

А. Ягудена



Английский язык

Готовимся к ОГЭ



ФЕНИКС

Серия «Большая перемен»

А. Ягудена

АНГЛИЙСКИЙ ЯЗЫК

ГОТОВИМСЯ К ОГЭ

Ростов-на-Дону
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Главной целью настоящей книги является пошаговая подготовка старшеклассников к сдаче Основного государственного экзамена по английскому языку, включая систематизацию английской грамматики, стратегии чтения и написания личного письма. Книга состоит из трех разделов: чтение, письмо и грамматика и лексика. В каждом из этих разделов содержится как теоретический материал, изложенный в доступной и четко структурированной форме, так и практическая часть, включающая типовые задания, а также методические рекомендации по их выполнению и ответы. Все тренировочные задания соответствуют демоверсии, утвержденной в 2016 году.

Предлагаемый курс ориентирован на учащихся старших классов общеобразовательных школ, гимназий и лицеев, а также будет полезен для самостоятельного изучения. Кроме того, пособие может заинтересовать участников олимпиад, преподавателей и репетиторов.

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Вступление

Как однажды отметила легендарная спортсменка Бэйб Дидриксон Захариас: «Формула успеха проста: практика и концентрация; затем еще больше практики и концентрации». Если вдуматься в смысл этого высказывания, то можно сделать вывод, что залог успеха любой деятельности состоит в ежедневной практике и работе над собой. Подобным же образом дело обстоит и с практикой выполнения тестовых заданий по английскому языку.

Настоящее издание состоит из трех разделов: «Чтение», «Грамматика и лексика» и «Письмо». После теоретической части каждого из этих разделов предлагаются практические тесты, соответствующие демоверсии, утвержденной в 2016 году.

В первом разделе вы познакомитесь со стратегиями чтения, методическими рекомендациями по выполнению типовых заданий и практическими тестами. После каждого теста вы найдете правильные ответы. В данной главе вам встретится множество аутентичных текстов различной тематической направленности, что позволит значительно расширить словарный запас, а также сформировать умение выделять тему и основную мысль текстов.

Второй раздел посвящен грамматике и лексике. Весь учебный материал, представленный в данной книге, изложен в доступной для учащихся форме и сопровождается множеством примеров и наглядных таблиц. В данном разделе освещены такие темы, как «Предлоги», «Страдательный залог», «Фразовые глаголы», «Словообразование», «Видовременные формы глаголы» и другие. За теоретической частью последуют типичные практические тесты для повторения и закрепления учебного материала. Все предлагаемые тексты являются аутентичными и взяты из англоязычных источников.

Третий раздел посвящен стратегиям написания личных писем. Учащимся будут предложены шаблоны писем, включающие фразы-клише и общепринятые формы вежливости. Будет также детально описана структура составления писем, включая рекомендации по оформлению адреса, написанию обращения, вступительной и заключительной части. Кроме того, в данном разделе книги вы найдете самые распространенные выражения и вводные фразы. После изучения теоретической части учащимся для выполнения будут предложены практические тесты с детальными ответами.

В приложении вы найдете список наиболее употребляемых неправильных глаголов с переводом.

ЧАСТЬ I. ЧТЕНИЕ

“The best advice I ever got was that knowledge is power and to keep reading.”

David Bailey

Предлагаемый раздел книги посвящен стратегиям чтения. Все тексты, представленные в данной книге, являются аутентичными, то есть написанными носителями языка. А это значит, что их главной задачей является погружение учащихся в языковую среду, развитие догадки и проникновение в содержание и суть. Учащимся предстоит работа с текстами различных стилей, что усовершенствует навыки чтения и понимания смысла, расширит словарный запас, а также поможет разобраться в основных видах чтения. В данной книге вы найдете множество статей, взятых из англоязычных источников, таких как газеты, журналы, энциклопедии, а также короткие адаптированные рассказы популярных авторов.

Итак, на первый взгляд задания, направленные на проверку навыков чтения, могут показаться учащимся самыми простыми. Однако на самом деле при их выполнении многие ученики допускают ряд ошибок, поскольку не владеют техникой правильного чтения и не умеют различать его основные виды. Как показывает практика, главным камнем преткновения для учеников является незнакомая лексика. Вместо того чтобы попытаться понять основную мысль текста и сосредоточиться на содержании, учащиеся впадают в панику, выписывают без разбора новые слова и начинают искать их значение в словаре, не опираясь при этом на контекст. В результате из-за многозначности слов учащиеся теряют основную суть высказывания и допускают серьезные ошибки при выполнении заданий. Итак, давайте рассмотрим основные виды чтения, с которыми вам придется столкнуться при выполнении заданий на ОГЭ.

1) Ознакомительное чтение (skimming).

Ознакомительное чтение — это выборочное беглое чтение самых важных частей текста с пониманием основной идеи. При ознакомительном чтении следует обратить особое внимание на ор-

ганизацию текста (заголовков, введение, параграфы, заключение) и выделить ключевые слова. Для получения обобщающей информации и понимания основной идеи текста рекомендуется просмотр первых и последних предложений каждого параграфа, а также более внимательное прочтение введения и заключения.

2) Поисковое чтение (scanning).

Поисковое чтение — это беглое чтение с целью выяснения конкретной информации, такой как даты, имен, названий, времени и т.д. Так, к примеру, для поиска номера в телефонной книге или результатов экзамена в информационном табло мы применяем поисковое чтение, при котором важными являются лишь ключевые слова, а не весь текст в целом.

3) Изучающее чтение (reading for detail).

Изучающее чтение — это чтение с полным пониманием прочитанного текста, запоминание фактов. При выполнении задания учащимся понадобится анализ текста, его переосмысление и выводы.

Теперь давайте сформулируем основные стратегии чтения, которые помогут учащимся правильно распределить время на выполнение заданий.

1) При чтении старайтесь уловить главную мысль текста.

2) Выделите ключевые слова.

3) Не заикливайтесь на незнакомых словах.

4) При прочтении обращайтесь особое внимание на организацию текста: первые и последние предложения абзаца, а также на заголовков и заключение.

5) Прочитав абзац, постарайтесь сформулировать его основное содержание одним предложением.

Рассмотрим пример.

Brazil's moderate temperatures make the climate pleasant. Winter temperatures drop as low as 12°C at night and reach about 26°C during the day. Summer temperatures average from 18°C to 29°C. Average relative humidity varies from 50% to 70% during the summer's rainy season. Rainfall averages 60 inches annually, falling mostly between October and April. During this period, mildew is sometimes a problem. During the rainy season, flash storms bring several inches of rain in a short time. It rains in the morning or afternoon, followed by clear skies.

Brazil has spectacular sunrises; the sunsets are equally breathtaking. The dry season, from April to September, has little or no rainfall, with humidity as low as 10%. Days are warm but nights are cool.

Итак, возможно, при прочтении текста вам встретились малознакомые слова: *humidity, mildew, flash storm*. Но согласитесь, их незнание никак не отразилось на главной мысли текста. Уже прочитав первое и последнее предложение, можно догадаться, о чем пойдет речь в данном отрывке — о климате. Бегло просмотрев текст, мы еще раз убеждаемся в правильности нашего предположения. Температура, месяцы, дожди — это и есть ключевые слова. И даже если бы в тексте мы не нашли самого слова «климат», то по этим вспомогательным словам мы легко смогли бы вычленить основную идею и озаглавить текст.

Практические тесты

Тест 1

Прочитайте тексты и установите соответствия между текстами и их заголовками: к каждому тексту, обозначенному буквами А–G, подберите соответствующий заголовок, обозначенный цифрами 1–8. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

- 1) **Travel, Tourism and Recreation**
- 2) **Government**
- 3) **Entertainment**
- 4) **Climate**
- 5) **Education**
- 6) **Food**
- 7) **Sports**
- 8) **Supplies and Services**

A. The American School, EARJ, is a coeducational school offering a U.S. curriculum from pre-school through grade 12, including the International Baccalaureate degree. The first semester begins in early August and runs to mid-December; the second term runs from early February to mid-June. Extracurricular activities are at an extra expense. Classes are 5 days weekly, from 8:00 a.m. to 2:30 p.m., in a modern, hillside complex of 9 interconnected buildings. Full cafeteria facilities are available; extracurricular activities are similar to those in U.S. schools. School buses serve most residential areas.

B. The Federative Republic of Brazil is a constitutional republic composed of 26 states and the Federal District. The constitution of October 1988 established a strong presidential system. The president and vice president are elected to four-year terms and can be reelected once. Voting is compulsory between the ages of 18 and 70 and optional for persons over 70, and those between 16 and 18 years of age. The Congress consists of the Senate and the Chamber of Deputies. The Senate has 81 members, 3 for each state plus the Federal District. Senators serve for eight-year terms, with half the members retiring every four years. The 513 deputies are elected for four-year terms by a system of

proportional representation in the states, territories, and Federal District.

C. Rio de Janeiro is one of the leading tourist meccas in South America. Notable sights include Sugar Loaf Mountain, with its cable car; the Corcovado, with its statue of Christ the Redeemer; Copacabana Beach, with its mosaic sidewalks; and the Botanical Gardens. Large numbers of visitors are also drawn to the churches of Bahia; and the colorful Amazon Valley cities of Belem and Manaus. Brazil is also famous for its vibrant celebrations of Carnival, especially in Rio de Janeiro; neighborhood samba groups rehearse all year for this occasion. Ecotourism attracts growing numbers of visitors to the world's largest rain forest in the North, the Iguacu Falls in the South, and the Mato Grosso wetlands in the Central West region.

D. Brazil's moderate temperatures make the climate pleasant. Winter temperatures drop as low as 12°C at night and reach about 26 °C during the day. Summer temperatures average from 18 °C to 29 °C. Average relative humidity varies from 50% to 70% during the summer's rainy season. Rainfall averages 60 inches annually, falling mostly between October and April. During this period, mildew is sometimes a problem. During the rainy season, flash storms bring several inches of rain in a short time. It rains in the morning or afternoon, followed by clear skies. Brazil has spectacular sunrises; the sunsets are equally breathtaking. The dry season, from April to September, has little or no rainfall, with humidity as low as 10%. Days are warm, but nights are cool.

E. Brazil has several well-stocked, large supermarkets. Vegetables and fruits are in good supply. Tropical fruits such as papaya, pineapple, mango, passion fruit, Chinese gooseberry, and even more exotic fruits are available seasonally. Other fruits such as strawberries, apples, grapes, pears, peaches and nectarines are imported. They can also be purchased in small shops, Japanese markets, or from large, open, suburban markets where fruits and vegetables are fresher, cheaper, and found in greater quantity and variety. Frozen meats and prepared foods are available. Beef filet, chicken, and fresh pork are excellent. Lamb is also available. Dairy products, such as butter, cream, yogurt, and cheese, are available in grocery stores, cheese stores, health food stores, delicatessens, and bakeries.

F. Dinner parties, cookouts and casual buffets are a popular form of home entertainment. The American Women's Club International (AWCI) organizes monthly meetings with speakers on various topics. Weekly and monthly AWCI activity groups meet to enjoy such things as tennis, bridge, playgroup, Portuguese conversation and social services work, to name just a few. The AWCI book clubs buy a wide selection of current bestsellers with membership fees. Besides, Brazil has many movie theaters. Most films are American originals with Portuguese subtitles. The National Theater presents concerts and occasionally has ballet or other dance performances. The circus comes to town once a year, as do various foreign performers. Brazil has some nightclubs; most have dancing, some have floor shows. Outdoor cafes featuring drinks and snacks are popular evening meeting places.

G. The main recreational activities relate to the beach. Games of soccer, volleyball and that incredible combination of the two, "foot volley", seem to be going on 24 hours of the day. On Sundays and holidays, half of the primary beach avenue is closed to normal traffic to the great enjoyment of walkers, joggers, and cyclists. Rio's extensive beaches are popular for swimming, boogie boarding, and surfing but one must be alert to regular health warnings and avoid dangerous levels of water pollution. The advisability of beach swimming is published daily in the local newspapers. Strong undertow is also a common hazard. Many people with their own transportation travel to cleaner, less heavily populated beaches south of the city.

www.encyclopedia.com

Запишите в таблицу выбранные цифры под соответствующими буквами.

| Текст | A | B | C | D | E | F | G |
|-----------|---|---|---|---|---|---|---|
| Заголовок | | | | | | | |

Ключи: A5; B2; C1; D4; E6; F3; G7.

Прочитайте текст. Определите, какие из приведенных утверждений 10–17 соответствуют содержанию текста (1 — True), какие не соответствуют (F — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). В поле ответа запишите одну цифру, которая соответствует номеру правильного ответа.

The Great Fire of London (by Ben Johnson)

Mention "The Great Fire of London" and most people think of the 1666 disaster when, although a great many buildings were destroyed and the fire raged for days, relatively few people died.

London has however experienced many great fires, some with much higher death tolls than that of 1666. Boudica and the Iceni razed the city to the ground in 60AD and there were the two notable fires in 675 and 989. St Paul's Cathedral was burnt to the ground during the fire of 1087. In 1135 London Bridge was destroyed by flames and was rebuilt in stone. In 1794 there was the Ratcliffe Fire and then as late as 1861 there was the Tooley Street Fire. Fires were a relatively common occurrence, particularly in medieval and Tudor London. Houses were largely constructed from wood and pitch and were crowded together, side by side with commerce and manufacturing. There was no organized fire brigade in the capital at this time: leather buckets and water squirts were used to fight fires but usually to little effect.

