANCE
---------------	-------

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите глагол, который предшествует *dance*. К какому типу глаголов он относится? Какая конструкция представлена в данном предложении? Какие неличные формы глаголов употребляются в данном типе конструкции? Если Вы затрудняетесь дать правильный ответ, прочитайте информацию ниже.

**Your answer:**

### Useful Tips

Обратите внимание на конструкцию **Complex Object**.

После глаголов, выражающих физическое восприятие и ощущение, употребляется инфинитив без частицы *to* (**Bare Infinitive**) или глагол с **-ing** (**Present Participle**):

I	see	them	
You	watch	us	
He	notice	her	<b>coming</b>
She	observe	him	<b>come.</b>
We	feel	me	
They	hear	you	



## 82. Make up sentences. Explain the usage of infinitive forms in them.

I			come into the house.
You			read the book.
He		me	crying.
She		you	playing in the yard an hour ago.
It	saw	him	touch my hand.
We	heard	her	playing the piano.
You	felt	us	crossing the street.
They	noticed	them	call me.
Helen		the pupils	locking the door.
My		the teacher	be really rude to him yesterday.
riends		my friend	running along the road.
			leave the room.

### Useful Tips

Обратите внимание, что герундий также употребляется в следующих случаях:

- 1) с глаголом *go* при описании действий: *go swimming*;
- 2) после предлогов: *He entered without knocking at the door.*

## 83. Complete the sentences with correct forms of Present or Past Participles. Find Russian equivalents for each proverb.

United we stand, (1) ... we fall.	(1) DIVIDE
Fear the Greeks (2) ... gifts.	(2) BEAR
A (3) ... dog never bites.	(3) BARK
A penny saved is a penny (4) ...	(4) EARN
Let (5) ... dogs lie.	(5) SLEEP
Once (6) ..., twice shy.	(6) BITE
First come, first (7) ...	(7) SERVE
A trouble (8) ... is a trouble halved.	(8) SHARE
If you want a thing (9) ... well, do it yourself.	(9) DO
(10) ... fruit is the sweetest.	(10) FORBID
A (11) ... pot never boils.	(11) WATCH
Rats desert a (12) ... ship.	(12) SINK
No (13) ... man all things can.	(13) LIVE
(14) ... events cast their shadows before.	(14) COME
A man without a (15) ... face must not open a shop.	(15) SMILE
Advice most (16) ... is least heeded.	(16) NEED

## 84. Complete the text with the verbs on the right using correct non-finite verb forms.

"What do you use it for?" Matilda asked him.

"Ha!" the father said. "Wouldn't you like (1) ..."

(1) KNOW

"I don't see how sawdust can help you (2) ... second-hand cars, daddy."

(2) SELL

"That's because you're an ignorant little twit," the father said. His speech was never very delicate but Matilda was used to (3) ... it. She also knew that he liked (4) ... and she would egg him on shamelessly.

(3) IGNORE

(4) BOAST

"You must be very clever (5) ... a use for something that costs nothing," she said.

(5) FIND

"I wish I could do it."

"You couldn't," the father said. "You're too stupid. But I don't mind (6) ... young Mike here about it seeing he'll be joining me in the business one day." (7) ... Matilda, he turned to his son and said, "I'm always glad (8) ... a car when some fool has been crashing the gears so badly they're all worn out and rattle like mad. I get it cheap. Then all I do is mix a lot of sawdust with the oil in the gear-box and it runs as sweet as a nut."

(6) TELL

(7) IGNORE

(8) BUY

"How long will it run like that before it starts (9) ... again?" Matilda asked him.

(9) RATTLE

"Long enough for the buyer (10) ... a good distance away," the father said, (11) ... "About a hundred miles."

(10) GET

(11) GRIN

"But that's dishonest, daddy," Matilda said. "It's cheating."

"No one ever got rich being honest," the father said. "Customers are there to be diddled<sup>1</sup>."

*"Matilda" Roald Dahl*

<sup>1</sup> diddle — обманывать; мошенничать

## 85. Complete the text with the verbs on the right using correct non-finite verb forms.

Like a boy on a toboggan, Brian sprawled belly down on the sled, head (1) ... toward the mouth of the tunnel. He engaged the throttle, the engine's roar (2) ... off the walls. With a final thumbs-up, Brian shoved the throttle forward. The sled shot into the narrow tunnel.

(1) POINT

(2) ECHO

Peter crouched down (3) ... Brian's departure. The lights faded as the sled roared around a distant curve. After a few moments more, even the sound of the sled whined down to nothing. Peter was alone in the cavern.

(3) WATCH

Using his lantern, he checked the time. Brian should be back in five minutes. He smiled. Maybe even twenty minutes if he needed (4) ... the communications relay and replace some parts. That gave him more than enough time. He slipped a joint from his vest pocket.

(4) DISASSEMBLE

Peter set down his lantern and rotated it for wide dispersal (5) ... the area. Then he leaned back against the cavern wall, fished a match from his pocket, and struck a flame. He inhaled sharply on the narrow joint. Ahhh! (6) ... his head back, he savored the smoke deep in his chest.

(5) ILLUMINATE

(6) LEAN

*"Subterranean" James Rollins*

## 86. Complete the text with the verbs on the right using correct non-finite verb forms.

This morning, two years later than that, was sweet and fragrant as he emerged from the cave he called home until he could think of (1) ... a better cave.

(1) FIND

He had just had a wonderful idea about how (2) ... with the terrible lonely isolation.

(2) COPE

He beamed again and took a bite out of a rabbit leg (3) ... over from his supper. He chewed happily for a few moments and then decided formally (4) ... his decision.

(3) LEAVE

(4) ANNOUNCE

He stood up straight and looked the world  
squarely in the fields and hills. (5) ... weight to (5) ADD  
his words he stuck the rabbit bone in his hair.  
He spread his arms out wide.

*"Life in the Universe and Everything"*  
Adams Douglas

**87. Read the sentences and underline predicates<sup>1</sup> in each of them. Define if active or passive verb forms are used in them.**

1. She was sent a cheque for a thousand euros.
2. Students were also asked about their opinions of a new type of calculators.
3. All matter is made of atoms, and atoms are composed of smaller particles.
4. It gets cold here during the winter.
5. This was a decision she had already made once — but not really.
6. The fire was extinguished.
7. The dolphins have learned many tricks.
8. The house will be built by the construction crew in five months.
9. Jogging is done by many people for exercise.
10. The travel agent advertised the package.

**88. A. Read and analyze the sentence.**

Several trees ... by lightning in last night's storm.	STRIKE
---	--------

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?
2. Назовите подлежащее. Определите, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом.
3. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога? Если Вы затрудняетесь дать правильный ответ, прочитайте информацию ниже.
4. Выберите правильную форму глагола.

**Your answer:**

<sup>1</sup> predicate — сказуемое

## Useful Tips

При выполнении заданий 19–25 важно различать формы активного и пассивного залога. Для этого нужно внимательно перевести предложение и проанализировать роль подлежащего с точки зрения того, совершает ли оно действие само или действие совершается над ним:

*The teacher explains grammar rules.*

*Grammar rules are explained by the teacher.*

Необходимо уметь образовывать грамматические формы пассивного залога в разных временах.

Будьте внимательны: такие предлоги как *by*, *with* иногда являются индикаторами пассивного залога.

*By* показывает, что действие совершается лицом:

*This cheese was made by my granny.*

*With* показывает, что действие совершается предметом:

*The file is made with Microsoft Visual.*

## 89. A. Complete the table with passive forms.

	Present Simple Passive	Past Simple Passive	Future Simple Passive	Present Perfect Passive	Present Continuous Passive
The soup	is cooked.	was cooked.	will be cooked.	has been cooked.	is being cooked.
The exercises		were done.			
Grammar rules				have been taught.	
The house					is being painted.
The car			will be repaired.		
The letter	is written.				
I		was asked.			
The photos				have been taken.	
We					are being helped.
The building		was constructed.			

**B. Complete the sentences with the right passive forms from the table you've written. Pay attention to the time expressions.**

1. The exercises \_\_\_\_\_ tomorrow morning.
2. Grammar rules \_\_\_\_\_ already \_\_\_\_\_.
3. The house \_\_\_\_\_ yesterday.
4. The car \_\_\_\_\_ on Mondays.
5. The letter \_\_\_\_\_ at the moment.
6. I \_\_\_\_\_ a minute ago.
7. The photos \_\_\_\_\_ now.
8. We \_\_\_\_\_ just \_\_\_\_\_.
9. The building \_\_\_\_\_ next year.
10. The soup \_\_\_\_\_ now.

### 90. A. Read and analyze the sentence.

You ... a ticket by the manager in an hour or so.	GIVE
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**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите подлежащее. Определите, оно производит действие или, наоборот, действие направлено на него, то есть оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом.

3. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

4. Проанализируйте, какое время необходимо употребить. Обратите внимание на указатели времени (наречия, фразы и т. п.), определяющие временную отнесённость глагола. Напишите свой ответ ниже.

Your answer:

**91. Complete the following quotations with the right form of passive voice.**

Education is what survives when what (1) _____	(1) learn
_____ (2) _____. (B.F. Sinker)	(2) forget
Wisdom (3) _____ only _____	(3) find
in truth. (J.W. Goethe)	

- An injury (4) \_\_\_\_\_ much sooner (4) forget  
 \_\_\_\_\_ than an insult. (*Ph. Chesterfield*)
- Even when laws (5) \_\_\_\_\_ down, they (5) write  
 ought not always to remain unaltered. (*Aristotle*)
- When peace (6) \_\_\_\_\_ anywhere, the (6) break  
 peace of all countries everywhere is in danger.  
 (*F.D. Roosevelt*)
- What (7) \_\_\_\_\_ without effort is in (7) write  
 general read without pleasure. (*S. Johnson*)
- New opinions (8) \_\_\_\_\_ always (8) suspect  
 \_\_\_\_\_, and usually opposed, without any  
 other reason but because they are not already com-  
 mon. (*J. Locke*)
- Libraries (9) \_\_\_\_\_, they grow. (9) (not) make  
 (*A. Birrell*)
- When Thales (10) \_\_\_\_\_ what was most dif- (10) ask  
 ficult, he said, "To know one's self." And what was  
 easy, "To advise another." (*Diogenes*)

## 92. A. Define if you should use active or passive forms of the verbs on the right.

Dear Mr. Jacob Witting,

I am Sarah Wheaten from Maine as you  
 (1) \_\_\_\_\_ from my letter. I am answer-  
 ing your advertisement. I \_\_\_\_\_ never (2) \_\_\_\_\_,  
 though I (3) \_\_\_\_\_. Since I finished  
 school, I (4) \_\_\_\_\_ with an older brother,  
 William, who is about to be married. His wife-to-  
 be is young and energetic. I \_\_\_\_\_ always (5) \_\_\_\_\_  
 to live by the sea, but at this time I feel a move is nec-  
 essary. And the truth is, the sea is as far east as I can  
 go. My choice, as you can see, (6) \_\_\_\_\_.  
 This should not be taken as an insult. I am strong  
 and I work hard and I am willing to travel. But I am  
 not mild mannered. If you should still care to write,  
 I will be interested in your children and where you  
 live. And you.

Very truly yours,  
 Sarah Elisabeth Wheaten

- (1) SEE  
 (2) MARRY  
 (3) ASK  
 (4) LIVE  
 (5) LOVE  
 (6) LIMIT

### B. Complete the text with the right grammar forms from the text.

1. A. will see B. will be seen C. are seen
2. A. am married B. married C. have been married
3. A. asked B. have been asked C. is asked
4. A. am lived B. live C. have lived
5. A. love B. have loved C. loves
6. A. is limited B. are limited C. limits

**93. A. Read the sentences. Define grammar tenses in each of them. Do they refer to the present and future or to the past? Underline your answer. Complete the table dividing grammar tenses into two groups.**

	<i>The verbs in the sentence describe</i>
In those last moments when it was too late, she had decided to go with them.	– PRESENT AND FUTURE – PAST
Fred was absent when they arrived home, but returned just as Cynthia was cutting a warmed apple pie for a late afternoon snack.	– PRESENT AND FUTURE – PAST
You will have perfected your English by the time you come back from London.	– PRESENT AND FUTURE – PAST
Until recently, researchers haven't had the data to distinguish the different possibilities.	– PRESENT AND FUTURE – PAST
Is that newly baked bread I smell?	– PRESENT AND FUTURE – PAST
We will still be waiting for them at midnight.	– PRESENT AND FUTURE – PAST
The last time he made a business trip to Columbia, he had said they needed the money.	– PRESENT AND FUTURE – PAST
Or maybe he was thinking about their conversation last night.	– PRESENT AND FUTURE – PAST

**B. Analyze the previous sentences and complete the table dividing grammar tenses into two groups.**

Present Simple, Past Simple, Present Continuous, Past Continuous, Present Perfect Continuous, Past Perfect, Future Simple, Future Continuous, Future Perfect
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Grammar tenses describing PRESENT and FUTURE	Grammar tenses describing PAST

Useful Tips

Как Вы знаете, в английском языке действуют строгие законы согласования времён. Поэтому важно знать, какие времена относятся к плану прошедшего, а какие — к плану настоящего. Времена глаголов этих двух планов, как правило, не смешиваются.

94. Look at the scheme below. Name grammar tenses related to each number.

Present Simple, Past Continuous, Present Perfect, Present Continuous, Past Simple, Past Perfect	
1.	4.
2.	5.
3.	6.



## 95. Define which form it is necessary to use in each sentence.

1. Bradbury smiled wearily, as though he _____ something that he had repeated on many occasions.	is telling was telling
2. A lawyer _____ Patton just how far he can go and keep out of jail.	has advised had advised
3. I went out to Patton's apartment, when I _____ out his address from the detective who had been talking with Thelma Bell.	found find
4. Afternoon sun was slanting in through the windows of Perry Mason's office and casting reflections on the glass doors of the sectional bookcases as Perry Mason _____ through the office door and tossed a brief case to a table.	pushes pushed
5. She figured out that Patton _____ a racket and couldn't be blamed for that.	is running was running
6. A buzzing sound announced that Della Street _____ the instrument plugged in on the outer line through the switchboard in the other office.	has left had left
7. As he was polishing the doorknob, his eye _____ some object lying on the floor near the corner of the room.	notices noticed
8. He took his handkerchief and carefully wiped off the doorknob where his fingers _____ it.	had touched have touched
9. He told me that you had instructed him to give all of the information he _____ to you and that you would be responsible to me.	uncovers uncovered
10. After we've interviewed him, we tell Bradbury what we _____; we don't tell him what we are going to do, at any stage of the game.	have done had done

## 96. Complete the sentences with the verb forms from the table.

writes, have been written, wrote, are being written, were written, had been written, was writing, are written, were being written, will be writing, will be written, has written, had written, is writing, will write, will have written, has been writing
--

<i>Present Simple Active</i>	<i>Present Simple Passive</i>
The child (1) ... little poems.	Little poems (2) ... by the child.

<i>Past Simple Active</i>	<i>Past Simple Passive</i>
The child (3) ... little poems.	Little poems (4) ... by the child.
<i>Future Simple Active</i>	<i>Future Simple Passive</i>
The child (5) ... little poems.	Little poems (6) ... by the child.
<i>Present Continuous Active</i>	<i>Present Continuous Passive</i>
The child (7) ... little poems.	Little poems (8) ... by the child.
<i>Past Continuous Active</i>	<i>Past Continuous Passive</i>
The child (9) ... little poems.	Little poems (10) ... by the child.
<i>Future Continuous Active</i>	—
The child (11) ... little poems.	—
<i>Present Perfect Active</i>	<i>Present Perfect Passive</i>
The child (12) ... little poems.	Little poems (13) ... by the child.
<i>Past Perfect Active</i>	<i>Past Perfect Passive</i>
The child (14) ... little poems.	Little poems (15) ... by the child.
<i>Future Perfect Active</i>	—
The child (16) ... little poems.	—
<i>Present Perfect Continuous</i>	—
The child (17) ... little poems.	—

## 97. Complete the table with grammar forms (active voice).

	<i>She</i>	<i>They</i>	<i>I</i>	<i>He</i>	<i>We</i>
<i>Present Simple</i>			decorate		
<i>Past Simple</i>					
<i>Future Simple</i>	will draw				
<i>Present Continuous</i>					
<i>Past Continuous</i>				was repairing	
<i>Future Continuous</i>					

<i>Present Perfect</i>		have prepared			
<i>Past Perfect</i>					
<i>Future Perfect</i>					
<i>Present Perfect Continuous</i>					have been waiting

## 98. A. Read and analyze the sentence.

One evening a few weeks later, Matilda ... tea with Miss Honey in the kitchen of The Red House after school as they always did.	HAVE
---	------

## B. Answer the questions. Then complete the sentence with the right form of the verb.

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?
2. Определите, нужно ли использовать в предложении активный или пассивный залог?
3. Проанализируйте всё предложение, определите, какой временной план представлен: настоящего или прошедшего времени. Какие слова в предложении подтверждают это?
4. Выберите правильную форму глагола.

Your answer:

## Useful Tips

ПЛАН НАСТОЯЩЕГО составляют

Present Simple

Present Continuous

Present Perfect

Present Perfect Continuous

Future Simple

ПЛАН ПРОШЕДШЕГО включает

Past Simple

Past Continuous

Past Perfect

Past Perfect Continuous

Future-in-the-Past

Обратите внимание, что такое количество времён требует большого внимания к контексту (общему смыслу предложения).

Правильное выполнение заданий предполагает, что Вы знаете форму образования каждого времени, значение, которое их характеризует, а также умеете анализировать предложение и замечаете индикаторы (указатели) того или иного времени.

**99. A. Read the sentences. Underline the time expressions in them. Define grammar tense in each sentence.**

1. We're experiencing technical difficulties right now.
2. Every day he receives e-mails with water stories from newspapers round the world.
3. She has prepared two reports since this morning.
4. They often speak to me first, and always show great sociability, and glad to have a chat.
5. The band has already found an audience.
6. He has been making dinner for 2 hours.
7. She seldom listens to anybody for more than half a minute, and never attends to Mary at all.
8. We have just begun to see the effects of human-induced climate change.
9. She has been walking since 5 o'clock.
10. I am looking for a new job at the moment.

**B. Complete the table with the time expressions mentioned in the sentences above. What grammar tenses do they refer to?**

Present Simple	
Present Continuous	
Present Perfect	
Present Perfect Continuous	

**C. Can you add any other time expressions to the table? The words and phrases below can help you.**

Every week, always, rarely, never, ever, sometimes, in the morning, at night, on Sunday, ever, yet, how long, so far, recently, today, this month.

## D. Analyze some peculiarities related to time expressions. Answer the questions.

1. Can you explain the difference of using 'always' in Present Simple and Present Perfect? Give your examples.
2. What grammar tense/tenses should you use with time expressions with 'for' and 'since'? Give your examples.
3. How do we translate 'yet' in the negative and interrogative sentences? Give your examples.

Useful Tips	
У каждого грамматического времени в плане настоящего есть свой <b>ХАРАКТЕР</b> , это означает, что каждое время имеет определённое значение и определяется ограниченными условиями. Зная характер времени, Вы не ошибётесь с выбором правильной грамматической формы.	
PRESENT SIMPLE	
<i>Основное значение</i>	— <b>ПОСТОЯННЫЕ И РЕГУЛЯРНЫЕ</b> действия.
<i>Особые случаи употребления</i>	— законы природы; — перечисление действий в настоящем; — расписания и программы (со значением будущего); — спортивные комментарии, обзоры, повествования.
PRESENT CONTINUOUS	
<i>Основное значение</i>	— действие в <b>ПРОЦЕССЕ</b> , происходящее в момент речи или в настоящий период времени, хотя и не обязательно в момент речи.
<i>Особые случаи употребления</i>	— действие, которое носит временный характер; — планы на ближайшее будущее; — изменение ситуации, её развитие; — действие или привычка, которые совершаются слишком часто и вызывают раздражение.
PRESENT PERFECT	
<i>Основное значение</i>	— действие, совершившееся в прошлом, но имеющее <b>РЕЗУЛЬТАТ</b> в настоящем.

<i>Особые случаи употребления</i>	<ul style="list-style-type: none"> <li>— при описании действия не важно, когда оно было совершено, а важен его результат;</li> <li>— акцент на количестве раз при описании действия;</li> <li>— акцент на опыт человека;</li> <li>— акцент на только что завершённом действии.</li> </ul>
<b>PRESENT PERFECT CONTINUOUS</b>	
<i>Основное значение</i>	— акцент на ПРОДОЛЖИТЕЛЬНОСТИ действия.
<i>Особые случаи употребления</i>	— длительное действие, которое завершилось в недавнем прошлом, результат которого представлен в настоящем.

**100.** Read the sentences. Define grammar tenses in them. Analyze tense 'characters' which are shown in each sentence and find the grammar meaning from the table above.

1. I sometimes go to the cinema.	
2. She has been learning English for 5 years.	
3. You are always interrupting me.	
4. I've never seen such a beautiful picture before.	
5. Thomas passes to Mario and Mario scores the goal.	
6. I have seen this film 5 times.	
7. He is writing a book now.	
8. I am working as a waiter now.	
9. After work I come home, have supper and watch TV.	
10. He has been playing football that's why he is so dirty.	
11. The train arrives at 7.45 tomorrow.	
12. The earth goes round the sun.	
13. I have passed my exams.	
14. Her English is improving.	
15. She's just cooked dinner.	
16. I'm going to Paris next Monday.	