The fire of 1212, also known as the Great Fire of Southwark, started south of the Thames in Southwark sometime between the 10th and 12th July 1212. Southwark's cathedral church of St Mary Overie, also known as Our Lady of the Canons, was completely destroyed along with most of Borough High Street. The blaze then reached London Bridge. High winds fed the fire and red hot cinders were blown across the river, causing the wooden buildings with their straw roofs at the northern end of the bridge to also catch fire. The fire then spread into the City of London. However, the greatest loss of life occurred on London Bridge itself. People fleeing from the fire in Southwark converged with people coming from the northern side of the river to help. But everyone on the bridge was now trapped as the fire had spread to both sides of the river. King John had approved the construction of wooden shops and houses on the bridge and soon these were also on fire. Those on the bridge who weren't killed by the flames either jumped and drowned in the river, or were crushed as they tried to board overloaded rescue boats.

It is uncertain how many people died in the fire. An account written in 1603 by John Stow gives the number of casualties as over 3,000. However, most modern historians think this is an exaggeration as at the time, the whole population of London was no more than 50,000.

The earliest account of the 1212 fire appears in the “Book on Ancient Laws”, written in 1274: “In this year was the Great Fire of Southwark, and it burned the church of St Mary, as also the Bridge, with the chapel there, and the great part of the city.” As London Bridge was built of stone, it survived the fire but the damage was so great that for years afterwards it was only partly usable.

The online history magazine www.historicuk.com

10) Many people were burnt to death during the Great Fire of London in 1666.

1) True 2) False 3) Not stated

Ответ: _____

11) London has the highest fire death rate of any industrialized country.

1) True 2) False 3) Not stated

Ответ: _____

12) Fires were a frequent occurrence, particularly in medieval and Tudor London.

1) True 2) False 3) Not state

Ответ: _____

13) London Bridge was destroyed by hurricane in 1135.

1) True 2) False 3) Not stated

14) During the Great Fire of Southwark the greatest loss of life occurred on London Bridge.

1) True 2) False 3) Not stated

Ответ: _____

15) Until 1905 Southwark Cathedral was the parish church of St Savior.

1) True 2) False 3) Not stated

Ответ: _____

16) Over 50,000 people died in the Great Fire of London.

1) True 2) False 3) Not stated

Ответ: _____

17) The Great Fire started in a bakery in Pudding Lane.

1) True 2) False 3) Not stated

Ответ: _____

Ключи: 2; 2; 1; 2; 1; 3; 2; 3.

Тест 2

Прочитайте тексты и установите соответствия между текстами и их заголовками: к каждому тексту, обозначенному буквами А–G, подберите соответствующий заголовок, обозначенный цифрами 1–8. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

- 1) **Oxford University Colleges**
- 2) **College Scholarships**
- 3) **Careers**
- 4) **Famous Oxford People**
- 5) **Languages**
- 6) **Living costs**
- 7) **History and Introduction**
- 8) **Living in Oxford**

A. As the oldest university in the English-speaking world, Oxford is a unique and historic institution. There is no clear date of foundation, but teaching existed at Oxford in some form in 1096 and developed rapidly from 1167, when Henry II banned English students from attending the University of Paris.

B. Widely considered one of the finest poets currently writing in the English language, Sir Geoffrey Hill has won numerous awards for his work, and is a Fellow of the Royal Society of Literature and the American Academy of Arts and Sciences. Professor Hill's work, both poetry and prose, is studied in English departments across the world, and his powerful and intricate poetic voice has won him both critical praise and a wide audience. A graduate of Oxford, Hill read English at Keble College and his much honored career as a poet has been accompanied by a series of academic posts at Bristol, Leeds, Cambridge and Boston University.

C. Oxford University is made up of more than 30 different colleges. Colleges are academic communities, where students usually have their tutorials. Each one has its own dining hall, bar, common room and library, and lots of college groups and societies. All undergraduate students at Oxford become members of a particular college, and of the whole University. Your lectures, assessment, and any practical work will be organized by the academic department who run your course,

while your college will organize your tutorials and provide you with accommodation and other facilities.

D. Nearly all of Oxford's colleges offer funding for graduate students, and these scholarships can cover a variety of expenses, such as accommodation, fees or a grant for living expenses. College scholarships are often offered in conjunction with a department or other fund, such as the Clarendon-college scholarships and the Research Council-college partnership awards. Most college scholarships do not require a special application; unless stated otherwise, all candidates accepted by the college who meet the criteria for the award are considered. It is worth taking the time to research what college scholarships are available as this may be a factor that helps you decide whether you express a college preference on your application form when you apply.

E. Oxford's graduates go on to achieve success in a wide variety of fields and are highly regarded across the world thanks to their unique Oxford education. They find success in a wide range of careers after graduation. Oxford alumni include Prime Ministers and international leaders, Nobel Prize and various award winners, business leaders, saints, renowned academics and everything in between. Oxford graduate students are encouraged early on in their course to develop their longer-term career goals and the University is committed to helping them fulfill their personal and professional potential.

F. The University is fully integrated into the compact but lively city of Oxford in a dynamic relationship that has been evolving for over 800 years. Academic departments and colleges sit alongside an array of restaurants, bars, cinemas, theatres, and beautiful green spaces in the center of the city. Oxford is also only 60 miles from London and is a great base for exploring Europe. A range of University-wide services and societies are available to help you settle in, to provide support, and to help you get the most out of your studies. Colleges also offer a great deal of support to their graduate students.

G. The University has a large and well-equipped Language Centre that offers foreign language courses in twelve languages, including Arabic, Chinese and Japanese. The first-class language library has text, audio, video and computer-based material in over 180 languages, satellite reception in 13, and a directory of online language learning sites.

They also run popular English language courses that are aimed at improving student's communication skills and academic writing.

The University of Oxford www.ox.ac.uk

Запишите в таблицу выбранные цифры под соответствующими буквами.

| Текст | A | B | C | D | E | F | G |
|-----------|---|---|---|---|---|---|---|
| Заголовок | | | | | | | |

Ключи: A7; B4; C1; D2; E3; F8; G5.

Прочитайте текст. Определите, какие из приведенных утверждений 10–17 соответствуют содержанию текста (1 — True), какие не соответствуют (F — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). В поле ответа запишите одну цифру, которая соответствует номеру правильного ответа.

William Somerset Maugham

William Somerset Maugham was a famous English author, novelist and playwright. Maugham was born on 25 January 1874 in Paris in an English family. His father was an English lawyer and solicitor to the British Embassy in Paris. His grandfather was also an English lawyer and a cofounder of the English law society and it was expected that Maugham would follow his father and grandfather in their successful legal career. His brother Viscount Maugham followed the elders in their footsteps and became a Lord Chancellor. However, Maugham did not show any willingness towards their legacy.

Maugham's mother Edith Mary died at the age of 41, followed by his father two years later. Now orphaned, Maugham was moved to England at his uncle's place in England. His uncle Henry Maugham proved to be cold and emotionally cruel to the young Maugham and his unsympathetic treatment would lead him to develop a stammer. Maugham was sent to the King's Canterbury which proved to be the extension of the humiliation and indifference he suffered at home.

Life became miserable and he left the school at the age of sixteen. He moved to Germany where he enrolled in Heidelberg University to study literature, philosophy and German. On the completion of his de-

gree there, Maugham returned to England and found a position in an accountant's office with his uncle's help. Though he left the job soon and it further displeased his uncle. He finally persuaded him into the profession of medicine and sent him to the King's College, London, where he spent another five years studying medicine.

Though he was never interested in the profession of medicine and took it only to appease his uncle, he claimed it to be contributing to his talent as a writer. According to him, it made him able to look in to human emotions, suffering and pain and see the misery of life. By this time, he had begun writing books and working upon literary ideas.

By the late 1914, Maugham had become famous and had published as many as ten plays and ten novels. With the onset of the World War I, he joined the British Red Cross's "Literary Ambulance Drivers", with other 23 popular writers including E. E. Cummings and Ernest Hemingway. He continued to produce novels and edit previous works. "Of Human Bondage", another novel written during this period and his masterpiece, appeared in 1905 and received a mixed reaction initially from the literary society of England. However, it gained popularity with time and it has since never been out of print.

In 1916, Maugham embarked upon writing "The Moon and Sixpence", a novel based upon the life of Paul Gauguin. He voyaged to the Pacific for the necessary research work. During this period he wrote "Ashenden", a collection of short stories about a gentleman and indifferent spy. In 1922, Maugham produced a book of 58 short story sketches, based upon his travels to China and Hong Kong. Maugham's play The Letter, was performed in London in 1927 and was later adapted into a film in 1929 and then in 1940. With the collapse of France, he left the country, though his prodigious output of play and novels continued to emerge and he became the most popular and highest paid writer in the English literature.

W. Somerset Maugham died in Nice, France on 16 December 1965 and his remains were scattered near the Maugham Library, The King's School in Canterbury.

www.thefamouspeople.com

10) Maugham was born on 25 January 1874 in Paris in a French family.

1) True 2) False 3) Not stated

Ответ: _____

11) Maugham followed in his father's footsteps and became a Lord Chancellor.

1) True 2) False 3) Not stated

Ответ: _____

12) Maugham was orphaned at the age of 10 and brought up by his uncle.

1) True 2) False 3) Not stated

Ответ: _____

13) His uncle, Henry Maugham, was a very understanding and kind person.

1) True 2) False 3) Not stated

Ответ: _____

14) Maugham moved to Germany where he enrolled in Heidelberg University to study medicine.

1) True 2) False 3) Not stated

Ответ: _____

15) Medicine helped Maugham look into human emotions, suffering and pain and see the misery of life.

1) True 2) False 3) Not stated

Ответ: _____

16) Maugham was married and had a daughter.

1) True 2) False 3) Not stated

Ответ: _____

17) Maugham was among the most popular and the highest paid authors in the English Literature.

1) True 2) False 3) Not stated

Ответ: _____

Ключи: 2; 2; 3; 2; 2; 1; 3; 1.

Тест 3

Прочитайте тексты и установите соответствия между текстами и их заголовками: к каждому тексту, обозначенному буквами А–G, подберите соответствующий заголовок, обозначенный цифрами 1–8. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1) **Scottish People**

2) **Scottish Business and Economy**

- 3) **Top universities**
- 4) **Where is Scotland?**
- 5) **Scottish Culture and Traditions**
- 6) **Amazing Discoveries**
- 7) **Music**
- 8) **Fashion**

A. Scotland is a part of the United Kingdom (UK) and occupies the northern third of Great Britain. Scotland's mainland shares a border with England to the south. It is home to almost 800 small islands, including the northern isles of Shetland and Orkney, the Hebrides, and Skye. Scotland's location is to the mid-west of Europe and is surrounded by several different seas. Located to the east of Scotland is the North Sea, which divides the country from other areas of Europe, in particular Norway and the rest of Scandinavia. Across the North Sea to the south-east is Denmark and further south still is Germany. North and west of Scotland's mainland is the Atlantic Ocean. Travelling north from Scotland will eventually bring you to Iceland and Greenland.

B. Scottish people have a worldwide reputation for warmth and friendliness. Whether it's the millions of visitors who travel to Scotland every year or the thousands who come to live permanently, almost all of them talk of a genuine friendliness and a welcoming hospitality. Did you know that almost three quarters of European visitors say that one of the main reasons for visiting Scotland is its people? The Scots love people — and they like to make others feel at home. You'll find an enthusiastic friendliness in so many places. Ask a stranger for directions, buy something in a local shop, eat or drink in a pub or restaurant or put on the kettle in your workplace kitchen and you'll be met with a smiling face and a friendly "Let me help", "Tell me more about yourself" or "How are you?"

C. Scotland has been handing down its traditions for close to a thousand years now, since the earliest days of the clans in the 12th century. However, Scottish traditions are not something sterile under glass and steel in a cold museum. They are vibrant, living things, constantly growing and evolving, and every generation adds the thumbprint of its own particular Scottish culture to the whole. Take, for example, the 60 Highland Games that still take place all across Scotland annually — those are a uniquely Scottish mix of culture, sports, music and community.

D. Scotland has twice been voted ‘European Region of the Future’ in the last four years (Financial Times’ Foreign Direct Investment magazine) and it’s not difficult to see why. With a resilient and diverse economy coupled with a business and political environment which supports growth and entrepreneurship, there is no more promising location than Scotland in which to set up or invest.

E. When choosing to study abroad, students pick Scotland because it has some of the best universities in the world. In fact, Scotland has more world-class universities per person than anywhere else! Four of Scotland’s universities are ranked in the Times Higher Education Top 200 and according to the Office of National Statistics Scotland is the most highly educated country in Europe. More than 94% of international students believe Scotland is a “good place to be” — so it’s easy to see why people choose to study in Scotland.

F. A major reason to study in Scotland is to be part of world-renowned research. Researchers in Scottish universities are responsible for many world-changing innovations, such as the MRI scanner and keyhole surgery. The high standard of Scottish education is reflected in the fact 99.9% of Scottish researchers are working in disciplines where world leading research is taking place. With some of the most highly-rated scientific institutions in the world, studying in Scotland gives students access to world-class facilities and multiple centers of excellence.

G. As with fashion, Scottish music isn’t all about the bagpipes and country dancing. The country is home to a wealth of internationally-renowned contemporary bands and artists currently gracing stages, speakers and soundtracks around the world. And that’s not to mention all the new Scottish bands that are critically acclaimed but not yet mainstream. From funk to folk, rock, hip-hop, pop and punk — Scotland’s musical mixing desk has it all covered. Here are just some artists you know, some artists you should know, and some artists you soon will know...

The official gateway to Scotland www.scotland.org

Запишите в таблицу выбранные цифры под соответствующими буквами.

| Текст | A | B | C | D | E | F | G |
|-----------|---|---|---|---|---|---|---|
| Заголовок | | | | | | | |

Ключи: A4; B1; C5; D2; E3; F6; G7.