### 101. Complete the table according to the model.

<i>(they) to draw a picture</i>	<i>(you) to write poems</i>	<i>(she) to cook soup</i>
<i>They often draw pictures.</i>		
<i>Do they draw pictures every day?</i>		
<i>They do not draw pictures every day.</i>		
<i>They are drawing a picture now.</i>		
<i>They are not drawing a picture now.</i>		
<i>Are they drawing a picture now?</i>		
<i>They've just drawn a picture.</i>		
<i>They have not drawn a picture yet.</i>		
<i>Have they just drawn a picture?</i>		
<i>They have been drawing a picture for an hour.</i>		
<i>Have they been drawing a picture for an hour?</i>		
<i>They have not been drawing a picture for an hour.</i>		

### 102. A. Read and analyze the sentence.

Now I ... you our trade secrets because I want you to carry on our family business but you mustn't go talking about this to anyone else.	TELL
--	------

**B. Answer the questions. Then complete the sentence with the right form of the verb.**



1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите подлежащее. Проанализируйте, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

3. Проанализируйте временной план, к которому относится глагол: настоящего или прошедшего времени?

4. Определите характер необходимой формы глагола: регулярность, процесс, результат или длительность? Может быть, в предложении представлены особые случаи употребления глагола? Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Напишите свой ответ ниже.

**Your answer:**

### 103. A. Read and analyze the sentence.

She has wonderful parents who ... already ... her to multiply lots of numbers.

**TEACH**

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите подлежащее. Проанализируйте, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

3. Проанализируйте временной план, к которому относится глагол: настоящего или прошедшего времени?

4. Определите характер необходимой формы глагола: регулярность, процесс, результат или длительность? Может быть, в предложении представлены особые случаи употребления глагола? Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Напишите свой ответ ниже.

Your answer:

## 104. A. Read and analyze the sentence.

"I ... about it all the way back from your cottage and I believe I've got just a tiny little bit of an idea."

THINK

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите подлежащее. Проанализируйте, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

3. Проанализируйте временной план, к которому относится глагол: настоящего или прошедшего времени?

4. Определите характер необходимой формы глагола: регулярность, процесс, результат или длительность? Может быть, в предложении представлены особые случаи употребления глагола? Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Напишите свой ответ ниже.

Your answer:

## 105. A. Read and analyze the sentence.

A real witch ... children with a red-hot sizzling hatred that is more sizzling and red-hot than any hatred you could possibly imagine.

HATE

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите подлежащее. Проанализируйте, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

3. Проанализируйте временной план, к которому относится глагол: настоящего или прошедшего?

4. Определите характер необходимой формы глагола: регулярность, процесс, результат или длительность? Может быть, в предложении представлены особые случаи употребления глагола? Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Напишите свой ответ ниже.

**Your answer:**

### Useful Tips

Важно помнить, что в английском языке есть группа глаголов, которые не употребляются в Present Continuous.

#### *Глаголы восприятия:*

to see — видеть  
to hear — слышать  
to notice — замечать  
to smell — пахнуть  
to feel — чувствовать  
to recognize — узнавать  
to listen — слушать  
to watch — наблюдать  
to taste — иметь вкус

#### *Глаголы эмоционального состояния:*

to want — хотеть  
to desire — желать  
to refuse — отказываться  
to forgive — прощать  
to wish — желать  
to hate — ненавидеть  
to like — нравиться  
to love — любить

**Глаголы мыслительных процессов:**

to understand — понимать  
 to know — знать  
 to remember — помнить  
 to believe — верить  
 to expect — ожидать  
 to suppose — полагать  
 to recollect — вспоминать  
 to trust — верить

**Глаголы обладания, отношения:**

to own — обладать  
 to belong — принадлежать  
 to possess — обладать  
 to seem — казаться  
 to signify — выражать  
 to appear — появляться  
 to contain — содержать  
 to consist — состоять  
 to keep — хранить  
 to concern — беспокоиться  
 to matter — значить

**106. Complete the sentences with the verbs on the right. (The verbs are given out of order). What group of the verbs do they refer to?**

- |   |          |
|---|----------|
| 1. Some fish ... harmful chemicals, which can be the result of both natural causes and water pollution.       | TASTE    |
| 2. Ravens ... a relatively high degree of cooperation between partners.                                       | REMEMBER |
| 3. Frogs ... to a group of animals called amphibians.   | BELONG   |
| 4. Many car-makers ... a big opportunity in adding new functionality to the computers built into many models. | SUPPOSE  |
| 5. I ... seeing some old pictures of Granddad when he had just begun his career.                              | POSSESS  |
| 6. The voice you ... when you speak is the combination of sound carried along both paths.                     | HATE     |
| 7. Do you ... to find this person in Ashley?  | SEE      |
| 8. I ... to ask you for another favour, but I wonder if I could pay you to drive me home.                     | EXPECT   |
| 9. I ... no place is better than home on Christmas.   | HEAR     |
| 10. Apples ... as good as oranges.  | CONTAIN  |

## 107. Complete the text with correct forms of the verbs given on the right.

Who am I? And how, I wonder, will this story end?

The sun has come up and I (1) ... by a window that is foggy with the breath of a life gone by. I'm a sight this morning: two shirts, a scarf wrapped twice around my neck and tucked into a thick sweater knitted by my daughter thirty birthdays ago. Eighty years. I wonder if this (2) ... how it is for everyone my age.

My life? It isn't easy to explain. I have no complaints about the path I (3) ... to follow. I wouldn't have had it any other way.

As a rule, time, unfortunately, (4) ... it easy to stay on course. I cough, and through squinted eyes I check my watch. I realize it is time to go. I stand and shuffle across the room; stopping at the desk to pick up the notebook I (5) ... a hundred times.

I hear the muffled sounds of crying in the distance and know who is making them. The nurse (6) ... me and we smile and exchange greetings.

"There he (7) ... again." I hear. "I hope it turns out well." But she (8) ... nothing directly to me about it.

*"The Notebook" Nicholas Sparks*

SIT

BE

CHOOSE

(NOT) MAKE

READ

SEE

GO

SAY

## 108. A. Read the sentences. Underline the time expressions in them. Define grammar tense in each sentence.

1. **While** they were playing the piano, Jane was setting the table.
2. **By six o'clock on Sunday** I had already learned all the words.
3. I also have an offer to work at the law office where I worked **last summer**.
4. He was working in the garden **at 5 o'clock yesterday**.
5. He went to visit Jane **two days ago**.
6. **When** did he leave for Madrid?
7. He called here **yesterday** to inquire your address, and at my suggestion wrote a note, which I enclose now.
8. He had done his homework **by the time** Tom came.
9. **When** he came, she was sitting on the sofa and watching TV.
10. **When** we came to the station, the train had **already** gone.
11. We had been travelling **for a week** when the car broke down.
12. He was planning his business trip the whole morning yesterday.

**B. Complete the table with the time expressions mentioned in the sentences above. What grammar tenses do they refer to?**

Past Simple	
Past Continuous	
Past Perfect	
Past Perfect Continuous	

**C. Can you add any other time expressions to the table?**

**D. Analyze some peculiarities related to time expressions. Answer the questions.**

1. Can you explain the difference between 'at five o'clock' and 'by 5 o'clock'? Give your examples.

2. Can you explain the difference between 'while' and 'when'? Give your examples.

Useful Tips	
У каждого грамматического времени в плане прошедшего есть свой ХАРАКТЕР, это означает, что каждое время имеет определённое значение и определяется ограниченными условиями. Зная характер времени, Вы не ошибётесь с выбором правильной грамматической формы.	
PAST SIMPLE	
<i>Основное значение</i>	— точечные, обычные действия, произошедшие в ПРОШЛОМ.
<i>Особые случаи употребления</i>	— повторяющиеся действия в прошлом; — общеизвестные факты в прошлом; — последовательные действия в прошлом.
PAST CONTINUOUS	
<i>Основное значение</i>	— действие в ПРОЦЕССЕ, происходящее в определённый момент в прошлом.
<i>Особые случаи употребления</i>	— одновременно происходящие действия в прошлом; — действие в процессе в прошлом, которое прерывается другим (точечным) действием в прошлом; — фон событий при повествовании.

<b>PAST PERFECT</b>	
<i>Основное значение</i>	— действие, которое закончилось до определённого момента или другого действия в прошлом ( <b>ПРЕДШЕСТВОВАНИЕ</b> ).
<i>Особые случаи употребления</i>	— результат действия, которое закончилось к определённому моменту в прошлом.
<b>PAST PERFECT CONTINUOUS</b>	
<i>Основное значение</i>	— действие, которое началось до определённого момента в прошлом и продолжается до определённого момента повествования (акцент на <b>ПРОДОЛЖИТЕЛЬНОСТИ</b> ).

**109.** Read the sentences. Define grammar tenses in them. Analyze tense «characters» which are shown in each sentence and find grammar meaning from the table above.

1. She bought a new dress yesterday.	
2. He used to visit his aunt once a week last year.	
3. Shakespeare died on 23 April 1616.	
4. She wrote a long letter, sealed it, put a stamp on the envelope and posted it.	
5. They were writing an essay at 5 o'clock yesterday.	
6. While the parents were sunbathing, the children were building sandcastles.	
7. When he was having breakfast the telephone rang.	
8. It was raining heavily. A strong wind was blowing.	
9. He had come by 10 o'clock yesterday.	

10. She was happy because she had passed her exam.	
11. She had been doing her homework for half an hour when her granny came.	

**Useful Tips**

Не забывайте, что в английском языке существует достаточно обширная группа неправильных глаголов, которые имеют особые формы, используемые для образования Past Simple и времён группы Perfect. Для того чтобы успешно справиться с заданиями 19–25 важно знать данные глаголы наизусть и уметь правильно писать их.

**110. Complete the table with irregular verb forms.**

<i>VERB</i>	<i>PAST SIMPLE</i>	<i>PAST PARTICIPLE</i>	<i>ПЕРЕВОД</i>
be			быть
beat			бить
become			становиться
begin			начинать
blow			дуть
break			ломать
bring			приносить
build			строить
burn			гореть
buy			покупать
catch			ловить, хватать, успеть
choose			выбирать
come			приходить
cost			стоить
cut			резать
do			делать
draw			рисовать, тащить



dream		мечтать, дремать
drink		пить
drive		водить
eat		есть
fall		падать
feed		кормить
feel		чувствовать
fight		бороться
find		находить
fly		летать
forget		забывать
forgive		прощать
get		получать
give		давать
go		идти
grow		расти
have		иметь
hear		слышать
hide		прятать
hold		держать
hurt		ушибить
keep		содержать
know		знать
lay		класть
lead		вести
learn		учить
leave		оставлять
lie		лежать
lose		терять
make		производить
mean		значить
meet		встречать
mistake		ошибаться

pay			платить
put			положить
read			читать
ride			ездить верхом
ring			звенеть
rise			подниматься
run			бежать
say			говорить
see			видеть
sell			продавать
send			посылать
set			ставить
shake			встряхивать
show			показывать
sing			петь
sit			сидеть
sleep			спать
speak			говорить
spend			тратить
stand			стоять
steal			красть
swim			плавать
take			брать, взять
teach			учить
tell			рассказывать
think			думать
throw			бросать
understand			понимать
wake			просыпаться
wear			носить (одежду)
win			выигрывать
write			писать

**111. Divide the following verbs into 3 groups according to the models given below.**

catch, freeze, seek, teach, choose, steal, think, speak, cut, hurt, put, set		
<i>buy → bought</i>	<i>break → broke, broken</i>	<i>cost → cost, cost</i>

**112. A. Read and analyze the sentence.**

So the following afternoon, as soon as Mrs Wormwood ... in her car for another session of bingo, the girl set out for Fred's house to investigate.	DEPART
--	--------

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

- 1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?
- 2. Назовите подлежащее. Проанализируйте, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?
- 3. Проанализируйте временной план, к которому относится глагол: настоящего или прошедшего?
- 4. Определите характер необходимой формы глагола: обычное (точечное) действие, процесс, предшествование или акцент на длительность? Может быть, в предложении представлены особые случаи употребления глагола? Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.
- 5. Напишите свой ответ ниже.

**Your answer:**

**113. A. Read and analyze the sentence.**

That evening while the mother, the father, the brother and Matilda ... supper as usual in the living-room in front of the television, a voice came loud and clear from the dining-room across the hall.

HAVE

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите подлежащее. Проанализируйте, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

3. Проанализируйте временной план, к которому относится глагол: настоящего или прошедшего?

4. Определите характер необходимой формы глагола: обычное (точечное) действие, процесс, предшествование или акцент на длительность? Может быть, в предложении представлены особые случаи употребления глагола? Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Напишите свой ответ ниже.

Your answer:

**114. A. Read and analyze the sentence.**

The next morning she got up early and went into the bath-room and ... the door.

LOCK

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите подлежащее. Проанализируйте, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом. Определите,

в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога? Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

3. Проанализируй временной план, к которому относится глагол: настоящего или прошедшего?

4. Определите характер необходимой формы глагола: обычное (точечное) действие, процесс, предшествование или акцент на длительность? Может быть, в предложении представлены особые случаи употребления глагола? Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Напишите свой ответ ниже.

**Your answer:**

## 115. A. Read and analyze the sentence.

I ... about nothing but myself the whole time before Jane came.

**TALK**

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите подлежащее. Проанализируйте, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

3. Проанализируйте временной план, к которому относится глагол: настоящего или прошедшего?

4. Определите характер необходимой формы глагола: обычное (точечное) действие, процесс, предшествование или акцент на длительность? Может быть, в предложении представлены особые случаи употребления глагола? Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Напишите свой ответ ниже.

**Your answer:**

## 116. Complete the texts with the correct forms of the verbs given on the right.

### I.

A cold December wind (1) ..., and Theresa Osborne crossed her arms as she stared out over the water. Earlier, when she (2) ..., there had been a few people walking along the shore, but they'd taken note of the clouds and were long since gone. Now she (3) ... herself alone on the beach, and she took in her surroundings. The ocean, reflecting the colour of the sky, looked like liquid iron, and waves rolled up steadily on the shore. Heavy clouds (4) ... slowly, and the fog was beginning to thicken, making the horizon invisible. In another place, in another time, she would have felt the majesty of the beauty around her, but as she stood on the beach, she (5) ... that she didn't feel anything at all. In a way, she felt as if she weren't really here, as if the whole thing was nothing but a dream.

Beneath her arm she carried a bag that she (6) ... carefully that morning, making sure that she hadn't forgotten anything. She (7) ... anyone what she carried with her, nor had she told them what she'd intended to do today. Instead she'd said that she was going Christmas shopping. It was the perfect excuse, and though she was sure that they would have understood had she told them the truth, this trip (8) ... something she (9) ... to share with anyone. It had started with her alone, and that was the same way she wanted it to end.

*"Message In A Bottle" Nicholas Sparks*

### II.

Stanley Yelnats was the only passenger on the bus, not counting the driver or the guard. The guard sat next to the driver with his seat turned around facing Stanley. A rifle lay across his lap. Stanley (1) ... about ten rows back, handcuffed to his armrest. His backpack lay on the seat next to

BLOW

ARRIVE

FIND

DESCEND

REALIZE

PACK

(NOT) TELL

BE

(NOT) WANT

SIT

him. It (2) ... his toothbrush, toothpaste, and a box of stationery his mother (3) ... him. ...He was on a long bus ride to nowhere. The bus wasn't air-conditioned, and the hot, heavy air was almost as stifling as the handcuffs. Stanley and his parents (4) ... to pretend that he was just going away to camp for a while, just like rich kids do. When Stanley was younger he (5) ... to play with stuffed animals, and pretend the animals were at camp. Now Stanley (6) ... to pretend he was going to Camp Fun and Games. Maybe he'd make some friends, he thought. He looked at the guard who sat slumped in his seat and wondered if he (7) ... asleep. The guard (8) ... sunglasses, so Stanley (9) ... see his eyes. Stanley was not a bad kid. He was innocent of the crime for which he was convicted. He (10) ... just in the wrong place at the wrong time.

*"Holes" Louis Sachar*

III.

The lift reached the ground floor and (1) ... with a jerk. My grandmother walked out of it and crossed the lobby of the hotel and (2) ... the Dining-Room. It (3) ... a huge room with gold decorations on the ceiling and big mirrors around the walls. Waiters (4) ... about all over the place, carrying plates and dishes. My grandmother (5) ... her way to our table and sat down. My grandmother looked towards the long tables but said nothing. She unfolded her napkin and (6) ... it over the handbag on her lap. My grandmother pretended she (7) ... something, and as she bent down, she (8) ... me out from under the napkin on to the floor under the table.

*"The Witches" Roald Dahl*

CONTAIN  
GIVE

TRY

USE

TRY

FALL  
WEAR  
CAN (NOT)

BE

STOP

ENTER  
BE

BUZZ

MAKE

SPREAD

DROP  
SLIDE

**117. A. Make up sentences.**

I		meet him at the museum	tomorrow.
You		win the competitions	tonight.
He		forget about it	next week.
She		enjoy the book	in a year.
It	shall	send the letter	soon.
We	will	watch the program	in 2020.
You		buy the tickets	the day after tomorrow.
They		help me	next month.
Helen		be away	tomorrow morning.

**B. Transform the sentences into the negative and the interrogative forms.**

**118. A. Read and analyze the sentence.**

What makes her doubly dangerous is the fact that she doesn't look dangerous, even when you know all the secrets and you ... about those in a minute.	HEAR
--	------

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите подлежащее. Проанализируйте, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

3. Проанализируйте временной план, к которому относится глагол: настоящего, будущего или прошедшего?

4. Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Напишите свой ответ ниже.

**Your answer:**



**119. Complete the text with the correct verb forms given on the right.**

I (1) ... my first continuing education (CE) conference last November in Lexington, Kentucky. I (2) ... myself behind a registration desk, frantically orchestrating more than a dozen volunteers at the Association for Continuing Higher Education's 75th annual conference.

Based on my reflections from the conference and many other experiences, I (3) ... the following three projections are important for future continuing and higher education leaders to consider.

The digitization and liberation of information (4) ... countless job opportunities for CE specialists. Dedicated organizations currently aim to provide free and open texts and resources for students. This resourcefulness (5) ... surely ... and unrestricted digital learning initiatives (6) ... accurate and peer-reviewed alternatives to the traditional industries that contemporary students are accustomed to. The collection of big data ... also (7) ... progressively more influential in the near future for educators and administrators, as it (8) ... them better understand the academic and social needs of their constituents. CE authorities (9) ... the systematic interlinking of industries, public affairs and higher education institutions. The future success of any college (10) ... on its measured relationship with the environment. CE professionals should consider turning their attention to an emerging practice of higher education sustainability.

There is much hope for the field of CE, its evolution and identity. I am excited to see what the next 75 years (11) ....

*<http://www.evollution.com/opinions/thoughts-future-continuing-education-young-professionals-perspective/>*

ATTEND

FIND

BELIEVE

PROVIDE

EXPAND

DELIVER

BECOME

HELP

FACILITATE

DEPEND

BRING

## Useful Tips

Нужно быть особенно внимательным при употреблении будущего времени в сложных предложениях. Не забудьте, что в придаточных времени и условия будущее не употребляется.

Важно отличать придаточные предложения времени и условия от придаточных дополнительных, которые могут вводиться при помощи *if* и *when*.

**Запомните!** Если *if* переводится как «если», это придаточное условия, и времена группы Future употреблять НЕЛЬЗЯ!

*I will go to the party if they ask me.*

Если *if* переводится как «ли», это придаточное дополнительное, и времена группы Future употреблять МОЖНО!

*They ask me if I will go to the party.*

Подобное явление наблюдается также в придаточных времени и в придаточных дополнительных.

Сравните:

*I will finish my report when I find this information.*

*He asks me when I will finish my report.*

## 120. A. Read and analyze the sentence.

Things happened to me that will probably make you scream when you ... about them.

READ

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Назовите подлежащее. Проанализируйте, оно производит действие или, наоборот, действие направлено на него, оно испытывает на себе какое-либо влияние, воздействие и т. п., выраженное глаголом. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

3. Проанализируйте временной план, к которому относится глагол: настоящего, будущего или прошедшего?

4. Обратите внимание на ситуацию речи, будьте особенно внимательными, если в предложении есть *if* и *when*. Переведите предложение. Определите тип придаточного, вспомните, употребляется ли в нём будущее или нет.

## 5. Напишите свой ответ ниже.

Your answer:

**Useful Tips**

Будьте внимательны, так как в придаточных времени, кроме *when*, употребляются следующие союзы и союзные слова:

*till (until)* — пока, до тех пор, пока;

*as soon as* — как только;

*before* — прежде чем, до того как;

*after* — после того как;

*while* — в то время как;

*until* — пока (не).

**121. Choose the right option.**

1. Until it *stops/will stop* raining, we *go/won't go* out.
2. No decision *is made/will be made* till we *know/will know* all the facts.
3. When I *finish/will finish* writing the reports, I *go out/will go out* with my friends.
4. She *move/will move* to the capital when she *finds/will find* a good job.
5. Before I *go/will go* to Moscow, I *book/will book* a room.
6. After her sister *prepares/will prepare* a new dish, she *invites/will invite* her neighbours to taste it.
7. My father *buys/will buy* a new car after he *saves/will save* enough money.
8. They *go/will go* to the beach as soon as the weather *is/will be* warm.
9. All the players in our team *go/will go* on holiday as soon as the Championship *is/will be* over.
10. I *wait/will wait* until she *explains/will explain* me her behavior.

**122. Complete the text with the correct verb forms given on the right.**

There are many things that make a man irritable when he (1) ... home from work in the evening and his sensible wife will usually notice the storm-signals and will leave him alone until he (2) ... down.

When Mr Wormwood arrived back from the garage that evening his face was as dark as a thundercloud and somebody was clearly for the high-jump pretty soon. His wife (3) ... the signs immediately and made herself scarce. He then strode into the living-room. Matilda happened to be curled up in

ARRIVE

SIMMER

RECOGNIZE

an arm-chair in the corner, totally absorbed in a book.

Mr Wormwood (4) ... on the television. The screen  
(5) ... up. The programme blared. Mr Wormwood glared  
at Matilda. She (6) ... somehow herself by now to block  
her ears to the ghastly sound of the dreaded box. She  
(7) ... right on reading, and for some reason  
this infuriated the father. Perhaps his anger  
was intensified because he (8) ... her getting pleasure  
from something that was beyond his reach.