Прочитайте текст. Определите, какие из приведенных утверждений 10–17 соответствуют содержанию текста (1 — True), какие не соответствуют (F — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). В поле ответа запишите одну цифру, которая соответствует номеру правильного ответа.

Jacqueline Kennedy

Jackie Kennedy is remembered as the stylish wife of American President John F. Kennedy. Jackie became the first Lady of United States in 1961 after John Kennedy became the American President and she remained so for a short period till 1963 when John was murdered. Jackie was a great enthusiast of art and encouraged preservation of historic architecture. She was very famous for her gorgeous looks and her beautiful and elegant style. Several years after Kennedy's death, Jackie married Greek shipping magnate Aristotle Onassis who also died, after which Jackie spent the rest 20 years of her life as a successful book editor. Jackie was known for her graceful interviews and photographs given to the press. She became the youngest First Lady in American History at the age of 31 when her husband became the President.

Jackie Kennedy was born Jacqueline Lee Bouvier on 28 July 1929 in Southampton, New York. Her parents were Wall Street stock broker father John Vernou Bouvier III and mother Janet Norton Lee. Jacqueline was the eldest of two daughters. Caroline Lee was Jacqueline's sister born in 1933. Jacqueline was of mixed origin as her mother was an Irish and her father had French and English origin. Jacqueline received her secondary education at the Holton-Arms School in Bethesda, Maryland from 1942 to 1944. Later she moved to Miss Porter's School in Farmington, Connecticut where she pursued her further studies from 1944 to 1947. She went to Vassar College in Poughkeepsie, New York where she stayed for two years before moving on to University of Grenoble and the Sorbonne in a program through Smith College, spending her junior year from 1949 — 1950 in France. In 1951 Jacqueline returned to the United States where she graduated from The George Washington University in Washington, D.C receiving a Bachelor of Arts degree in French literature.

Jacqueline attended the same social parties as John Kennedy who was the United States Representative during the 1950s. Kennedy was introduced to Jacqueline by common friends in March 1952 at a dinner party. Soon after this they started dating each other. In 25 June 1953 Jacqueline and Kennedy officially announced their engagement. On 12 September 1953 Jacqueline got married to Kennedy at St. Mary's Church in Newport, Rhode Island. Jacqueline Kennedy gave birth to a baby girl Caroline, in 1957 and to her son John Fitzgerald Kennedy in 1960.

On 20 January 1961 John Kennedy was sworn in as the President of the United States and Jacqueline became the youngest American First Lady in the US history at the age of 31.

Jacqueline Kennedy enjoyed the public attention. She was known to give great interviews and gracefully pose for photographs. However, she maintained privacy for her children and herself. She became very famous for her White House interior restoration and her great taste in clothing and fashion. Jacqueline Kennedy is remembered for her great popularity as First Lady of United States. She engaged herself in various social events at the White House and other state properties. As First Lady, Jacqueline took great time in inviting artists, writers, scientists, poets, and musicians to mingle with politicians, diplomats, and statesmen. She is greatly remembered for her organizing skills and social popularity.

It was 22nd November 1963 when President Kennedy was assassinated. On 20 October 1968 Jacqueline married Aristotle Onassis who was a wealthy, Greek shipping magnate who had the power to provide Jacqueline with her much desired privacy and security for herself and her children. Tragedies were not put to an end as Mr. Onassis's only son Alexander died in a plane crash in January 1973 leaving Onassis fall ill and die in Paris on 15 March 1975. After finding herself widowed for the second time, Jacqueline turned her attention to work that would make her life meaningful at the age of 46. Jacqueline worked greatly in preserving and protecting America's cultural heritage which include Lafayette Square in Washington, D.C, and Grand Central Terminal, New York's beloved historic railroad station.

In 1993, Jacqueline died in her sleep on 19 May.

www.thefamouspeople.com

10) Jackie Kennedy is remembered not only because of her being the First Lady but also for her elegance and contributions to the arts and preservation of historic architecture.

1) True 2) False 3) Not stated

Ответ: _____

11) Mrs. Kennedy's maiden name was Jacqueline Lee Bouvier.

1) True 2) False 3) Not stated

Ответ: _____

12) Jacqueline's sister Caroline Lee was the oldest one in the family.

1) True 2) False 3) Not stated

Ответ: _____

13) Jackie Kennedy became acquainted and engaged to a stockbroker named John Husted.

1) True 2) False 3) Not stated

Ответ: _____

14) In 25 June 1953 Jacqueline and Kennedy officially announced their engagement.

1) True 2) False 3) Not stated

Ответ: _____

15) The restoration of the White House was one of Jacqueline's major projects as First Lady.

1) True 2) False 3) Not stated

Ответ: _____

16) Jacqueline Kennedy was married and widowed twice.

1) True 2) False 3) Not stated

Ответ: _____

17) Jacky Kennedy's only son Alexander died in a plane crash in January 1973.

1) True 2) False 3) Not stated

Ответ: _____

Ключи: 1; 1; 2; 3; 1; 1; 1; 2.

Тест 4

Прочитайте тексты и установите соответствия между текстами и их заголовками: к каждому тексту, обозначенному буквами А–G, подберите соответствующий заголовок, обозначенный цифрами 1–8. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

- 1) **Princeton Neighborhood**
- 2) **Princeton's History**
- 3) **Campus Life: Overview**
- 4) **About Princeton: Overview**
- 5) **Religious Life**
- 6) **Dining**
- 7) **Public Holidays**
- 8) **Annual Events on Campus**

A. Chartered in 1746, Princeton is the fourth-oldest college in the United States. Princeton is an independent, coeducational, nondenominational institution that provides undergraduate and graduate instruction in the humanities, social sciences, natural sciences and engineering. As a world-renowned research university, Princeton seeks to achieve the highest levels of distinction in the discovery and transmission of knowledge and understanding. Today, more than 1,100 faculty members instruct approximately 5,200 undergraduate students and 2,600 graduate students. The University's generous financial aid program ensures that talented students from all economic backgrounds can afford a Princeton education.

B. Chartered in 1746 as the College of New Jersey — the name by which it was known for 150 years — Princeton University was British North America's fourth college. Located in Elizabeth for one year and then in Newark for nine, the College of New Jersey moved to Princeton in 1756. It was housed in Nassau Hall, which was newly built on land donated by Nathaniel Fitz Randolph. Nassau Hall contained the entire College for nearly half a century. In 1896, when expanded program offerings brought the College university status, the College of New Jersey was officially renamed Princeton University in honor of its host community of Princeton. Four years later, in 1900, the Graduate School was established.

C. The Princeton area, which has a population of approximately 30,000 residents, has tree-lined streets, specialty shops, restaurants, parks and a friendly and safe atmosphere. For arts lovers, the McCarter Theatre Center is a campus treasure within easy walking distance for students. To further explore the arts and countless other resources, the shuttle train known as the "Dinky" connects the campus to Princeton Junction Station and regular service to New York City and Philadelphia

(approximately one hour to either city). The University subsidizes many student trips to concerts, plays and athletic events in the two cities.

D. A vast range of cultural, educational, athletic and social activities are available to Princeton students, faculty and staff. Getting involved in campus life is the quickest way to become a part of the University community, and to create one's own Princeton experience. Campus life activities are built around the concepts of encouraging each community member to express his or her talents and to respect all members of our pluralistic community. One of the University's most distinctive characteristics is its closely knit and integrated residential community. Housing is guaranteed for undergraduates, and nearly all students live on campus. The residential colleges offer students a supportive and enriching environment full of opportunities for personal growth.

E. There also are a wide variety of dining options. Most freshmen and sophomores eat in dining facilities within their residential colleges. Juniors and seniors can take meals at the colleges, eating clubs, student food cooperatives, the Center for Jewish Life and other locations. Graduate students gather for meals in the Graduate College, or with their families in apartments. Faculty and staff have access to Prospect House, which offers both casual and full-service dining. Students, faculty and staff often converge for meals and snacks at several locations on campus. These include the Frist Campus Center, the Woodrow Wilson Café, the Chancellor Green Café, and the Genomics Café.

F. Princeton University is nonsectarian, and it honors and embraces many religious traditions. Students are free to join religious organizations on campus. The religious interests of members of the University community are supported by the Office of the Dean of Religious Life, working together with campus ministers who serve the students, faculty and staff of particular faiths. The University Chapel welcomes all students to its ecumenical services. Students may participate in study and discussion groups, conferences, retreats, chapel choir, drama and social action.

G. The Princeton campus is host to many annual events that are held in celebration of important milestones and that add a unique charm and flavor to the community. Opening Exercises, an interfaith service in the University Chapel, traditionally marks the beginning of the academic year each fall. Throughout the year, events such as Martin Luther King

Jr. Day and the International Festival bring members of the campus and area communities together. The academic year ends with activities including Reunions, which annually draw 20,000 people — alumni and their families — and Commencement, when undergraduate and graduate degrees are presented with pomp on the front lawn of Nassau Hall.

Princeton University www.princeton.edu

Запишите в таблицу выбранные цифры под соответствующими буквами.

| Текст | A | B | C | D | E | F | G |
|-----------|---|---|---|---|---|---|---|
| Заголовок | | | | | | | |

Ключи: A4; B2; C1; D3; E6; F5; G7

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Buckingham Palace

Buckingham Palace is the official London residence of the British monarch. The Palace is a setting for state occasions, royal entertaining, and is a major tourist attraction. The Buckingham Palace Gardens are the largest private gardens in London. Besides, Buckingham Palace is one of the world's most familiar buildings and more than 50,000 people visit the palace each year as guests to banquets, lunches, dinners, receptions, and the royal garden parties.

An imposing symbol of the tradition of British royalty, it also represents the might of the British Empire in its heyday. Originally known as Buckingham House, the building forming the core of today's palace was a large townhouse built for the Duke of Buckingham in 1703. The building was acquired by King George III in 1762 as a private residence, known as "The Queen's House." It was enlarged over the next 75 years, principally by architects John Nash and Edward Blore, forming three wings around a central courtyard.

Buckingham Palace finally became the official royal palace of the British monarch on the accession of Queen Victoria in 1837. The last major structural additions were made in the late nineteenth and early twentieth century, including the present-day public face of the Palace.

At the back of the Palace is Buckingham Palace Garden. The garden, which includes a lake, is the largest private garden in London. Here the Queen hosts her annual garden parties each summer, but since June 2002, she has invited the public into the Garden on numerous occasions.

Today, Buckingham Palace is not only the weekday home of the Queen and Prince Philip, but also the London residence of the Duke of York and the Earl and Countess of Wessex. The palace also houses the offices of the Royal Household and is the workplace of 450 people.

The changing of the Guard attracts large crowds at Buckingham Palace. Every year some 50,000 invited guests are entertained at garden parties, receptions, audiences, and banquets. The garden parties, usually three, are held in the summer, usually in July. The Forecourt of Buckingham Palace is used for Changing of the Guard, a major ceremony and tourist attraction (daily during the summer months; every other day during the winter).

The palace is not the monarch's private property; both Windsor Castle and Buckingham Palace and their art collections belong to the nation. The furnishings, paintings, fittings, and other artifacts, many by Fabergé, from Buckingham Palace and Windsor Castle are known collectively as the Royal Collection; owned by the nation, they can be viewed by the public. The Queen's Gallery near the Royal Mews is open all year and displays a changing selection of items from the collection. The rooms containing the Queen's Gallery are on the site of the former chapel, which was damaged by one of the seven bombs to fall on the Palace during World War II. The Palace's State Rooms have been open to the public during August and September since 1993. The money raised in entry fees was originally put towards the rebuilding of Windsor Castle following the 1992 fire which destroyed many of its State Rooms.

Thus, Buckingham Palace is a symbol and home of the British Monarchy, an Art Gallery, and a tourist attraction. Behind the gilded railings

and gates, which were made by the Bromsgrove Guild, and Webb's famous facade which has been described as looking "like everybody's idea of a palace", the large staff employed by the Royal Household work to keep Britain's constitutional monarchy functioning.

New World Encyclopedia

10) Buckingham Palace is not only the official London residence of the British monarch but also one of the main tourist attractions.

1) True 2) False 3) Not stated

Ответ: _____

11) Buckingham Palace was originally a grand house built by the Duke of Buckingham for his wife.

1) True 2) False 3) Not stated

Ответ: _____

12) Today Buckingham Palace needs renovation and refreshment.

1) True 2) False 3) Not stated

13) The last major structural additions were made in late eighteenth century.

1) True 2) False 3) Not stated

Ответ: _____

14) The garden, which includes a lake, is the largest public garden in London.

1) True 2) False 3) Not stated

Ответ: _____

15) Today, Buckingham Palace is only the weekday home of the Queen and Prince Philip.

1) True 2) False 3) Not stated

Ответ: _____

16) The garden parties, usually four, are held in the winter.

1) True 2) False 3) Not stated

Ответ: _____

17) The palace is the monarch's private property; all furnishings, paintings, fittings, and other artifacts, many by Fabergé, belong to her Majesty.

1) True 2) False 3) Not stated

Ответ: _____

Ключи: 1; 3; 3; 2; 2; 2; 2; 2.

Тест 5

Прочитайте тексты и установите соответствия между текстами и их заголовками: к каждому тексту, обозначенному буквами А–G, выберите соответствующий заголовок, обозначенный цифрами 1–8. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

- 1) **What is Afternoon Tea?**
- 2) **English Food: Brief History**
- 3) **What is a British Full Breakfast?**
- 4) **British Sunday Lunch**
- 5) **English Food: War Years**
- 6) **Favorite Dishes**
- 7) **A Few Myths about British Food**
- 8) **Multicultural Cuisine**

A. English food has been influenced by foreign invaders since ancient times. First the Vikings, then the Romans and even the French brought to the English table a melting pot of ingredients and foods. The invasion of the Franco-Normans brought spices of saffron, mace, pepper, ginger and sugar. Medieval English cookery abounds with recipes containing the exotic fare. The route of these ingredients can be traced to the modern day in traditional recipes such as Plum pudding, Christmas cake and Hot Cross Buns. For centuries the English aristocracy ate only French food as a source of distinction from the peasants.