SWITCH

LIGHT

TRAIN

KEEP

SEE

### Useful Tips

Обрати внимание на то, что употребление *if* связано с пониманием правил образования условных предложений в английском языке.

В английском языке существуют три типа условных предложений.

#### I тип — реальное условие

If + Present Simple, Future Simple

Future Simple, if + Present Simple

*If the weather is fine, we'll go to the seaside.*

*We'll go to the seaside if the weather is fine.*

#### II тип — желаемое условие

(при переводе на русский язык используется частица **БЫ**, действие относится к **настоящему** или **будущему**)

If + Past Simple, would + verb

would + verb, if + Past Simple

*If the weather was fine, we would go to the seaside.*

*We would go to the seaside if the weather was fine.*

#### III тип — нереальное условие

(при переводе на русский язык используется частица **БЫ**, действие относится к **прошлому**)

If + Past Perfect, would + have done

(глагол с окончанием **-ed** или 3 форма глагола)

would + have done (глагол с окончанием **-ed** или 3 форма глагола)

if + Past Perfect

*Yesterday if the weather had been fine, we would have gone to the seaside.*

*Yesterday we would had gone to the seaside if the weather had been fine.*

Будьте внимательны, если в задании ЕГЭ употребляется *if*, так как это может быть условное предложение. Проверяйте себя на основе сопоставления двух частей предложения, а также временного плана (настоящего или прошедшего).

**123. Complete the table according to the model.**

<i>I will go to the picnic if he phones me.</i>	<i>I would go to the picnic if he phoned me.</i>	<i>I will have gone to the picnic if he had phoned me.</i>
If we finish early, we will go to the cinema.		
If we hurry, we won't be late.		
		If I had become an astronaut, I would have travelled into space
If I have time, I will help you		
	If he weren't so lazy, he would find a job.	
If he has the book, he will lend it to me.		
		If he had lent me the money, I would have bought that car.
	I would go on holiday if I weren't ill.	
If he follows the instructions, he will not damage this device.		
	If it didn't stop raining, we would stay at home.	

**124. A. Read and analyze the sentence.**

Her body was so slim and fragile one got the feeling that if she ... over she would smash into a thousand pieces, like a porcelain figure.	FALL
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**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Обратите внимание, есть ли в предложении *if*. Проанализируйте, является ли это предложение условным. Если да, то определите тип условного предложения.

3. Проанализируйте временной план, к которому относится глагол: настоящего, будущего или прошедшего? Сопоставьте обе части условного предложения, помня о правилах согласования времён.

4. Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога? Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

6. Напишите свой ответ ниже.

**Your answer:**

## 125. A. Read and analyze the sentence.

If you had a heart attack this minute and had to call a doctor, that doctor ... a university graduate.

BE

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Обратите внимание, есть ли в предложении *if*. Проанализируйте, является ли это предложение условным. Если да, то определите тип условного предложения.

3. Проанализируйте временной план, к которому относится глагол: настоящего, будущего или прошедшего? Сопоставьте обе части условного предложения, помня о правилах согласования времён.

4. Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога. Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

6. Напишите свой ответ ниже.

**Your answer:**

## 126. Complete the following quotations with the right form of the verbs given on the right.

If Beethoven (1) ... in a plane crash at the age of 22, it would have changed the history of music... and of aviation. (*Tom Stoppard*) **KILL**

There is a theory which states that if ever anybody discovers exactly what the Universe is for and why it is here, it (2) ... instantly and be replaced by something even more bizarre and inexplicable. There is another theory which states that this has already happened. (*Douglas Adam*) **DISAPPEAR**

Youth would be an ideal state if it (3) ... a little later in life. (*Herbert Henry Asquith*) **COME**

If we couldn't laugh, we all (4) ... insane. (*Jimmy Buffett*) **GO**

### Useful Tips

Употребление *would* может быть связано не только с типами условных предложений, но и с правилами трансформации прямой речи в косвенную.

Перевод прямой речи в косвенную требует определения на основе главного предложения, которое вводит косвенную речь, временного плана: настоящего или прошедшего.

Сравните: *He says* — план настоящего

*He said* — план прошедшего

В плане прошедшего проявляются существенные грамматические изменения:

#### Present Simple → Past Simple

(выражает одновременность по отношению к действию, выраженному в главном предложении)

#### Past Simple → Past Perfect

(выражает предшествование по отношению к действию, выраженному в главном предложении)

#### will → would

(выражает предстоящее событие по отношению к действию, выраженному в главном предложении)

Будьте внимательны! В плане прошедшего, если действие относится к будущему, *will* употребляться не может; вместо него употребляется *would*.

**127. A. Read and analyze the sentence.**

Miss Honey felt confident that she ... no difficulty in convincing Mr and Mrs Wormwood that Matilda was something very special indeed.

HAVE

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Является ли предложение простым или сложным? Если предложение сложное, то проанализируйте его особенности. Является ли это предложение условным? Является ли предложение примером перевода прямой речи в косвенную? Внимательно переведите предложение. Относится ли указанное действие к будущему, выражает ли оно предшествование или одновременность по отношению к глаголу главного предложения.

3. Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога? Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

6. Напишите свой ответ ниже.

Your answer:

**128. A. Read and analyze the sentence.**

Nigel spelled it correctly which surprised the Trunchbull as she thought she ... him a very tricky word.

GIVE

**B. Answer the questions. Then complete the sentence with the right form of the verb.**

1. Есть ли в предложении сказуемое? Какую форму глагола Вам следует использовать: личную или неличную?

2. Является ли предложение простым или сложным? Если предложение сложное, то проанализируйте его особенности. Является ли это предложение условным? Является ли предложение примером перевода прямой речи в косвенную? Внимательно переведите предложение. Относится ли указанное действие к будущему, выражает ли оно предшествование или одновременность по отношению к глаголу главного предложения?



3. Обратите внимание на ситуацию речи, а также на указатели времени (наречия, фразы и т. п.), если таковые имеются.

5. Определите, в какой грамматической форме стоит глагол: активного (Active Voice) или пассивного (Passive Voice) залога? Есть ли в предложении какие-либо «подсказки», подтверждающие Ваш выбор?

6. Напишите свой ответ ниже.

**Your answer:**

## Grammar Practice Tasks: 19–25

### TASK 1

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

19	Nigel spelled it correctly which surprised the Trunchbull. She thought she had given _____ a very tricky word, one that he wouldn't yet have learned, and she was peeved that he had succeeded.	HE
20	Then Nigel said, still _____ on one	BALANCE
21	leg, "Miss Honey taught us how _____ a new very long word yesterday."	SPELL
22	"And what word was that?" the Trunchbull asked softly. The softer her voice became, the _____ the danger, but Nigel wasn't to know this.	GREAT
23	"Difficulty", Nigel said. "Everyone in the class can spell 'difficulty' now." "What nonsense," the Trunchbull said. "You _____ to learn long words like that until you are at least eight or nine. And don't try to tell me everybody in the class can spell that word. You _____ to me, Nigel."	(NOT) SUPPOSE
24	"Test someone," Nigel said, _____ an	LIE
25	awful chance. "Test anyone you like."	TAKE
<i>"Matilda" Roald Dahl</i>		

## TASK 2

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

19	There is one person above all others who must be thanked for the existence of this novel, and that is my good friend the inestimable Forrest Fenn — collector, scholar, and publisher. I will never forget that lunch of _____, many years ago in the Dragon Room of the Pink Adobe, when you told me a curious story — and thereby _____ me	WE
20	the idea for this novel. I hope you feel I _____	GIVE
21	the idea justice.	DO
22	I. Tom Broadbent turned the _____ corner	LATE
23	of the winding drive and found his two brothers already _____ at the great iron gates of the Broadbent compound. Philip, irritated, was knocking the dottle out of his pipe on one of the gateposts while Vernon gave the buzzer a couple	WAIT
24	of vigorous _____. The house stood beyond them, silent and dark, rising from the top of the hill	PRESS
25	like some pasha's palace, _____ clerestories, chimneys, and towers gilded in the rich afternoon light of Santa Fe, New Mexico.	IT
<i>"Me Talk Pretty One Day" David Sedaris</i>		

## TASK 3

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

19	The Easter holidays came and went, and the Summer Term began at school. My grandmother and I _____ already to take our summer holiday in Norway and we talked about almost nothing else every evening. She had booked a cabin for each of _____ on the boat from Newcastle to Oslo at the _____ possible moment after my school broke up, and from Oslo she was going to take me to a place she knew down on the south coast near Arendal where she had spent her own summer holidays as a child nearly eighty years ago.	PLAN
20		WE
21		EARLY
22	"All day long," she said, "my brother and I _____ out in the rowing-boat. If we caught anything we _____ a fire on an island and fry the fish in a pan for our lunch. There is no _____ fish in the world than absolutely fresh cod."	BE
23		BUILD
24		FINE
25	"What did you use for bait, Grandmamma, when you went _____?" "Mussels," she said. "Everyone uses mussels for bait in Norway. And if we didn't catch any fish, we would boil the mussels in a saucepan and eat those."	FISH
<i>"The Witches" Roald Dahl</i>		

## TASK 4

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

19	The grasses flattened. There was a hiss of wind, a sudden pungent smell. Our faces looked yellow in the strange light. Caleb and I jumped over the fence and found the animals _____ by the barn. I counted the _____ to make sure they were all there, and herded them into a	HUDDLE
20		SHEEP

21	large stall. A few raindrops came, gentle at first, then _____, so that Caleb and I covered our	LOUD
22	ears and stared at each other without _____. Caleb looked frightened and I tried to smile at him.	SPEAK
23	“Wait!” _____ Sarah. “My chickens!”	CRY
24	“No, Sarah!” Papa called after her. But Sarah already _____ from the barn into a sheet of	RUN
25	rain. My father followed _____... “Sarah, Plain and Tall” Patricia MacLachlan	SHE

## TASK 5

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

19	The next time the water truck came. It _____ by Mr. Pendanski, who also brought	DRIVE
20	sack _____. Stanley sat with his back against a pile of dirt and ate. He had a baloney sandwich, potato chips, and a large chocolate-chip cookie.	LUNCH
	“How you doin’?” asked Magnet.	
	“Not really good,” said Stanley.	
21	“Well, the _____ hole’s the hardest,” Magnet said.	ONE
22	Stanley _____ a long, deep breath. He couldn’t afford to dawdle. He was way behind the	TAKE
23	others, and the sun just kept getting _____. It wasn’t even noon yet. But he didn’t know if he had the strength to stand up.	HOT
24	He thought about _____. He wondered	QUIT
25	what they _____ to him. What could they do to him?	DO
“Holes” Louis Sachar		