B. Much damage was inflicted on English cookery throughout two world wars; the war effort used up all available goods and services, leaving little for private consumption. During the Second World War food rationing of the most basic ingredients — meat, sugar, butter and eggs — continued until early into the 1950's. It is from these years that England gained a reputation for poor cooking and became a gastro-nomic joke worldwide.

C. England boasts no less than three national dishes. Roast Beef and Yorkshire Puddings and Fish and Chips, but argument rages within its shores over the third, Chicken Tikka Masala — a dish of roasted chunks of chicken in spicy sauce. Some people say this is the new national dish; one that has evolved from the extensive ethnic migration into the country from India and Pakistan. It is most certainly an English favorite.

D. Afternoon Tea is unmistakably a truly British custom now known worldwide but with its origins in 19th century England. The credit for the custom of the Afternoon Tea goes to Anna, the 7th Duchess of Bedford in the early 19th century when serving dinner as late as 9:00 pm which left the Duchess hungry. To stave off that hunger she would order tea, bread, and cakes in her room. The habit caught on and afternoon tea was born.

E. Ask anyone (not Irish or British) what is served for breakfast in Britain and Ireland and they will say we eat a full, cooked breakfast. A full breakfast will set you up for the whole day, so lunch can usually be skipped or become a lot lighter. Often now, the full breakfast is served throughout the day and a replacement for both lunch and dinner. Breakfast may begin with orange juice, cereals, stewed or fresh fruits but the heart of the Full breakfast is bacon and eggs.

F. The British love of beef, and particularly for lunch on a Sunday is nothing new. It is such a part of the national identity that even the French call us “roast beefs” and the Yeoman of the Guard — the royal bodyguard — have been affectionately known as, “beefeaters” since the 15th century. Though meat is no longer roasted in front of the fire, but today is baked in the modern oven we still cling on to the term Sunday roast. On Sundays throughout the UK, pubs and restaurants are packed full for the roast dinner — some even serve the meal on other days of the week such is its popularity. But for many, cooking and serving Sunday lunch at home is the very heart of British food and cooking. It is the time for families or friends to get together and share great food.

G. Do you really think that the Brits only eat fish and chips and roast beef? Yeah, well some of it is true, but we also eat many other foods, including our classic foods which are endless coming as they do with a long heritage and history behind them. British food is also flooded with other goods; meats, cheeses, fruits, vegetables, dairy products, breads, fresh fish and seafood. The repertoire of British food includes glorious puddings, pies, pasties, breads, soups, stews and who was it that invented the sandwich — the Brits of course, and where else will you find a delicious Afternoon Tea?

Запишите в таблицу выбранные цифры под соответствующими буквами.

| Текст | A | B | C | D | E | F | G |
|-----------|---|---|---|---|---|---|---|
| Заголовок | | | | | | | |

Ключи: A2; B5; C6; D1; E3; F4; G7.

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The White House

The White House is the residence and official office of the president of the United States. The White House is located on 18 acres of land at 1600 Pennsylvania Avenue N.W. in Washington, D.C. Every president with the exception of George Washington has served the country from this location. Washington, America's first president, resided in New York and Philadelphia (1789–1797). The White House was originally known as the "Presidents Palace", was changed to Executive Mansion (1810–1902) due to the desire to have no confusion with royalty. The building was named the "White House" by Teddy Roosevelt (1901–1909). It is the nation's capital oldest most historic building.

The White House is well known throughout the world as a symbol of American democracy. It is both loved and hated; those who admire the values embodied by the United States Constitution see the White House as an emblem of freedom, democracy and human rights, even of the American manifest destiny. Those who accuse the United States of double standards — of upholding freedoms at home while often propping up totalitarian regimes elsewhere or intervening in the affairs of sovereign states — see the White House as a place of hypocrisy, even as a threat to world peace. For millions of Americans, however, its functionality and its comparatively modest yet imposing structure represent ideals that stand at the center of American identity, especially perhaps that a person of the humblest origin can rise to be president but that un-

like kings or emperors, his or her power is limited as are the terms of his or her office.

In the early twentieth century, new buildings were added to the colonnades at either side of the main White House to accommodate the president's growing staff. The West Wing houses the president's office (the Oval Office) and offices of his senior staff, with room for about 50 employees. It also includes the Cabinet Room, where the United States Cabinet meets and the White House Situation Room. This portion of the building was used as the setting for the popular television show *The West Wing*. Some members of the president's staff are located in the adjacent Old Executive Office Building in the former State War and Navy Building, sometimes known as the Eisenhower Executive Office Building. The East Wing, which contains additional office space, was added to the White House in 1942. The East Wing was built during World War II in order to hide the construction of an underground bunker to be used in emergency situations. The bunker has come to be known as the Presidential Emergency Operations Center.

On May 20, 1995, primarily as a response to the Oklahoma City bombing of April 19, 1995, but also in reaction to several other incidents, the United States Secret Service closed off Pennsylvania Avenue to vehicular traffic in front of the White House from the eastern edge of Lafayette Park to 17th Street. Later, the closure was extended an additional block to the east to 15th Street, and East Executive Drive, a small street between the White House and the Treasury Building was closed to the public. Public tours were suspended in the wake of the events of September 11, 2001. The White House is protected by the United States Secret Service.

New World Encyclopedia

10) The White House is the official residence and workplace of the President of the USA.

1) True 2) False 3) Not stated

Ответ: _____

11) All presidents of the USA, including George Washington, have served the country from this location.

1) True 2) False 3) Not stated

Ответ: _____

12) The Teddy bear was named after President Theodore Roosevelt.

1) True 2) False 3) Not stated

Ответ: _____

13) President Theodore Roosevelt officially gave the White House its current name.

1) True 2) False 3) Not stated

Ответ: _____

14) The White House is located in Washington D.C.

1) True 2) False 3) Not stated

Ответ: _____

15) Some people regard the White House as an emblem of freedom, democracy and human rights, while others think see it as a threat to the world peace.

1) True 2) False 3) Not stated

Ответ: _____

16) The official office of the President, the Oval Office, is located in the East Wing of the White House.

1) True 2) False 3) Not stated

Ответ: _____

17) White House Tours are restricted after the September 11th attacks.

1) True 2) False 3) Not stated

Ответ: _____

Ключи: 1; 2; 3; 1; 1; 1; 2; 1.

Тест 6

Прочитайте тексты и установите соответствия между текстами и их заголовками: к каждому тексту, обозначенному буквами А–G, подберите соответствующий заголовок, обозначенный цифрами 1–8. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1) **How to Become a Smart Traveler?**

2) **Make Money on Your Journey**

3) **Find Places to Eat, Drink and Visit**

4) **Keep Fit**

5) **Helpful Apps**

6) History of Travel and Tourism

7) Understand the Language

8) 500 BC: the Greek Civilization

A. A key challenge of travelling abroad is communicating in a foreign language. Travellers can mitigate this problem by downloading “Duolingo”, a free language app which teaches language like a game, with fun challenges, points and rewards when levels are completed. English speakers can learn everything from common to complex phrases and vocabulary, as well as idioms and pick-up lines in seven European languages, including Spanish, French, German and Irish. Those looking for an app to help them navigate foreign street signs or confusing menus can try Word Lens Translator, a camera app which translates phrases through the phone’s camera.

B. When an app transforms a smartphone into a compass, credit card or tour guide, these days a mobile device is all a modern traveler needs to ensure a pleasant journey. Fortunately, there are plenty of good apps flooding the market, many of them free or inexpensive. They work well online and offline, and serve the important daily needs of travelers, such as calculating foreign exchange, providing directions and translating menus.

C. Traveling can give a lot of fun and adventure. However, to become a smart traveler, there are few things that you must always keep in mind while starting on a journey. First of all, before starting on a journey, you must know what places you are planning to visit. Once, you have decided on your destination, you must give it a deep thinking on what things you would be carrying with you. It is very important to categorize the items you want to carry as per their priority. Give highest priority to things like clothes, shoes, bag, communication device, a compass etc. Besides, when you visit a new place, there can be a lot of uncertainties. Hence, you must be prepared with some basic medicines and a first aid kit.

D. Traveling across the globe has often been viewed, by the majority, as a luxury affordable only to the rich. This is not true for the backpackers, especially those with a job. Backpackers are travelers that prioritize low-cost international travel. Backpacker jobs are widespread in many countries. It is quite easy for backpackers to get a job because of their flexibility of schedule. Depending on which country the back-

packer wants to work, the procedure will differ. For example, Australia only offers Working Holiday Visa once if one wants to work during their vacation, and will be restricted to a regular Tourist Visa the next time. The most common backpacker jobs are: teaching English, tele-marketing, bar work, fruit picking and others.

E. “Foursquare” is one of the best apps for getting insider tips and a local perspective on a destination. The app lets users leave comments about a location, be it a restaurant, museum or nature park. Log in to “Foursquare” to find out which cafe serves the best coffee or which restaurant has the best brunch and what time you should get there to avoid queues. More than 50 million people use “Foursquare”, so you are guaranteed to get answers to your questions, no matter where in the world you are.

F. Travel has a way of expanding our minds as well as our waistlines. But who wants to spend hours in the gym when there are sights to be seen and beaches to enjoy? Enter 7 Minute Workout, a high-intensity interval training app. The free app takes you through 30-second intervals of body weight exercises such as lunges, push-ups, squats and jumping jacks to get your heart pumping and your muscles burning. The sessions can be completed in one, two or three circuits, which are led and demonstrated by Chris Jordan, the physical trainer who developed the routine. The app can also log workouts, so users can keep track of their fitness.

G. Travel for trade was an important feature since the beginning of civilization. The port at Lothal was an important center of trade between the Indus valley civilization and the Sumerian civilization. The earliest form of leisure tourism can be traced as far back as the Babylonian and Egyptian empires. A museum of historic antiquities was open to the public in Babylon. The Egyptians held many religious festivals that attracted the devout and many people who thronged to cities to see famous works of arts and buildings. In India, as elsewhere, kings travelled for empire building. The Brahmins and the common people travelled for religious purposes. Thousands of Brahmins and the common folk visited Sarnath and Sravasti to be greeted by the smile of the Enlightened One — the Buddha.

Запишите в таблицу выбранные цифры под соответствующими буквами.

| Текст | A | B | C | D | E | F | G |
|-----------|---|---|---|---|---|---|---|
| Заголовок | | | | | | | |

Ключи: A7; B5; C1; D2; E3; F4; G6.

Прочитайте текст. Определите, какие из приведенных утверждений 10–17 соответствуют содержанию текста (1 — True), какие не соответствуют (F — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). В поле ответа запишите одну цифру, которая соответствует номеру правильного ответа.

Theodore Roosevelt

Theodore (“Teddy”) Roosevelt (October 27, 1858 — January 6, 1919) was a Nobel Peace Prize winner, distinguished naval historian, conservationist, governor of New York, U.S. vice president, and twenty-sixth president of the United States, succeeding President William McKinley upon his assassination on September 6, 1901.

Roosevelt was the fifth cousin of the later President Franklin D. Roosevelt, and the uncle of Eleanor Roosevelt, who would be first lady. Inaugurated at age 42, Roosevelt became the youngest sitting president.

Roosevelt was born at 28 East 20th Street in New York City on October 27, 1858, as the second of four children of Theodore Roosevelt, Sr. and Martha Bulloch. Theodore was younger than his sister Anna but older than his brother Elliott Roosevelt and his sister Corinne Roosevelt Robinson. His father was a New York City philanthropist and merchant. Roosevelt always adored his father and tried to act as he would have wished.

Sickly and asthmatic as a youngster, Roosevelt had to sleep propped up in bed had frequent ailments. Despite his illnesses, he was a hyperactive and naughty young man. To combat his poor physical condition, his father compelled the young Roosevelt to take up exercise. To deal with bullies Roosevelt started boxing lessons. Two trips abroad also had a great effect on him. From 1869 to 1870 his family toured Europe. From 1872 to 1873 the Roosevelt family traveled in Egypt, the Holy

Land, and spent several months in Dresden, Germany. Soon afterwards, he became a sporting and outdoor enthusiast, a hobby that would last a lifetime.

Young "Teedie", as he was nicknamed as a child, was mostly home schooled by tutors. He enrolled at Harvard College in 1876. His father's death in 1878 was a tremendous blow, but Roosevelt redoubled his activities. He did well in science, philosophy, and rhetoric courses, but fared poorly in classical languages. He studied biology with great interest, and indeed was already an accomplished naturalist and published ornithologist. He had a photographic memory, and developed a life-long habit of devouring books, memorizing every detail. He was an unusually eloquent conversationalist, who throughout his life sought out the company of the smartest men and women. He could multitask in extraordinary fashion, dictating letters to one secretary and memoranda to another, while browsing through a book, an ability he shared with Napoleon Bonaparte.

One of Roosevelt's most important accomplishments was the building of the Panama Canal. He was a firm believer in Captain Mahan's theory of sea power. His motivation for building the Panama Canal was to restore the Navy to be the best that it could be.

There were only five national parks when Theodore Roosevelt became president. During his presidency, he added five more parks and 18 national monuments. He wanted to preserve the beauty of the land for future generations, a concern that reflected his own interest in outdoor pursuits. Roosevelt earned a place for himself in the history of conservation. His passion for knowledge and for nature took him into Brazilian forests and to Africa's wide open spaces, and when mourning his first wife's death, it was ranching that enabled him to find a new interest in life. Author of 30 books, winner of a Nobel Peace Prize (the first American president to be awarded a Nobel Prize in any category) and of a posthumous Medal of Honor, he showed leadership in peace and in war.

New World Encyclopedia

10) Theodore Roosevelt was born in New York on January 6, 1919.

1) True 2) False 3) Not stated

Ответ: _____

11) Theodor Roosevelt was the twenty-sixth president of the United States.

1) True 2) False 3) Not stated

Ответ: _____

12) Roosevelt got on well with his father.

1) True 2) False 3) Not stated

Ответ: _____

13) Roosevelt had 2 elder brothers and a younger sister.

1) True 2) False 3) Not stated

Ответ: _____

14) Franklin D. Roosevelt was the only U.S. president to be elected four times.

1) True 2) False 3) Not stated

Ответ: _____

15) Roosevelt was engaged to Eleanor, despite the fierce resistance of his mother Sara, who was terrified of losing control of Franklin.

1) True 2) False 3) Not stated

Ответ: _____

16) Theodor Roosevelt did well in classical languages.

1) True 2) False 3) Not stated

Ответ: _____

17) One of Roosevelt's most important achievements was the building of the Panama Canal.

1) True 2) False 3) Not stated

Ответ: _____

Ключи: 2; 1; 1; 2; 3; 3; 2; 1.

Тест 7

Прочитайте тексты и установите соответствия между текстами и их заголовками: к каждому тексту, обозначенному буквами А-Г, выберите соответствующий заголовок, обозначенный цифрами 1-8. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1) **Old English**

2) **Late Modern English**

3) **Varieties of English**

4) **The Origin of the English Language**

5) **Middle English**

6) **Early Modern English**

7) **English for University**

8) **English Speaking Practice**

A. The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders — mainly into what is now Wales, Scotland and Ireland. The Angles came from “England” and their language was called “Englisc” — from which the words “England” and “English” are derived.

B. The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. Native English speakers now would have great difficulty understanding Old English. Nevertheless, about half of the most commonly used words in Modern English have Old English roots. The words “be”, “strong” and “water”, for example, derive from Old English. Old English was spoken until around 1100.

C. In 1066 William the Conqueror, the Duke of Normandy — now part of modern France — invaded and conquered England. The new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes. For a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is called Middle English. It was the language of the great poet Chaucer (1340–1400), but it would still be difficult for native English speakers to understand today.

D. Towards the end of Middle English, a sudden and distinct change in pronunciation started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world. This meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper and more

people learned to read. Printing also brought standardization to English. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. In 1604 the first English dictionary was published. As an example, Hamlet's famous "To be or not to be" lines are written in Early Modern English by Shakespeare.

E. The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many countries.

F. From around 1600, the English colonization of North America resulted in the creation of a distinct American variety of English. Some English pronunciations and words "froze" when they reached America. In some ways, American English is more like the English of Shakespeare than modern British English is. Spanish also had an influence on American English (and subsequently British English), with Spanish words that entered English through the settlement of the American West. French words (through Louisiana) and West African words (through the slave trade) also influenced American English (and so, to an extent, British English). Today, American English is particularly influential, due to the USA's dominance of cinema, television, popular music, trade and technology. But there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.

G. Are you attending or planning on attending an English-speaking university or college? English for University is a site that focuses on academic English for English language learners. The content and support is provided by an American university professor. On the navigation bar on the homepage, you will find links to useful pages that contain tips about reading, writing, and listening. Within these pages, you'll also find external links to help you practice these skills.

www.englishclub.com

Запишите в таблицу выбранные цифры под соответствующими буквами.

| Текст | A | B | C | D | E | F | G |
|-----------|---|---|---|---|---|---|---|
| Заголовок | | | | | | | |

Ключи: A4; B1; C5; D6; E2; F3; G7.

Прочитайте текст. Определите, какие из приведенных утверждений 10–17 соответствуют содержанию текста (1 — True), какие не соответствуют (F — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). В поле ответа запишите одну цифру, которая соответствует номеру правильного ответа.

The Escape (by W.S. Maugham, abridged)

His name was Roger Charing. He was no longer young when he fell in love with Ruth Barlow and he had had sufficient experience to make him careful; but Ruth Barlow had a gift that makes most men defenseless. So, Roger lost his common sense and wisdom. Mrs. Barlow, for she was twice a widow, had splendid dark eyes and they were the most moving I ever saw; they seemed to be ever on the point of filling with tears. If, like Roger Charing, you were a strong fellow with plenty of money, it was almost inevitable that you should say to yourself: I must protect her and make her sad eyes shine with happiness! Roger told me that everyone had treated Mrs. Barlow very badly. She was apparently one of those unfortunate persons with whom nothing by any chance goes right. If she married a husband he beat her; if she employed a broker he cheated her; if she engaged a cook she drank.

The first time I met her we had played bridge together and when she was my partner she twice trumped my best card. But when, having by the end of the evening she owed me a good deal of money, she promised to send me a cheque and never did, I could not but think that I and not she should have worn a pathetic expression when next we met.

Roger introduced her to his friends. He gave her lovely jewels. He took her here, there, and everywhere. Their marriage was announced for the immediate future. Roger was very happy. Then, on a sudden, he fell out of love. I do not know why. It could hardly have been that

he grew tired of her conversation, for she had never had any conversation. Perhaps it was merely that this pathetic look of hers no longer touched his heart. His eyes were opened and he finally came to his senses. He became acutely conscious that Ruth Barlow had made up her mind to marry him. However, he was not going to let this happen. Now he saw with clearness the sort of woman he had to deal with and he was aware that, if he asked her to split up with him, she would speak about her wounded feelings. Besides, it is always awkward for a man to break up with a woman. People are apt to think he has behaved badly.

So, Roger gave neither by word nor gesture an indication that his feelings towards Ruth Barlow had changed. He remained attentive to all her wishes; he took her to dine at restaurants, they went to the play together, he sent her flowers; he was sympathetic and charming. They had made up their minds that they would be married as soon as they found a house that suited them, for he lived in chambers and she in furnished rooms; and they set about looking at desirable residences. The agents sent Roger orders to view and he took Ruth to see a number of houses. It was very hard to find anything that was quite satisfactory. They visited house after house. Sometimes they were too large and sometimes they were too small; sometimes they were too far from the center of things and sometimes they were too close; sometimes they were too expensive and sometimes they wanted too many repairs; sometimes they were too stuffy and sometimes they were too airy. Roger always found a fault that made the house unsuitable. Of course he was hard to please; he wanted his dear Ruth to live in any but the perfect house, and the perfect house wanted finding. They kept on visiting houses again and again. They looked at more houses and more houses. For two years they looked at houses. Ruth was exhausted and more than once lost her temper.

Sometime later Ruth Barlow took to her bed. She would not see Roger. He was as ever gallant. Every day he wrote her letters and soon he received the following letter:

Roger,

I do not think you really love me. I have found someone who is anxious to take care of me and I am going to be married to him today.

Ruth

He sent back his reply by special messenger:

Ruth,

Your news shatters me. I shall never get over the blow, but of course your happiness must be my first consideration. I send you herewith seven orders to view; they arrived by this morning's post and I am quite sure you will find among them a house that will exactly suit you.

Roger

10) Mrs. Barlow's eyes were beautiful and pathetic.

1) True 2) False 3) Not stated

Ответ: _____

11) Roger was head over ears in love with Ruth.

1) True 2) False 3) Not stated

Ответ: _____

12) Mrs. Barlow was widowed twice.

1) True 2) False 3) Not stated

Ответ: _____

13) Mrs. Barlow gambled away all her fortune but kept her promise and sent a cheque to the narrator of the story.

1) True 2) False 3) Not stated

Ответ: _____

14) Ruth and Roger were planning to spend their honeymoon in Los Angeles.

1) True 2) False 3) Not stated

Ответ: _____

15) All of a sudden Ruth fell in love with another man.

1) True 2) False 3) Not stated

Ответ: _____

16) Roger decided not to tell Ruth that his feelings towards her had changed.

1) True 2) False 3) Not stated

Ответ: _____

17) Roger always found a fault that made the house unsuitable.

1) True 2) False 3) Not stated

Ключи: 1; 1; 1; 2; 3; 2; 1; 1.

Тест 8

Прочитайте тексты и установите соответствия между текстами и их заголовками: к каждому тексту, обозначенному буквами А–С, подберите соответствующий заголовок, обозначенный цифрами 1–8. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

- 1) **Geography**
- 2) **Your Canadian Vacation**
- 3) **Exploring Canada by Car**
- 4) **Friendliness**
- 5) **Climate**
- 6) **Visiting the Canadian Rockies**
- 7) **Amazing Destinations in Canada**
- 8) **Education Choice in Canada**

A. Maybe it's because they're on a caffeine jag, or maybe it's just because of all that fresh air, but people in Vancouver are awfully friendly. Not in that annoying way, but everywhere you go you will find people are helpful and smiling. Restaurants have great service, shop assistants are helpful without being overbearing, and you'll be delighted with the service on ferries and local tour operators. It all adds up to a pretty spectacular package, reinforcing the reason why Vancouver is so highly rated on those lists. Come to visit, stay to live and work, but if you haven't been to Vancouver, you are missing out.

B. As the world's second largest country, Canada's geography changes significantly depending on which part you are in. And with the differences in each region, there is a very different accompanying landscape and climate. In almost every part of Canada there are lakes and rivers. Canada has over 2 million lakes covering 7% of the land mass. The largest lake is the Northwest Territories' Great Bear Lake. It is estimated that Canada is home to one-seventh of the world's fresh water.

C. Canada's climate varies wildly based on geography, from permafrost in the north to four distinct seasons towards the equator. In this region the temperature can climb up to 35 degrees Celsius in the summer and descend to a chilly -25 degrees Celsius during winter. Canada's climate and environment are one of the main reasons that

Canada is such a successful country. The blend of natural resources and climate sustains us. The seasons dictate the look of the land: according to whether the natural environment is in a state of dormancy or growth. Canada's climate is characterized by its diversity, as temperature and precipitation differ depending on where you are and what time of year it is.

D. The reasons to come to Canada are as vast as the country's size. With a variety of beautiful sites, coupled with the warmth and friendliness that makes Canada so well regarded internationally, any of the cities alone would be justification for a visit. When you couple that with the splendor and majestic solitude of Canada's lakes, rivers, and mountains, you realize that Canada is a country of very diverse cultural and geographical features. The range of experiences is unlimited. In the east, Newfoundland, Prince Edward Island and New Brunswick form the unique maritime experience of Atlantic Canada. West of the maritime is Québec, where the beautiful scenery and French culture of the villages and the cosmopolitan flair of Montreal. Continuing westwards is Ontario, rich in history and host to Canada's capital city Ottawa, and Canada's most populous city Toronto.

E. Interested in taking a road trip and seeing Canada by car? Instead of randomly driving through the country with no real plan in mind, check out the Trans-Canada Highway Route. Since the Trans-Canada Highway passes through so many cities and locations, it is the perfect route for anyone taking a road trip through the country. Some of the cities near the highway are Victoria, Vancouver, Calgary, Montréal, St. John's, Quebec City, Ottawa and Winnipeg. The highway also passes by several landmarks and sites that are the epitome of the Canadian experience. Road tripping down this route is a great way to experience the breathtaking Canadian landscape while on the way to a great destination. Here are three wonderful road trip destinations in Canada accessible from the Trans-Canada Highway.

F. Whether you are new to Canada or just a new parent in Canada, there are many choices to be made in finding the right school for your son or daughter. Many of the public schools in Canada offer an exemplary education. However, many parents and children have more specific needs or desires that can be met only by one of Canada's many private schools. Within the broad sphere of private education there are

a wealth of options for parents and their children. These options include girls' boarding schools, boys' schools, Montessori schools, Christian schools, Jewish schools and Waldorf schools, to name a few. On top of those broad options, parents of children with special needs can find schools that specialize in helping their children. There are schools both public and private with programs to help children with Attention Deficit Hyperactivity Disorder, autism spectrum disorders and many other learning disabilities and challenges children might face.

G. Many people have heard of the Rocky Mountains. Most people are under the impression that the Rockies are located exclusively in the United States — namely, in Colorado. However, this is untrue — it just happens to be that the part of the mountain range in Colorado is an incredibly beautiful and well known part that contains Mount Elbert, the highest peak in the entire range. A good chunk of the Rocky Mountains is located in British Columbia and Alberta in Canada. This section of the mountain range is known as the Canadian Rockies.

www.yourcanada.ca

Запишите в таблицу выбранные цифры под соответствующими буквами.

| Текст | A | B | C | D | E | F | G |
|-----------|---|---|---|---|---|---|---|
| Заголовок | | | | | | | |

Ключи: A4; B1; C5; D7; E3; F8; G6.

Прочитайте текст. Определите, какие из приведенных утверждений 10–17 соответствуют содержанию текста (1 — True), какие не соответствуют (F — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). В поле ответа запишите одну цифру, которая соответствует номеру правильного ответа.

Foxcatcher: the Tale of Two Olympic Stars

John du Pont was a man the Schultz family knew well. Ten years before Dave Schultz's murder, du Pont had decided to establish himself as the biggest sponsor of American wrestling. As a boy, he had loved the sport and had nurtured ambitions to be a professional athlete but his mother had forbidden him from wrestling at high school and he was never cut out to be a world-class competitor.