## TASK 6

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

19	The moonlight, _____ down through the great thorn bush, threw sapphire highlights off the hard, black polish of the six-inch body and glinted palely on the moist white	GLITTER
20	sting which protruded from the _____ segment of the tail, now curved over parallel with the scorpion's flat back.	LATE
21	Slowly the sting _____ home into its sheath and the nerves in the poison sac at its base relaxed. The scorpion had decided. Greed	SLIDE
22	_____ over fear. Twelve inches away, at the bottom of a sharp slope of sand, the small beetle was concerned	WIN
23	only with trudging on towards _____	GOOD
24	pastures than he _____ under the thorn bush, and the swift rush of the scorpion down	FIND
25	the slope gave him no time _____ his wings.	OPEN

*"Diamonds Are Forever" Ian Flemming*

## TASK 7

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

19	The only person for whom the house was in any way special _____ Arthur Dent, and that was only because it happened to be	BE
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20	the one he lived in. He _____ in it for	LIVE
21	about three years, ever since he had moved	HE
	out of London because it made _____	
22	nervous and irritable. He was about thirty	HE
	as well, dark haired and never quite at ease	
	with _____. The thing that worried	
23	him most was the fact that people always used	ASK
	_____ him what he was looking so wor-	
24	ried about. He worked in local radio which	HE
25	he always told _____ friends was a lot	INTERESTING
	_____ than they probably thought. It	
	was, too — most of his friends worked in ad-	
	vertising.	
	<i>"The Hitch Hiker's Guide to the Galaxy"</i> <i>Douglas Adams</i>	

## TASK 8

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

19	Stanley had to remove his clothes in front of Mr. Sir, who made sure he wasn't hiding anything. Then he _____ two sets of clothes and a towel. Each set consisted of a long-sleeve orange jumpsuit, an orange T-shirt, and yellow _____.	GIVE
20	Stanley wasn't sure if they _____ yellow originally. Stanley got	SOCK
21	dressed. The clothes smelled like soap.	BE
	Mr. Sir told him he should wear one set to work in and one set for relaxation. He added that laundry _____ every three days.	
22	On that day his work clothes would be washed. "You are to dig one hole each day, including Saturdays and Sundays. Each hole must be five feet deep, and five feet across in every	DO

23	direction. Breakfast _____ at 4:30.” Stanley must have looked surprised, because Mr. Sir went on to explain that they started early to avoid the _____ part of the day.	SERVE
24	“No one is going to baby-sit you,” he added.	HOT
25	“The _____ it takes you to dig, the longer you will be out in the sun.” <i>“Holes” Louis Sachar</i>	LONG

## TASK 9

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

19	My name is Wilson Lewis, and this is the story of a wedding. It is also the story of my marriage, but despite the thirty years that Jane and I _____ together, I suppose I should begin by admitting that others know far more about marriage than I. A man can learn nothing by asking my advice. In the course of my marriage, I've been selfish and stubborn and as ignorant as a goldfish, and it _____ me to realize this about myself.	SPEND
20	While this may strike some as a feat not worth _____, you should know that there was a time when I was certain that my wife didn't feel the same way about me. Of course, all marriages go through ups and downs, and I believe this is the natural consequence of couples that choose to stay together over the long haul. Between us, my wife and I have lived through the deaths of both of my parents and one of _____, and the illness of her father. We _____ four times, and though	PAIN
21		MENTION
22		SHE
23		MOVE



24	I've been successful in my profession, many sacrifices _____ in order to secure this position. We have three children, and while neither of us would trade the experience of parenthood for the riches of Tutankhamen, the sleepless nights and frequent trips to the hospital when they were infants left both of us exhausted and often overwhelmed. All of those events create their own _____, and when two people live together, the stress flows both ways.	MAKE
25		STRESS
<i>"The Wedding" Nicholas Sparks</i>		

## TASK 10

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19–25, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19–25.

19	After graduating from law school, I'd started as an associate at Ambry and Saxon, for Joshua Tundle had not yet been made partner. He was, like me, an associate, and our offices were across the hall from each other. Originally from Pollocksville — a small hamlet twelve miles south of New Bern — he _____ East Carolina University, and during my first year at the firm, he often asked me how I was adapting to life in a small town. Even in law school, I'd always assumed that I _____ in a large city as my parents had, yet I ended up _____ a job in the town where Jane had been raised. I'd moved here for her, but I can't say I've ever regretted my decision. New Bern _____ ninety miles southeast of Raleigh. New Bern _____ in 1710 by Swiss and Palatine settlers, making it the second _____ town in North Carolina. When I first moved here,	ATTEND
20		WORK
21		ACCEPT
22		LOCATE
23		FOUND
24		OLD

25	<p>a great many of the historic homes were dilapidated and abandoned. This has changed in the last thirty years. One by one, new owners began to restore these residences to their former glory, and nowadays, graceful _____ face the narrow streets, harkening back to a time when people sat outside in the early evenings to catch a stray breeze.</p> <p style="text-align: right;"><i>"The Wedding" Nicholas Sparks</i></p>	PORCH
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## Answer Keys

1.

B4 A. is located B5 B. fifteenth B6 B. smaller B7 C. became B8 C. named B9 B. did not know B10 D. are chewing.

3.

2. sentence, 6. prefix, 8. comma, 10. object.

4.

<i>Part of speech</i>	<i>Definition</i>	<i>Examples</i>
<b>NOUN</b>	b. is a type of word that is usually the name of something such as a person, a place, a thing, a quality or an idea.	f. household
<b>c. ADJECTIVE</b>	is a 'describing' word the main role of which is to give more information about the object.	e. old-fashioned
<b>j. PRONOUN</b>	g. is one of a class of words that serves to replace a noun phrase that has already been or is about to be mentioned in the sentence or context	myself
<b>NUMERAL</b>	a. denotes an abstract number or the order of things in succession	d. thirty
<b>i. VERB</b>	is a type of word that usually denotes an action or a state and is the main part of a sentence.	k. understand
<b>l. ADVERB</b>	h. is a word that changes or qualifies the meaning of a verb, an adjective, other adverb, a clause, a sentence or any other word or phrase.	unfortunately

5.

<i>Noun</i>	<i>Adjective</i>	<i>Pronoun</i>	<i>Numeral</i>	<i>Verb</i>	<i>Adverb</i>
1	9	6	3	4	2
23	12	10	7	5	14
25	13	18	11	8	15
26	16	20	17	21	28
27	19	22	24	33	35
29	30	31	32	34	36

6.

A. A. 11 B. 4 C. 10 D. 6 E. 3 F. 8 G. 5 H. 1 I. 7 J. 9 K. 2

B. 1. (-) 2. (+) 3. (+) 4. (-) 5. (-)

7.

1. parents, years, mountains, medicines, treatments; 2. her; 3. she, it; 4. lovely, therapeutic, useful; 5. more useful; 6. simply, desperately.

8. A.

VERBS	(1)	(3)	(6)	(8)	(9)	(10)	(12)	(13)	(15)	
	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(25)	(26)	
NOUNS		(2)				(14)				
NUMERALS		(5)				(24)				
ADJECTIVES		(7)			(27)			(30)		
PRONOUNS		(28)		(29)		(31)		(32)		(33)
ADVERBS		(4)			(11)			(23)		

9.

A. Morning sun splashed into the room moments before the first notes came from the clock radio. David Shelton, eyes still closed, listened for a few seconds before silently guessing Vivaldi, The Four Seasons, probably the Summer concerto. It was a game he had played nearly every morning for years. Still, the occasions on which he identified a piece correctly were rare enough to warrant a small celebration (*The Sisterhood by Michael Palmer*)

B. 1. Splashed, came, listened, was identified, were; 2. was, were; 3. closed, to warrant, guessing

C. had played

11.

1. teacher; 2. nicely; 3. then; 4. leaf; 5. song.

12.

	NOUN	VERB	ADJECTIVE	ADVERB
use	✓	✓		
match	✓	✓		
form	✓	✓		
sweet	✓		✓	
early			✓	✓

weather	✓	✓	✓	
suit	✓	✓		
fine	✓	✓	✓	✓
store	✓	✓		
act	✓	✓		
present	✓	✓	✓	
ban	✓	✓		
perfect	✓	✓	✓	

15.

1. Noun 2. Verb 3. Adjective 4. Noun 5. Noun 6. Verb 7. Noun 8. Verb 9. Adjective 10. Adverb 11. Noun 12. Verb

16.

A. 1. C. verb 2.A. noun 3. A. noun 4. B. adjective 5. C. verb 6. A. noun 7. A. noun 8. A. noun 9. C. verb 10. C. verb

B. 1. I. named 2. G. lights 3. E. names 4. H. lighter 5. A. danced 6. J. places 7. D. dances 8. C. influences 9. F. are influenced 10. B. am placed

17.

Your answer:

LEAVES

18.

bread, butter, sugar, a coffee, leather, a paper, wood, silver, a crystal, plastic, porcelain, metal, water, air

19.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
1. These nouns refer to things that we can count.	2. These nouns refer to things that we cannot count.
3. These nouns can take either singular or plural form.	5. These nouns do not take «a/an» or a number in front of them.
4. These nouns can be used with «many» and «few».	6. These nouns can be used with «much» and «little».
7. These nouns can be used with «a lot of» and «no».	7. These nouns can be used with «a lot of» and «no».
9. These nouns can be used with «some» and «any».	8. These nouns take only singular form.
10. These nouns take «a/an» or a number in front of them.	9. These nouns can be used with «some» and «any».

## 20.

<i>Human feelings and qualities</i>	<i>Abstract ideas</i>	<i>Substances</i>	<i>Activities</i>
joy	hope	sugar	work
anger	peace	food	help
cruelty	beauty	water	sleep
happiness	death	wine	travel
honesty	fun	salt	shopping
pride	life	blood	swimming

## 21.

1. [NOUN] + -s	a cat – cats
2. [NOUN -s, -ss, -sh, -ch, -tch, -x] + -es	a bus – buses
3. [NOUN (согласная) + -y] → -ies	a fly – flies
4. [NOUN (гласная) + -y] + -s	a day – days
5. [NOUN -o] + -es	a hero – heroes
6. [NOUN -o] + -s	a piano – pianos
7. [NOUN -f/ -fe] → -ves	a wife – wives

## 22.

+ s	+ es	→ ies	→ ves
journey	potato	story	scarf
video	church	lorry	wolf
school	mosquito	party	knife
teacher	box	baby	leaf
kite	class	fairy	calf

## 23.

A. 1. a roof – roofs 2. a play – plays, 3. a book – books, 4. a photo – photos, 5. a brush – brushes.

B. 1. a fox 2. a chief 3. a tray 4. a key, 5. a river

## 24.

<i>Singular form</i>	<i>Plural form</i>
1. box	boxes
2. fox	foxes
3. lock	locks
4. line	lines

<i>Singular form</i>	<i>Plural form</i>
21. chief	chiefs
22. thief	thieves
23. blouse	blouses
24. pan	pans

5. hat	hats
6. life	lives
7. kiss	kisses
8. root	roots
9. zoo	zoos
10. cactus	cactuses
11. mother	mothers
12. half	halves
13. house	houses
14. boot	boots
15. a calf	calves
16. tomato	tomatoes
17. city	cities
18. booth	booths
19. bat	bats
20. hero	heroes

25. shell	shells
26. shelf	shelves
27. key	keys
28. radio	radios
29. tray	trays
30. bench	benches
31. potato	potatoes
32. class	classes
33. address	addresses
34. torch	torches
35. telephone	telephones
36. brother	brothers
37. piano	pianos
38. wolf	wolves
39. brush	brushes
40. ban	bans

**25.**

1. men 2. women 3. feet 4. teeth 5. mice 6. oxen 7. children 8. businessmen  
9. grandchildren 10. geese

**26.**

1. strawberries – strawberries 2. duckes – ducks 3. holidaiies – holidays  
4. trickes – tricks 5. mouses – mice 6. inchs – inches 7. woman – women  
8. bodys– bodies 9. crispes – crisps 10. matchs – matches

**27.**

1. men, 2. man, 3. foot, 4. feet, 5. woman, 6. women, 7. mouse, 8. mice,  
9. tooth, 10. teeth 11. child, 12. children.