Du Pont was born in 1938, the youngest of four children. When he was two, his parents divorced. After his older siblings moved out, John was left alone on the vast Foxcatcher estate with his mother, Jean. It was an isolated existence. He was an awkward child who found it difficult to socialize. At one stage, his mother even paid a boy called Hugh Cherry to be friends with him. It was an early lesson in how money could be used to buy you a facsimile of human affection.

As an adult, he bought his way in, using his considerable fortune to gain access to the wrestling community's highest ranks. Du Pont inherited around \$46m in 1985 from the family business, American chemical giant DuPont. A year later, he decided to establish a wrestling program at the nearby Villanova University. When he went in search of a coach, he wanted the best money could buy.

In the late 1980s, the Schultz brothers were wrestling royalty: the only sibling pair to win both world and Olympic championships, amassing more titles than any American brother combination in history. At first, du Pont approached Mark, the younger brother, tempting him to join the Villanova program with the promise of a \$24,000 a year job and a home on the Foxcatcher estate, the du Pont family's 800-acre residence in Pennsylvania. Mark was short of money: USA Wrestling didn't pay its athletes, unlike the Soviet team, whose athletes received a wage from the government. Mark had just been fired from his post as an assistant coach at Stanford University and was struggling to make ends meet. For him, it was a case of joining the marines, going on welfare or accepting the job and pursuing the sport he loved. He took the job.

But he had his reservations about du Pont.

"I knew something was wrong with him the first two seconds I laid eyes on him," Mark writes to me in an email. Du Pont struck him as "like Richie Rich — the fictional, friendless millionaire child played by Macaulay Culkin in the eponymous movie — all grown up." At their initial meeting, Mark writes that du Pont was "obviously drunk" and spoke in a slurred voice, punctuating his sentences with a constant repetition of the question "You understand what I'm saying?"

No one will ever fully understand du Pont's motivation for doing what he did that cold January day in 1996. Du Pont himself never offered an explanation. After murdering Dave Schultz, the millionaire barricaded himself in his 44-room mansion for two days, prompting

a stand-off with the police. When he was put on trial in 1997, du Pont pleaded not guilty "by reason of insanity". One of the defense's expert psychiatric witnesses diagnosed him as a paranoid schizophrenic. The jury eventually found him guilty but mentally ill and he was sentenced to 13 to 30 years.

The Guardian

10) The Schultz were well acquainted with John Du Pont.

1) True 2) False 3) Not stated

Ответ: _____

11) John Du Pont was a professional athlete.

1) True 2) False 3) Not stated

Ответ: _____

12) John's mother was arrogant and stubborn.

1) True 2) False 3) Not stated

Ответ: _____

13) Although John du Pont was very sociable and had many friends, his best friend was Hugh Cherry.

1) True 2) False 3) Not stated

Ответ: _____

14) Mark Schultz accepted John's offer to join Villanova program because he was short of money.

1) True 2) False 3) Not stated

Ответ: _____

15) John's wife left him when he accused her of being a Russian spy.

1) True 2) False 3) Not stated

Ответ: _____

16) John du Pont insisted that visitors addressed him as the Dalai Lama.

1) True 2) False 3) Not stated

Ответ: _____

17) John du Pont killed Olympic wrestler Dave Schultz in January 1996.

1) True 2) False 3) Not stated

Ответ: _____

Ключи: 1; 2; 3; 2; 1; 3; 3; 1.

Тест 9

Прочитайте тексты и установите соответствия между текстами и их заголовками: к каждому тексту, обозначенному буквами А–G, подберите соответствующий заголовок, обозначенный цифрами 1–8. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

- 1) **The Stanford Campus**
- 2) **Stanford Libraries**
- 3) **The Founding of the University**
- 4) **Stanford Student Housing**
- 5) **Athletics**
- 6) **Governance and Organization**
- 7) **The Stanford Faculty**
- 8) **Independent Laboratories, Centers and Institutes**

A. The Leland Stanford Junior University was founded in 1885 by California Senator Leland Stanford and his wife, Jane, in memory of their only child, Leland Jr., who died of typhoid fever at 15. After his 1884 death, the Stanfords determined that they would use their wealth to do something for “other people’s” children. They decided to create a university, one that was untraditional: coeducational in a time when most private universities were all-male; nondenominational when most were associated with a religious organization; and avowedly practical, producing “cultured and useful citizens.”

B. Stanford University is located on 8,180 acres in the center of the San Francisco Peninsula. There are about 700 buildings at Stanford that incorporate more than 15.3 million square feet square. Ninety-six percent of undergraduates live on campus, as do about 62 percent of graduate students and 30 percent of faculty members. There are 850 owner-occupied housing units for faculty on campus, as well as 628 rental units for faculty and staff. There are more than 43,000 trees on the Stanford campus, with the native California Coast Live Oak the most common. There are 25 fountains. The Stanford campus also encompasses the Stanford Shopping Center, built in 1955, and the Stanford Research Park, created in 1951.

C. Stanford is a residential teaching and research university. As of Autumn 2014, 6,503 undergraduates and 5,478 graduate students live

in university-provided housing. Housing is guaranteed for four years for entering freshmen. Approximately 96 percent of all undergraduates registered and residing at the home campus live in on-campus housing. About 62 percent of graduate students eligible for housing live in university-provided housing designed for single students, couples without children and students with children. New graduate students are guaranteed housing their first year on campus when they apply by the spring deadline.

D. Stanford has won the Directors' Cup, which honors the most successful program in NCAA Division I sports, the last 20 years. For 38 years in a row, Stanford has won at least one national championship — the longest streak in the nation. In 2013–14, women's water polo was the national NCAA champion. The Department of Athletics offers 36 varsity sports — 20 for women, 16 for men (sailing is a co-ed sport.) Also offered are 26 club sports. Stanford offers 300 athletic scholarships. About 900 students participate in intercollegiate sports. Fifty three percent are men, and 47 percent are women. Stanford scholar-athletics have earned 153 NCAA Postgraduate Scholarships — a national best.

E. David Starr Jordan was appointed president in March 1891, and by June his first faculty — 15 men of “youth and scholarly promise” — had accepted appointments. Jordan sought professors who combined abilities for teaching and research, and he wrote, “Mr. Stanford wants me to get the best. He wants no ornamental or idle professors.” Today, Stanford has 2,118 members of the professoriate faculty. The Faculty at Stanford are expected to be among the best teachers and researchers in their fields. There are 562 faculty members appointed to endowed chairs. Stanford's current community of scholars includes: Nobel laureates, Pulitzer Prize winners, Wolf Foundation Prize Winners, etc.

F. Accounting to about 10 percent of Stanford research and involving about 300 faculty members and 800 students, there are 18 independent laboratories, centers and institutes. These institutes are in line with Stanford's longstanding tradition of the independent labs that bring researchers together to solve large problems, engaging faculty and their students in collaborations that range from international and economic studies to studies on the environment, energy and health.

G. Stanford supports 20 libraries. The collections of books, journals, scores and printed reference works comprise more than 9.3

million physical volumes, 1.5 million e-books, 2.5 million audiovisual materials, more than 77,000 serials, thousands of other digital resources and nearly 6 million microform holdings. Special Collections and University Archives include nearly 300,000 rare or special books and 59 million pages of unpublished materials, including manuscripts, papers and correspondence; archival photographs; corporate records and archives, with emphasis on Silicon Valley and California history; and resources in Stanford history.

Stanford University www.stanford.edu

Запишите в таблицу выбранные цифры под соответствующими буквами.

| Текст | A | B | C | D | E | F | G |
|-----------|---|---|---|---|---|---|---|
| Заголовок | | | | | | | |

Ключи: A3; B1; C4; D5; E7; F8; G2.

Sylvester Stallone

Sylvester Stallone was born on July 6, 1946, in New York City. One of the most popular action stars of all time, he is best known for portraying two heroic characters on the big screen — boxer Rocky Balboa and Vietnam War veteran John Rambo. His trademark droopy visage was the result of a forceps accident at the time of his birth. A nerve was severed in the accident, which also left him with slurred speech.

Stallone had a difficult childhood. Both he and younger brother Frank were adversely affected by their parents' hostile relationship, which later ended in divorce. Sylvester spent some time in foster care. He eventually ended up in Philadelphia, living with his mother and her second husband. There Stallone struggled emotionally and academically. After his expulsion from several schools, he attended a special high school for troubled youth.

After graduation, Stallone eventually went on to college. First, he attended the American College in Switzerland where he studied drama. Stallone then went to the University of Miami, again choosing to focus on the dramatic arts. He left school before completing his degree to go to New York City to pursue an acting career.

In addition to acting, Stallone had an interest in writing. He created a screenplay about a rough-and-tumble guy who struggles for a chance

to make it as a professional boxer. According to several reports, Stallone refused to sell the script unless he was allowed to star in it. Despite having a pregnant wife and little money in the bank, he held out until he found two producers, Irwin Winkler and Robert Chartoff, willing to let him play the lead.

Released in 1976, "Rocky" became a critical and commercial hit. The film earned ten Academy Award nominations, including two for Best Actor and one for Best Original Screenplay. "Rocky" faced stiff competition in the Best Picture category from such films as "Taxi Driver", "All the President's Men", and "Network." Proving to be the small film with a powerful punch, "Rocky" emerged victorious and won the Academy Award for Best Picture. The story of Rocky Balboa, the quintessential underdog, also struck a chord with movie-goers and earned the film more than \$117 million at the box office.

To follow up on his breakthrough role, Stallone next starred as a labor organizer in "F.I.S.T." (1978). He received some favorable reviews for his work, but the film failed to attract much of an audience. Returning to the film that made him famous, Stallone wrote, directed, and starred in "Rocky II" (1979). He kept the franchise going a few years later with "Rocky III" (1982).

That same year, Stallone introduced a new character to movie-goers — John Rambo, a disenfranchised and troubled Vietnam vet — in "First Blood" (1982). Rambo ends up going to war with the police in a small town after being mistreated by authorities. Once again, Stallone struck box office gold. He went behind the scenes for his next effort, "Staying Alive" (1983), which he wrote and directed.

Thrice married, Stallone is currently wed to former model Jennifer Flavin. The couple has three daughters, Sophia, Sistine, and Scarlet. He has two sons, Sage and Seth, from his first marriage to Sasha Czack.

www.biography.com

10) Sylvester's slightly slurred speech is a result of a birthing accident.

1) True 2) False 3) Not stated

Ответ: _____

11) Sylvester's parents divorced when he was a child.

1) True 2) False 3) Not stated

Ответ: _____

12) Sylvester was adopted as an infant.

1) True 2) False 3) Not stated

Ответ: _____

13) As a kid Sylvester learned his first lesson: "To survive you must be stronger than others."

1) True 2) False 3) Not stated

Ответ: _____

14) Stallone attended a special high school for troubled youth.

1) True 2) False 3) Not stated

Ответ: _____

15) The film about a Vietnam vet Rambo made Stallone famous.

1) True 2) False 3) Not stated

Ответ: _____

16) Stallone became the first person to receive the Golden Icon Award at the Zurich Film Festival.

1) True 2) False 3) Not stated

Ответ: _____

17) Stallone has been married three times and has five children.

1) True 2) False 3) Not stated

Ответ: _____

Ключи: 1; 1; 2; 3; 1; 2; 3; 1.

Тест 10

Прочитайте тексты и установите соответствия между текстами и их заголовками: к каждому тексту, обозначенному буквами А–G, выберите соответствующий заголовок, обозначенный цифрами 1–8. Используйте каждую цифру только один раз. В задании есть один лишний заголовок.

1) **Kiwis Love the Great Outdoors**

2) **Sea Life**

3) **Cash**

4) **National Parks**

5) **New Zealand Climate and Weather**

6) **The Famous Love Story**

7) **Banking**

8) **Geography**

A. While the far north has subtropical weather during summer, and inland alpine areas of the South Island can be as cold as -10°C in winter, most of the country lies close to the coast, which means mild temperatures. The average New Zealand temperature decreases as you travel south. January and February are the warmest months, and July is the coldest month of the year. In summer, the average maximum temperature ranges between $20\text{-}30^{\circ}\text{C}$ and in winter between $10\text{-}15^{\circ}\text{C}$. New Zealand weather can change unexpectedly. Be prepared for sudden changes in weather and temperature if you're going hiking or doing other outdoor activities. Wear a shirt, sunscreen, a hat and sunglasses to protect yourself from the sun.

B. For the same reason that many visitors come to New Zealand, New Zealanders (informally known as Kiwis) have developed a passion for the outdoors and delight in activities that make the most of the spectacular landscape. With so many coastlines, it's little wonder Kiwis love the water and it's reputed that over 15% of New Zealand families own their own boat. Respected as superior yacht designers, Kiwis continue to dominate on the world yachting, kayaking, windsurfing and rowing scene. Hiking, camping, fishing, bush and beach walks are other popular outdoor pursuits. The more intrepid take to the mountains; following in the footsteps of perhaps the most adventurous Kiwi, Sir Edmund Hillary, who conquered Mount Everest, the world's highest mountain, in 1953.

C. New Zealand has abundant and diverse marine life, and whale watching and swimming with dolphins are two of our most highly recommended experiences. The small Hector's dolphin is the world's rarest dolphin and only found in New Zealand waters. Seals, penguins and a whole host of fish and shellfish also thrive in New Zealand's fertile marine environment.

D. Over 20 percent of New Zealand is covered in national parks, forest areas and reserves — and these are the best places to observe our native flora and fauna. Our mainland also has two World Heritage Areas — Tongariro in the Central North Island and Te Wahipounamu in the south-west of the South Island. Our 14 national parks contain an incredible variety of unspoiled landscape and vegetation. Administered and maintained by the Department of Conservation, these parks provide opportunity for a wide variety of activities including hiking, mountain biking, skiing and snowboarding, kayaking and trout fishing.

E. Hinemoa and Tutanekai were New Zealand's very own Romeo and Juliet — two star-crossed lovers whose relations were both passionate and forbidden. This tale has a happy ending though, as they proved the strength of their love through a dramatic and dangerous act, thus gaining the acceptance of their families. The best place to learn about this couple is on the island of Mokoia in Lake Rotorua, where the stated above events took place. You'll hear the lovers' story in all its color and fullness from members of the local tribe.

F. New Zealand banks are open from 9.30am to 4.30pm Monday to Friday. Some are also during weekends. Automated Teller Machines (ATM) are widely available at banks, along main shopping streets and in malls. International credit cards and ATM cards will work as long as they have a four-digit PIN encoded. Check with your bank before leaving home. Coins have values of 10, 20 and 50 cents, \$1 and \$2. Notes have values of \$5, \$10, \$20, \$50 and \$100.

G. Picturesque mountains, vast plains, rolling hillsides, subtropical forest, volcanic plateau, and miles of coastline with gorgeous sandy beaches — it's all here. No wonder New Zealand is becoming so much popular as a location for movies. Lying in the south-west Pacific, New Zealand consists of two main islands — the North Island and the South Island. Stewart Island and many smaller islands lie offshore. The central North Island is dominated by the Volcanic Plateau, an active volcanic and thermal area. The massive Southern Alps form the backbone of the South Island. To the east of the Southern Alps is the rolling farmland of Otago and Southland, and the vast, flat Canterbury Plains.

www.newzealand.com

Запишите в таблицу выбранные цифры под соответствующими буквами.

| Текст | A | B | C | D | E | F | G |
|-----------|---|---|---|---|---|---|---|
| Заголовок | | | | | | | |

Ключи: A5; B1; C2; D4; E6; F7; G8.

Прочитайте текст. Определите, какие из приведенных утверждений 10–17 соответствуют содержанию текста (I — True), какие не соответствуют (F — False) и о чем в тексте не сказано,

то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). В поле ответа запишите одну цифру, которая соответствует номеру правильного ответа.

A Cup of Tea (by Katherine Mansfield, abridged)

Rosemary Fell was not exactly beautiful. She was young, brilliant, extremely modern, well dressed and amazingly well read in the newest of the new books. Rosemary had been married two years, and her husband was very fond of her. They were rich, really rich, not just comfortably well-off, so if Rosemary wanted to shop, she would go to Paris as you and I would go to Bond Street.

One winter afternoon she went into a small shop to look at a little box which the shop-man had been keeping for her. He had shown it to nobody as yet so that she might be the first to see it. Rosemary admired the box. But how much would he charge her for it? Then his words reached her, "Twenty-eight guineas, madam." Rosemary gave no sign. Even if one is rich... Her voice was dreamy as she answered: "Well, keep it for me, will you? I'll..." The shopman bowed. He would be willing of course, to keep it for her forever.

Outside rain was falling, there was a cold, bitter taste in the air, and the newly lighted lamps looked sad... At that very moment a young girl, thin, dark, appeared at Rosemary's elbow and a voice, like a sigh, breathed: "Madam, may I speak to you a moment?"

Rosemary turned. She saw a little creature, no older than herself who shivered as though she had just come out of the water. "Madam, would you let me have the price of a cup of tea?" asked the girl.

There was something simple, sincere in that voice; it couldn't be the voice of a beggar. Rosemary looked at the girl closer. And suddenly it seemed to her such an adventure. Supposing she took the girl home? Supposing she did one of those things she was always reading about or seeing on the stage? What would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: "I simply took her home with me." And she stepped forward and said to the girl beside her: "Come home to tea with me."

The girl gave a start. Hungry people are easily led. The footman held the door of the car open, and a moment later they were riding through the dusk.

"Come and sit down," she said, pulling her big chair up to the fire. "Come and get warm. You look so terribly cold."

The girl stood up. But she held on to the chair with one hand and let Rosemary pull.

Then she said quickly, but so lightly and strangely: "I'm very sorry, madam, but I'm going to faint. I shall fall, madam, if I don't have something."

Rosemary rushed to the bell. The maid was gone and the girl almost burst into tears. She forgot to be shy, forgot everything except that they were both women, and cried out: "I can't go on any longer like this. I can't stand it. I wish I were dead. I really can't stand it!"

"You won't have to. I'll look after you. I'll arrange something. Do stop crying. Please."

At that moment the door-handle turned. It was Rosemary's husband. He wanted her to come to the library and explain who that girl was.

Rosemary, laughing, leaned against the door and said: "I picked her up in the street. She asked me for the price of a cup of tea and I brought her home with me."

Philip asked Rosemary what she was going to do with her. He also admitted that the girl was extremely pretty and suggested that she couldn't be more than twenty. He also suggested her dining with them. Rosemary was so surprised that she blushed. She went out of the library, but not back to her bedroom. She went to her writing-room and sat down at her desk. Pretty! Absolutely lovely! Her heart beat like a heavy bell. She opened a drawer, took out five pound notes, looked at them, put two back, and holding the three in her hand, went back to her bedroom.

Half an hour later Philip was still in the library, when Rosemary came in. She said that Miss Smith insisted on leaving and that she gave her some money. Then Rosemary said dreamily: "I saw a wonderful little box today. It cost twenty-eight guineas. Can I have it?"

"You can, little wasteful one," said he. "You know I can't deny you anything."

But that was not really what Rosemary wanted to say. "Philip," she whispered, "am I pretty?"

10) Rosemary was a real beauty.

1) True 2) False 3) Not stated

Ответ: _____

11) Rosemary's husband was in love with her.

1) True 2) False 3) Not stated

Ответ: _____

12) Rosemary and her husband were very poor and made barely both ends meet.

1) True 2) False 3) Not stated

Ответ: _____

13) A little box that Rosemary wanted to buy was very expensive.

1) True 2) False 3) Not stated

Ответ: _____

14) The girl that Rosemary met by the shop was skinny and sickly.

1) True 2) False 3) Not stated

Ответ: _____

15) The girl was hungry and was shivering.

1) True 2) False 3) Not stated

Ответ: _____

16) Rosemary's husband said that the girl was absolutely lovely and pretty.

1) True 2) False 3) Not stated

Ответ: _____

17) Philip agreed to buy that little box for his wife because he couldn't deny her anything.

1) True 2) False 3) Not stated

Ответ: _____

Ключи: 2; 1; 2; 1; 3; 1; 1; 1.

Часть II.

Грамматика и лексика

Артикль

Неопределенный артикль “a/an”

“A” — перед существительными, начинающимися с согласных звуков: *a book, a bird*.

“An” — перед существительными, начинающимися с гласных звуков: *an eye, an apple*.

| | |
|--|---|
| A/an — только с <u>исчисляемыми</u> существительными в <u>единственном</u> числе | This is a cat. <i>НО!</i> These are cats (нулевой артикль, т.к. “cats” — исчисляемое существительное во <i>множественном</i> числе). |
| A/an — при упоминании предмета впервые | I see a very beautiful house. <u>The</u> house belongs to Jack Smith (предмет упоминается во второй раз). |
| A/an — когда существительное является частью составного именного сказуемого (чаще всего при обозначении работы или деятельности) | I am a student. He is a businessman. She is a housewife. He is a man of courage. |
| A/an — при обозначении представителя класса в значении «каждый» | A dog has a tail (у каждой собаки есть хвост). A car has four wheels (у каждой машины — четыре колеса). |

| | |
|--|--|
| <p>A/an — с существительными, обозначающими время, расстояние или вес в значении «один»</p> | <p>I go to school 3 times a/per week. I never drive over 60 miles an/per hour. Please, give me a pound of carrots. I usually do my shopping 4 times a week</p> |
| <p>A/an — в структуре «прилагательное + существительное»</p> | <p>I have a splendid idea. I live in a big city. That's a pretty hat you are wearing!</p> |
| <p>A/an — в восклицаниях перед исчисляемыми существительными в единственном числе, а также после “such”, “rather”, “quite”</p> | <p>What a beautiful dress! I have never met <i>such</i> a clever student in my life! He is <i>rather</i> a nice man. It is <i>quite</i> a remarkable fact. He gave me <i>such</i> an interesting book</p> |
| <p>A/an — с исчисляемыми существительными в единственном числе после следующих конструкций: there is; it/this is; I have; etc.</p> | <p>There is a beautiful vase on the table. This is a pen. I have a dog. It is a nice place to live in</p> |
| <p>A/an — в ряде конструкций в сочетании с глаголами <i>to take</i>, <i>to give</i>, <i>to have</i> и другими</p> | <p><i>to take a shower</i> — принимать душ <i>to have a free hand</i> — иметь свободу действий <i>to give a start of something</i> — вздрагивать <i>to have a look of somebody</i> — походить на кого-либо, напоминать</p> |

Определенный артикль “the”

| | |
|--|--|
| <p>The — с исчисляемыми/неисчисляемыми существительными в единственном/множественном числе</p> | <p>“Courage is a special kind of knowledge; the knowledge of how to fear what ought to be feared and how not to fear what ought not to be feared”. David Ben-Gurion («знания» — неисчисляемое существительное). These are sandwiches. The sandwiches are tasty (существительное во множественном числе).</p> |
|--|--|

| | |
|--|--|
| <p>The — при повторном упоминании предмета</p> | <p>I've just read a book. The book is about animals</p> |
| <p>The — в контексте, когда понятно, о каком именно предмете/лице идет речь</p> | <p>Give me the handbag, please! It is on the sofa (речь идет о конкретной сумочке). Close the door, please!</p> |
| <p>The — при наличии в предложении уточняющего определения</p> | <p>The dress <i>I bought yesterday</i> fits me well. The film <i>I watched last week</i> is very thought-provoking</p> |
| <p>The — если существительное является уникальным в своем роде</p> | <p>The sun, the moon, the universe, the sky, the world, etc.</p> |
| <p>The — в конструкции «прилагательное в превосходной степени/порядковое числительное + существительное»</p> | <p>You are the first to come. — Ты пришел первым (the first — порядковое числительное первый). You are <i>the prettiest</i> girl in the world</p> |
| <p>The — национальные, социальные, религиозные и другие группы: the poor, the old, the French, the Republicans, etc.</p> | <p><i>The</i> English often grumble about the weather. The Assembly of <i>the Russian Nobility</i> is a non-political organization</p> |
| <p>The — в некоторых устойчивых словосочетаниях</p> | <p><i>In the morning</i> (утром), <i>in the afternoon</i> (днем), <i>in the evening</i> (вечером), <i>to the right/left</i> (направо/налево), <i>on the whole</i> (в целом), <i>in the beginning</i> (сначала), <i>in the course of time</i> (с течением времени), <i>in the long run</i> (в конечном итоге), etc. Where is the...? — Где...?</p> |

| <i>Географические названия:</i> | |
|---|--|
| Реки, каналы, моря, океаны, группы островов, полуострова, горные цепи, пустыни | the Thames, the Main (реки); the Caspian Sea, the Mediterranean (моря); the Atlantic Ocean, the Pacific Ocean (океаны); the Alps, the Himalayas, the Urals (горные цепи); the Sahara (пустыни); the Alaska Peninsula, the Crimea [kraɪ'mi:ə] Крым (полуострова) |
| Названия стран во множественном числе и стран, в которых есть слова: state, republic, kingdom, federation | the United States of America, the Russian Federation, the United Kingdom of Great Britain, the Dominican Republic, the Netherlands, the Philippines, the Antarctic |
| <i>Имена собственные:</i> | |
| Имена собственные, обозначающие семью | the Smiths, the Browns |
| Названия отелей, кораблей, газет | the Ritz-Carlton, the Titanic, the Times |
| Названия некоторых исторических зданий, театров, кинотеатров, галерей, музеев, ресторанов, организаций | the Kremlin, the British Museum, the Covent Garden, the Bolshoi Theater, the NASA, the Cavalli Restaurant and Lounge |

Нулевой артикль

| | |
|---|---|
| Исчисляемые существительные во множественном числе | I like apples. Dogs are the best friends and companions. |
| Конструкция «существительное + количественное числительное» | Open page 5, please! |

| | |
|---|--|
| Конструкция «местоимение/существительное в притяжательном падеже + существительное» | This is <i>my</i> house (притяжательное). <i>John's</i> book is so exciting. |
| «Указательное местоимение + существительное» | <i>Those</i> children are so smart. Look at <i>that</i> boy who is standing over there. |
| Неисчисляемые вещественные и абстрактные существительные | I detest <i>violence</i> (абстрактное). I like white <i>wine</i> (вещественное). <i>Knowledge</i> is <i>power</i> (абстрактные). When there is <i>life</i> , there is <i>hope</i> (абстрактные). What fine <i>weather</i> ! (“weather” никогда не употребляется с “a/an”) |
| Названия месяцев, дней недели, времен года | On <i>Sunday</i> I usually have my day off. I am going to the USA in <i>July</i> . It often snows in <i>winter</i> |
| Названия языков, учебных предметов | I speak English fluently. <i>HO!</i> <i>The English language</i> Physics is my favorite subject at school. |
| Перед обращением | Good morning, children! |
| Перед названиями университетов | My dream is to study at Oxford University. |
| Устойчивые выражения | <i>For breakfast/supper/dinner/lunch</i> (на завтрак/ужин/обед/ленч); <i>at night/noon</i> (ночью/в полдень); <i>to go home by car/bus</i> (ехать домой на машине/автобусе); <i>to learn by heart</i> (учить наизусть); <i>on business</i> (по делу); <i>at home/work</i> (дома/на работе); <i>to watch TV</i> (смотреть ТВ), etc. |

| <i>Географические названия</i> | |
|--|--|
| Названия улиц, площадей, парков, мостов | Wall Street, Fifth Avenue, Trafalgar Square <i>HO!</i> The Strand, <i>the</i> Mall Hyde park, Tower Bridge |
| Названия городов, стран, штатов, континентов | London, New York, Paris, Tokyo Australia, Athens <i>(HO! The Hague — Гаага)</i> Colorado, California (штат); Latin America, Europe <i>HO!</i> The Arctic, the Antarctic, the Far East, the Middle East |
| Названия некоторых островов, полуостровов, озер | Cyprus, Greenland, Sakhalin, Kamchatka, Alaska, Lake Baikal, Lake Victoria |
| Названия гор | Mont Blanc, Everest, Elbrus |
| <i>Имена собственные</i> | |
| Имена людей, клички животных | John, Mary, Sam |
| «Звания/титулы + имя собственное» | Mr. Smith, Dr. Brown |
| «Существительные, обозначающие членов семьи + имя собственное» | Aunt Mary, Uncle Tom, Admiral Nelson |
| Названия, содержащие имя собственное | Buckingham Palace, St. Paul's Cathedral |
| Названия аэропортов, станций | London Heathrow Airport, Victoria Station |

Существительное

Множественное число

Существительные, имеющие формы как множественного, так и единственного числа, называются *исчисляемыми*. Обычно множественное число исчисляемых существительных формируется с помощью окончания *-s/-es*. Однако данное правило имеет ряд исключений.