**29.**

1. lives, 2. programmes, 3. families, 4. conveniences, 5. men, 6. women,  
7. oxen, 8. sheep, 9. geese, 10. vegetables, 11. potatoes, 12. tomatoes, 13. neigh-  
bours, 14. children, 15. games, 16. radios, 17. flies, 18. grasshoppers, 19. mice,  
20. groceries, 21. businesses, 22. chiefs.

**30.**

Your answer:

MORE DANGEROUS

31.

<i>Степени сравнения образуются при помощи суффиксов</i>	<i>Степени сравнения образуются при помощи наречий</i>	<i>Исключения</i>
clever	wonderful	bad
cheap	interesting	good
tall	expensive	far

32.

<i>Spelling type I</i>	<i>Spelling type II</i>	<i>Spelling type III</i>
close	hot	dry
large	thin	easy
polite	wet	noisy
late	fat	dirty
safe	sad	busy

33.

1. sad, 2. funny, 3. friendly, 4. thin, 5. hot.

34.

1. fashionable	more fashionable	the most fashionable
2. successful	more successful	the most successful
3. terrible	more terrible	the most terrible
4. stressful	more stressful	the most stressful
5. competitive	more competitive	the most competitive
6. nervous	more nervous	the most nervous
7. short	shorter	the shortest
8. simple	simpler	the simplest
9. big	bigger	the biggest
10. funny	funnier	the funniest
11. narrow	narrower	the narrowest
12. modern	more modern	the most modern
13. intelligent	more intelligent	the most intelligent
14. hospitable	more hospitable	the most hospitable
15. old	older/ elder	the oldest/ the eldest
16. easy	easier	the easiest



17. tall	taller	the tallest
18. important	more important	the most important
19. low	lower	the lowest
20. pleasant	more pleasant	the most pleasant
21. hot	hotter	the hottest
22. small	smaller	the smallest
23. friendly	friendlier	the friendliest
24. impersonal	more impersonal	the most impersonal
25. frequent	more frequent	the most frequent
26. fast	faster	the fastest
27. tasty	tastier	the tastiest
28. useful	more useful	the most useful
29. warm	warmer	the warmest
30. high	higher	the highest
31. good	better	the best
32. kind	kinder	the kindest
33. boring	more boring	the most boring
34. bad	worse	the worst
35. neat	neater	the neatest

35.

1. more dishonest, 2. the foggiest, 3. nearest, 4. tiniest, 5. more stunned, 6. highest, 7. more puzzled, 8. softer and quieter, 9. easier, 10. best

36.

A. 1. fonder 2. closer 3. greener 4. best 5. greater 6. better 7. worst 8. mightier 9. weakest 10. louder 11. better

B. A - 8, B - 7, C - 6, D - 2, E - 5, F - 10, G - 11, H - 3, I - 9, J - 4, K - 1.

37.

Your answer:

MYSELF

38.

<i>Personal pronouns</i>	<i>Objective case</i>	<i>Possessive pronouns</i>		<i>Reflexive pronouns</i>
I	me	my	mine	myself
you	you	your	yours	yourself

he	him	his	his	himself
she	her	her	hers	herself
it	it	its	–	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

39.

I	have explained	him	my	decision	and	he	has explained	me	his
You	have explained	them	your	decision	and	they	have explained	you	theirs
He	has explained	me	his	decision	and	I	have explained	him	mine
She	has explained	us	her	decision	and	we	have explained	her	ours
They	have explained	you	their	decision	and	you	have explained	them	yours
We	have explained	her	our	decision	and	she	has explained	us	hers

41.

1. b, 2. a, 3. c, 4. b, 5. d, 6. b, 7. a, 8. c, 9. c, 10. a

42.

1. correct 2. incorrect 3. incorrect 4. correct 5. incorrect 6. correct 7. incorrect  
8. incorrect 9. correct 10. correct

43.

1. their, 2. our, 3. your, 4. their, 5. our, 6. your, 7. us, 8. their, 9. our, 10. your,  
11. their, 12. them, 13. our, 14. your

44.

I. 1. her, 2. her, 3. herself, 4. herself, 5. her, 6. me, 7. you

II. 1. his, 2. her, 3. it, 4. itself, 5. him, 6. his

III. 1. himself, 2. his, 3. his, 4. my, 5. your, 6. themselves

## ADVERB

45.

Your answer:

MORE PATIENTLY

46.

<i>Наречия = прилагательные</i>	<i>Наречия, состоящие из двух и более слогов</i>	<i>Исключения</i>
<i>fast – faster – fastest</i>	<i>quietly – more quietly – most quietly</i>	<i>well – better – best</i>
long	often	badly
hard	terribly	much
deep	seriously	little
easy	happily	far
soon	comfortably	many

## NUMERAL

47.

Your answer:

FIRST

## VERB

49.

1. don't have, 2. can be, 3. show, appears, 4. tend, 5. filled, placed, 6. makes, finds, 7. are located, 8. can take up, 9. suffered, became unable, 10. may make

53.

1. Gerund 2. Present Participle 3. Gerund 4. Present Participle 5. Present Participle 6. Gerund 7. Present Participle 8. Present Participle 9. Present Participle 10. Present Participle

54.

1. playing 2. finding 3. stolen 4. left 5. travelling 6. impressed 7. driving 8. required 9. damaged 10. cutting

55.

Your answer:

TO SAVE

57.

Your answer:

TO CAPTURE

58.

1. i, 2. g, 3. a, 4. d, 5. j, 6. h, 7. c, 8. b, 9. e, 10. f

59.

Your answer:

TO VISIT

**60.**

1. It was a pleasure to walk in the garden.
2. He is ready to go there.
3. Peter was clever not to trust her.
4. I was surprised to hear that Steven won the competition.
5. It is his decision to start his own business.
6. It is important to get to the airport on time.
7. He is reluctant to help.
8. I am happy to hear it.
9. It was difficult to refuse his request.
10. Her mind was so nimble and she was so quick to learn.

**61.**

Your answer:

TO MEET

**62.**

1. He was too young to give me a wise advice.
2. He is clever enough to understand my explanation at once.
3. He's strong enough to carry that bag.
4. He's too weak to lift that box.
5. He is too young to vote.
6. The subject is too difficult for me to understand.
7. The weather is not warm enough to go swimming.
8. This task isn't easy enough for the children to do.
9. The rooms are too cold for children to sleep in.
10. The boy isn't tall enough to climb the tree.

**63.**

Your answer:

TO TAKE

**65.**

Your answer:

TO COME

**68.**

Your answer:

TO BE CARRIED

**69.**

Your answer:

READING

**70.**

1. Playing basketball takes up too much of her time.
2. Gardening in the summertime is a challenge because of the heat.
3. Speaking a foreign language is a very useful thing.
4. Collecting stamps is a popular hobby.
5. I have received several awards for my dancing.

6. Eating ice cream on a hot day can be a good way to cool off.

7. Waking up early is always difficult.

8. Volunteering at the hospital is just one of her activities.

9. Complaining won't help.

10. Surfing is one of life's great pleasures.

**71.**

Your answer:

**FALLING**

**72.**

1. g, 2. d, 3. b, 4. j, 5. e, 6. i, 7. h, 8. f, 9. a, 10. c.

**73.**

Your answer:

**SPENDING**

**74.**

1. cooking, 2. touring, 3. listening, 4. waiting, 5. setting, 6. learning, 7. keeping, 8. forcing, 9. getting, 10. living

**78.**

mind → DOING

promise → TO DO

deny → DOING

forgive → DOING

without → DOING

what → TO DO

used → TO DO

decide → TO DO

suggest → DOING

refuse → TO DO

would love → TO DO

be seen → TO DO

it's no use → DOING

agree → TO DO

would like → TO DO

risk → DOING

be used to → DOING

object to → DOING

it's worth → DOING

**79.**

(1) squelching, (2) eating, (3) doing, (4) flickering, (5) to make, (6) to speak, (7) to answer

**75.**

Your answer:

**DANCING**

83.

1. divided, 2. bearing, 3. barking, 4. earned, 5. sleeping, 6. bitten, 7. served, 8. shared, 9. done, 10. forbidden, 11. watched, 12. sinking, 13. living, 14. coming, 15. smiling, 16. needed

84.

1. to know, 2. to sell, 3. ignoring, 4. to boast, 5. to find, 6. telling, 7. ignoring, 8. to buy, 9. rattling, 10. to get, 11. grinning

85.

1. pointing, 2. echoing, 3. to watch, 4. to disassemble, 5. to illuminate, 6. leaning

86.

1. finding, 2. to cope, 3. left, 4. to announce, 5. to add

88.

Your answer:

WERE STRUCK

89.

A.

	<i>Present Simple Passive</i>	<i>Past Simple Passive</i>	<i>Future Simple Passive</i>	<i>Present Perfect Passive</i>	<i>Present Continuous Passive</i>
The soup	is cooked.	was cooked.	will be cooked.	has been cooked.	is being cooked.
The exercises	are done.	were done.	will be done.	have been done.	are being done.
Grammar rules	are taught.	were taught.	will be taught.	have been taught.	are being taught.
The house	is painted.	was painted.	will be painted.	has been painted.	is being painted.
The car	is repaired.	was repaired.	will be repaired.	has been repaired.	is being repaired.
The letter	is written.	was written.	will be written.	has been written.	is being written.
I	am asked.	was asked.	will be asked.	have been asked.	am being asked.
The photos	are taken.	were taken.	will be taken.	have been taken.	are being taken.
We	are helped.	were helped.	will be helped.	have been helped.	are being helped.
The building	is constructed	was constructed.	will be constructed.	has been constructed.	is being constructed.

B. 1. will be done 2. have been taught 3. was painted 4. is repaired 5. is being written 6. was asked 7. are being taken 8. have been helped 9. will be constructed 10. is being cooked

**90.**

Your answer:

**WILL BE GIVEN**

**91.**

1. has been learnt, 2. has been forgotten, 3. is found, 4. is forgotten, 5. have been written, 6. has been broken, 7. is written, 8. are suspected, 9. are not made, 10. was asked

**92.**

B. 1. A. will see, 2. C. have been married, 3. B. have been asked, 4. C. have lived, 5. B. have loved, 6. A. is limited

**93.**

B.

<i>Grammar tenses describing PRESENT and FUTURE</i>	<i>Grammar tenses describing PAST</i>
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect Continuous	Past Perfect
Future Simple	
Future Continuous	
Future Perfect	

**94.**

1. Present Simple	4. Past Simple
2. Present Perfect	5. Past Perfect
3. Present Continuous	6. Past Continuous

**95.**

1. was telling, 2. has advised, 3. found, 4. pushed, 5. was running, 6. had left, 7. noticed, 8. had touched, 9. uncovered, 10. have done

**96.**

1. writes wrote
2. are written
3. wrote
4. were written
5. will write
6. will be written
7. is writing

8. are being written
9. was writing
10. were being written
11. will be writing
12. has written
13. have been written
14. had written
15. had been written
16. will have written
17. has been writing

**97.**

	<i>She</i>	<i>They</i>	<i>I</i>	<i>He</i>	<i>We</i>
<i>Present Simple</i>	draws	prepare	decorate	repairs	wait
<i>Past Simple</i>	drew	prepared	decorated	repaired	waited
<i>Future Simple</i>	will draw	will prepare	will decorate	will repair	will wait
<i>Present Continuous</i>	is drawing	are preparing	am decorating	is repairing	are waiting
<i>Past Continuous</i>	was drawing	were preparing	was decorating	was repairing	were waiting
<i>Future Continuous</i>	will be drawing	will be preparing	will be decorating	will be repairing	will be waiting
<i>Present Perfect</i>	has drawn	have prepared	have decorated	has repaired	have waited
<i>Past Perfect</i>	had drawn	had prepared	had decorated	had repaired	had waited
<i>Future Perfect</i>	will have drawn	will have prepared	will have decorated	will have repaired	will have waited
<i>Present Perfect Continuous</i>	has been drawing	have been preparing	have been decorating	has been repairing	have been waiting

**98.**

Your answer:

WAS HAVING



99.

B.

<i>Present Simple</i>	Every day, seldom, often
<i>Present Continuous</i>	Now, at the moment
<i>Present Perfect</i>	Already, since, just
<i>Present Perfect Continuous</i>	For, since

100.

1. I sometimes go to the cinema.	постоянное и регулярное действие
2. She has been learning English for 5 years.	акцент на продолжительности
3. You are always interrupting me.	действие или привычка, которые совершаются слишком часто и вызывают раздражение.
4. I've never seen such a beautiful picture before.	акцент на опыт человека
5. Thomas passes to Mario and Mario scores the goal.	спортивные комментарии, обзоры, повествования
6. I have seen this film 5 times.	акцент на количестве раз при описании действия
7. He is writing a book now.	действие в процессе, происходящее в момент речи или в настоящий период времени, хотя и не обязательно в момент речи
8. I am working as a waiter now.	действие, которое носит временный характер
9. After work I come home, have supper and watch TV.	перечисление действий в настоящем
10. He has been playing football that's why he is so dirty.	длительное действие, которое завершилось в недавнем прошлом, результат которого представлен в настоящем
11. The train arrives at 7.45 tomorrow.	расписания и программы (со значением будущего)
12. The earth goes round the sun.	законы природы
13. I have passed my exams.	при описании действия не важно, когда оно было совершено, а важен его результат
14. Her English is improving.	изменение ситуации, её развитие

15. She's just cooked dinner.	акцент на только что завершённом действии
16. I'm going to Paris next Monday.	планы на ближайшее будущее

102.

Your answer:

AM TELLING

103.

Your answer:

HAVE ALREADY TAUGHT

104.

Your answer:

HAVE BEEN THINKING

105.

Your answer:

HATES

106.

1. contain, 2. possess, 3. belong, 4. see, 5. remember, 6. hear, 7. expect, 8. hate, 9. suppose, 10. taste

107.

1. am sitting, 2. is, 3. have chosen, 4. doesn't make, 5. have read, 6. sees, 7. goes, 8. says

108.

B.

<i>Past Simple</i>	yesterday, last summer, two days ago, when
<i>Past Continuous</i>	while, at 5 o'clock yesterday, the whole morning yesterday, when
<i>Past Perfect</i>	by the time, by six o'clock on Sunday, when, already
<i>Past Perfect Continuous</i>	for a week

109.

1. She bought a new dress yesterday.	(точные, обычные) действия, произошедшие в ПРОШЛОМ
2. He used to visit his aunt once a week last year.	повторяющиеся действия в прошлом
3. Shakespeare died on 23 April 1616.	общеизвестные факты в прошлом
4. She wrote a long letter, sealed it, put a stamp on the envelope and posted it.	последовательные действия в прошлом
5. They were writing an essay at 5 o'clock yesterday.	действие в ПРОЦЕССЕ, происходящее в определённый момент в прошлом

6. While the parents were sunbathing, the children were building sandcastles.	одновременно происходящие действия в прошлом
7. When he was having breakfast the telephone rang.	действие в процессе в прошлом, которое прерывается другим (точечным) действием в прошлом
8. It was raining heavily. A strong wind was blowing.	фон событий при повествовании
9. He had come by 10 o'clock yesterday.	действие, которое закончилось до определённого момента или другого действия в прошлом (ПРЕДШЕСТВОВАНИЕ)
10. She was happy because she had passed her exam.	результат действия, которое закончилось к определённом моменту в прошлом
11. She had been doing her homework for half an hour when her granny came.	действие, которое началось до определённого момента в прошлом и продолжается до определённого момента повествования (акцент на ПРОДОЛЖИТЕЛЬНОСТИ)

## 110.

VERB	PAST SIMPLE	PAST PARTICIPLE	ПЕРЕВОД
be	was were	been	быть
beat	beat	beaten	бить
become	became	become	становиться
begin	began	begun	начинать
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
burn	burnt	burnt	гореть
buy	bought	bought	покупать
catch	caught	caught	ловить, хватать, успеть
choose	chose	chosen	выбирать
come	came	come	приходить

<i>VERB</i>	<i>PAST SIMPLE</i>	<i>PAST PARTICIPLE</i>	<i>ПЕРЕВОД</i>
cost	cost	cost	стоять
cut	cut	cut	резать
do	did	done	делать
draw	drew	drawn	рисовать, тащить
dream	dreamt	dreamt	мечтать, дремать
drink	drank	drunk	пить
drive	drove	driven	водить
eat	ate	eaten	есть
fall	fell	fallen	падать
feed	fed	fed	кормить
feel	felt	felt	чувствовать
fight	fought	fought	бороться
find	found	found	находить
fly	flew	flown	летать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать
get	got	got	получать
give	gave	given	давать
go	went	gone	идти
grow	grew	grown	расти
have	had	had	иметь
hear	heard	heard	слышать
hide	hid	hidden	прятать
hold	held	held	держать
hurt	hurt	hurt	ушибить
keep	kept	kept	содержать
know	knew	known	знать
lay	laid	laid	класть
lead	led	led	вести
learn	learnt	learnt	учить
leave	left	left	оставлять
lie	lay	lain	лежать

<i>VERB</i>	<i>PAST SIMPLE</i>	<i>PAST PARTICIPLE</i>	<i>ПЕРЕВОД</i>
lose	lost	lost	терять
make	made	made	производить
mean	meant	meant	значить
meet	met	met	встречать
mistake	mistook	mistaken	ошибаться
pay	paid	paid	платить
put	put	put	положить
read	read	read	читать
ride	rode	ridden	ездить верхом
ring	rang	rung	звенеть
rise	rose	risen	подниматься
run	ran	run	бежать
say	said	said	говорить
see	saw	seen	видеть
sell	sold	sold	продавать
send	sent	sent	посылать
set	set	set	ставить
shake	shook	shaken	встряхивать
show	showed	shown	показывать
sing	sang	sung	петь
sit	sat	sat	сидеть
sleep	slept	slept	спать
speak	spoke	spoken	говорить
spend	spent	spent	тратить
stand	stood	stood	стоять
steal	stole	stolen	красть
swim	swam	swum	плавать
take	took	taken	брать, взять
teach	taught	taught	учить
tell	told	told	рассказывать
think	thought	thought	думать
throw	threw	thrown	бросать

VERB	PAST SIMPLE	PAST PARTICIPLE	ПЕРЕВОД
understand	understood	understood	понимать
wake	woke	woken	просыпаться
wear	wore	worn	носить (одежду)
win	won	won	выигрывать
write	wrote	written	писать

111.

<i>buy → bought</i>	<i>break → broke, broken</i>	<i>cost → cost, cost</i>
<i>catch → caught</i>	<i>choose → chose, chosen</i>	<i>cut → cut, cut</i>
<i>seek → sought</i>	<i>freeze → froze, frozen</i>	<i>hurt → hurt, hurt</i>
<i>teach → taught</i>	<i>speak → spoke, spoken</i>	<i>put → put, put</i>
<i>think → thought</i>	<i>steal → stole, stolen</i>	<i>set → set, set</i>

112.

Your answer:

HAD DEPARTED

113.

Your answer:

WERE HAVING

114.

Your answer:

LOCKED

115.

Your answer:

HAD BEEN TALKING

116.

I.

1. was blowing 2. had arrived 3. found 4. were descending 5. realized 6. had packed  
7. had not told 8. was 9. did not want

II.

1. was sitting 2. contained 3. had given 4. had tried 5. used 6. tried 7. had fallen  
8. was wearing 9. could not 10. had been

III.

1. stopped 2. entered 3. was 4. were buzzing 5. made 6. spread 7. had dropped  
8. slid

118.

Your answer:

WILL HEAR

**119.**

1 attended, 2. found, 3. believe, 4. will provide, 5. will expand, 6. will deliver, 7. will become, 8. will help, 9. will facilitate, 10. will depend, 11. will bring

**120.**

Your answer:

READ

**121.**

1. stops, won't go; 2. will be made, know; 3. finish; will go out 4. will move, finds; 5. go, will book; 6. prepares, will invite; 7. will buy, saves; 8. will go, is; 9. will go, is; 10. will wait, explains.

**122.**

1. arrives, 2. simmers, 3. recognised, 4. switched, 5. lit, 6. had trained, 7. kept, 8. saw

**124.**

Your answer:

FELL

**125.**

Your answer:

WOULD BE

**126.**

1. had been killed, 2. will disappear, 3. came, 4. would go

**127.**

Your answer:

WOULD HAVE

**128.**

Your answer:

HAD GIVEN

### Grammar Practice Tasks: 19–25

Task	19	20	21	22	23	24	25
1	him	balancing	to spell	greater	are not supposed	are lying	taking
2	ours	gave	have done	last	waiting	presses	its
3	had planned	us	earliest	were	would build	finer	fishing
4	huddled	sheep	louder	speaking	cried	had run	her
5	was driven	lunches	first	took	hotter	quitting	would do

6	glittering	last	slid	had won	better	had found	to open
7	was	had lived	him	himself	to ask	his	more interesting
8	was given	socks	had been	was done	is served	hottest	longer
9	have spent	pains	mentioning	hers	have moved	were made	stresses
10	had attended	would work	accepting	is located	was founded	oldest	porches





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