1) N (существительное) + *-s*, если существительное оканчивается на согласные звуки: *bags, books*.

2) N+ *-es*, если существительное оканчивается на шипящие звуки (*-s, -ss, -x, sh, -ch, -tch*): *branches, bushes, watches, boxes, bridges*.

3) N + *-ies*, если существительное оканчивается на гласный звук, предшествующий согласному: *copy => copies, lady => ladies*.

4) N + *-s*, если существительное оканчивается на гласный звук, предшествующий гласному: *zoo => zoos, day => days*.

5) N + *-es*, если существительное оканчивается на звук *-o*, предшествующий согласному: *potato => potatoes, tomato => tomatoes (HO! Pianos, photos)*.

6) N + *-ves*, если существительные оканчиваются на *-f/-fe*: *knife => knives, thief => thieves, life => lives (HO! Chiefs, roofs, safes)*.

Исключения:

Man => men

Mouse => mice

Basis => bases

Woman => women

Ox => oxen

Phenomenon =>

Child => children

Sheep => sheep

phenomena

Foot => feet

Deer => deer

Analysis => analyses

Goose => geese

Fish => fish

Tooth => teeth

Crisis => crises

7) Названия национальностей, оканчивающиеся на *-ese, -ss*, не изменяют формы при образовании множественного числа: *the Chinese* (китайцы), *the Japanese* (японцы), *the Swiss* (швейцарцы), *the Portuguese* (португальцы).

✓ Обратите внимание на формобразование следующих существительных:

Italian => Italians

Englishman => Englishmen

German => Germans

Frenchman => Frenchmen

Roman => Romans

Sister-in-law => sisters-in-law

Russian => Russians

Housewife => housewives

8) Существительные, которые имеют форму только единственного числа:

Hair (волосы): Your hair **looks** fabulous today!

Money (деньги): Money **is** tight.

Time (время): Time **is** precious.

Information (сведения, данные): Your personal information **is** valuable.

Weather (погода): The weather **is** fine today.

Politics (политика): "Politics **is** the art of the possible".

Knowledge (знания): Knowledge **is** power.

Названия наук: Physics, Phonetics, Mathematics, Statistics, etc.:
Mathematics **is** my favorite subject at school.

News (новости): No news **is** good news.

Advice (советы): Your advice **is** always welcome = your pieces of advice are always welcome.

Furniture (мебель): Modern furniture **is** designed to meet the needs of any exacting customer.

Progress (успехи): How **is** your progress so far?

Fruit (фрукты): Fruit **is** healthy.

НО! I like bananas, apples, oranges and other fruits (когда речь идет о разных видах фруктов).

9) Существительные, которые имеют форму только множественного числа:

Clothes (одежда): Your clothes **are** so smart and stylish.

Goods (товары): The goods **are** not available at the moment.

Scissors (ножницы): The scissors **are** sharp. Be careful! Don't cut yourself with **them**.

Glasses (очки): Glasses **are** not only correct vision but also *play* the role of a fashion accessory.

Jeans/trousers/shorts/tights (джинсы/брюки/шорты/колготки):
My favorite jeans **are** Calvin Klein.

People (люди): Many people **are** fond of sports.

Police (полиция): Dallas police **are** looking for a man who robbed the store.

НО! Если слово "people" употребляется в значении «народ» или «нация», то оно может иметь форму множественного числа.

10) Субстантивированные прилагательные, **такие как**: *the poor, the French, the sick, the rich, etc.*: The poor **are** being taken care of by our volunteers.

Местоимение

Личные местоимения

| Лицо / число | Именительный падеж (кто? что?) | Объектный падеж (кого? кому? кем? о ком?) |
|----------------------|---|---|
| 1-е лицо, ед. ч. | <p>I — я</p> <p><u>I</u> am a doctor. — Я врач.</p> <p>I am fond of reading. — Я увлекаюсь чтением.</p> | <p>ME — меня, мне, мной, обо мне</p> <p>Give <u>me</u> the book, please! — Дай <u>мне</u> книгу, пожалуйста!</p> <p>This book is about <u>me</u>. — Эта книга <u>обо мне</u>.</p> <p>It doesn't much concern <u>me</u>. — Это <u>меня</u> не касается.</p> <p>You are not interested in <u>me</u>. — Ты <u>мною</u> не интересуешься.</p> |
| 1-е лицо, мн. ч. | <p>WE — мы</p> <p><u>We</u> are going to Italy next week. — <u>Мы</u> собираем- ся на следующей неделе в Италию.</p> | <p>US — нас, нам, нами, о нас</p> <p>Tell <u>us</u> about your plans for the future. — Расскажите <u>нам</u> о своих планах на будущее.</p> <p>This film is about <u>us</u>. — Этот фильм <u>о нас</u>.</p> <p>Let's go with <u>us</u>! — Пойдем с <u>нами</u>!</p> <p>You'll find <u>us</u> in the restaurant. — Ты найдешь <u>нас</u> в ресторане.</p> |
| 2-е лицо, мн./ед. ч. | <p>YOU — ты, вы, Вы (фор- ма вежливости)</p> <p><u>You</u> are my best friend. — Ты мой лучший друг.</p> | <p>YOU — тебя, тебе, тобой, о тебе, вас, вам, вами, о вас</p> <p>I love <u>you</u>. — Я люблю <u>тебя</u> / <u>вас</u> / <u>Вас</u>.</p> <p>I must tell <u>you</u> something impor- tant. — Я должен сказать <u>тебе</u> /<u>Вам</u> / <u>вам</u> нечто важное.</p> <p>I am thinking about <u>you</u> all the time. — Я постоянно думаю <u>о</u> <u>тебе</u> / <u>вас</u> / <u>Вас</u>.</p> <p>I am fascinated by <u>you</u>. — Я пле- нен <u>Вами</u> / <u>тобой</u>.</p> |

| Лицо / число | Именительный падеж (кто? что?) | Объектный падеж (кого? кому? кем? о ком?) |
|------------------|--|---|
| 3-е лицо, ед. ч. | <p>HE — он SHE — она IT — он, она, оно</p> <p><u>He</u> is a real professional. — Он настоящий профессионал.</p> <p><u>She</u> works as a secretary. — Она работает секретарем.</p> <p>Here is my new dress. <u>It</u> is very nice. — Вот мое новое платье. Оно очень красивое.</p> | <p>HIM — его, ему, им, о нем HER — её, ей, ею, о ней IT — (для неодушевленных существительных)</p> <p>Do you know <u>him</u>? — Вы знаете <i>его</i>?</p> <p><u>He</u> will always remember her. — Он всегда <i>ее</i> будет помнить.</p> <p>Hand this parcel to <u>him</u>, please. — Будьте добры, отдайте <i>ему</i> эту посылку.</p> <p>Take <u>it</u>! — Возьмите <i>это</i> (книгу, посылку и т.д.)!</p> <p>This book was translated by <u>her</u> 2 years ago. — Эта книга была переведена <i>ею</i> 2 года назад.</p> <p>Take some time to be with <u>him</u>. — Побудь <i>с ним</i> еще некоторое время.</p> |
| 3-е лицо, мн. ч. | <p>THEY — они</p> <p><u>They</u> live next door to the suspect. — <i>Они</i> живут по соседству с подозреваемым.</p> | <p>THEM — их, им, ими, о них</p> <p>I haven't seen <u>them</u> for ages! — Я не видела <i>их</i> целую вечность.</p> <p>Tell <u>them</u> about that unpleasant incident. — Расскажи <i>им</i> об этом неприятном инциденте.</p> <p>Joe Cocker's songs are so beautiful. I am just fascinated by <u>them</u>. — У Джо Кокера такие красивые песни. Я просто очарован ими.</p> <p>Tell your parents about <u>them</u>. — Расскажи <i>о них</i> своим родителям.</p> |

Притяжательные местоимения

| Личные местоимения | Соединительная форма (притяжательное местоимение + существительное) | Абсолютная форма (при отсутствии существительного) |
|--------------------|---|--|
| 1 | 2 | 3 |
| I | MY (чей?) — мой, моя, мое, мои This is <u>my</u> book. — Это <i>моя</i> книга. | MINE Give me the tickets. They are <i>mine</i> . — Дай мне билеты. Они мои. |
| WE, | OUR — наш, наша, наше, наши It is <u>our</u> little house. — Это <i>наш</i> маленький дом. | OURS It is John's car. And that is <u>ours</u> . — Это машина Джона, а вон та — наша. |
| YOU | YOUR — твой/свой, твоя/своя, твое/свое, твои/свои Give me <u>your</u> dictionary, please. — Дай мне, пожалуйста, <i>твой</i> словарь. | YOURS I love my friends. Do you love <u>yours</u> ? — Я люблю своих друзей. А ты любишь <i>своих</i> ? |
| HE | HIS — его I like <u>his</u> boots. — Мне нравятся <i>его</i> ботинки. | HIS Mary's car is red. What color is <u>his</u> ? — Машина Мэри красная. А какого цвета <i>его</i> ? |
| SHE | HER — ее <u>Her</u> arrogant manner gets on my nerves. — Меня раздражает <i>ее</i> надменность. | HERS This is my best friend and that is <u>hers</u> . — Это <i>моя</i> лучшая подруга, а это ее. |
| IT | ITS — его, ее (неодушевленные существительные + животные) Look at my dog. <u>Its</u> eyes are so smart. — Посмотри на мою собаку. <i>Ее</i> глаза такие смышленные. | ITS <i>Эта форма практически не используется в речи</i> |

| 1 | 2 | 3 |
|-------------|---|---|
| THEY | THEIR — их Could you tell me <u>their</u> address or phone number? — Не могли бы вы подсказать мне <i>их</i> адрес или номер телефона? | THEIRS At first tell me about your plans and then about <u>theirs</u> . — Сначала расскажи мне о своих планах, и только потом об <i>их</i> . |

Указательные местоимения

THIS — *этот, эта, это*
(ед.ч.):

This man is my husband. —
Этот мужчина — мой муж.

THESE — *эти* (мн.ч.):

These books belong to Mr. Smith. —
Эти книги принадлежат мистеру Смитту.

THAT — *тот, та, то*
(ед.ч.):

That was my mistake. —
То была моя ошибка.

THOSE — *те* (мн.ч.):

Those people behave very strange. — Те люди ведут себя очень странно.

Относительные местоимения

Which (*который*) относится к неодушевленным предметам и животным:

Here is the bag which you left yesterday. — Вот книга, *которую* ты оставил вчера.

Who (*кто, который*) относится к людям:

Mr. Porter who you are looking for is on a business trip. — Мистер Портер, *которого* вы ищете, в командировке.

Местоимение *that* (*который*) может относиться как к одушевленным, так и неодушевленным предметам. Однако в современном английском *that* в отношении к одушевленным лицам используется только в разговорной речи:

1) The man that is standing over there is my husband. — Мужчина, *который* там стоит, мой муж.

2) The book that you are reading is really breathtaking. — Книга, которую ты сейчас читаешь, поистине захватывающая.

Местоимение *whose* (чей) вводит придаточные предложения, которые определяют как одушевленные, так и неодушевленные существительные. Однако для неодушевленных существительных предпочтительнее использование *of which*:

1) The woman whose daughter is good at Literature works as a teacher. — Женщина, чья дочь хорошо разбирается в литературе, работает учителем в школе.

2) The car the bonnet of which is red belongs to Garry Smith. — Машина, капот которой красного цвета, принадлежит Гарри Смиту.

Местоимение *where* (где, куда) вводит определительно-придаточные предложения после существительных, указывающих на место:

Hong Kong is the city where dreams come true is. — Гонконг — это город, где сбываются мечты.

When (когда) вводит определительно-придаточные предложения после существительных, указывающих на время:

Do you remember the time when we first met? — Ты помнишь то время, когда мы впервые встретились?

Why вводит определительно-придаточные предложения после существительных, указывающих на причину:

The reason why I smile is simple. I'll get married next month. — Причина, по которой я улыбаюсь, проста. Я выхожу замуж в следующем месяце.

Вопросительные местоимения

Вопросительные местоимения *who*, *whom* (объектный падеж), *why*, *when*, *where*, *whose*, *what* используются для построения специальных вопросов. Рассмотрим несколько примеров.

Whom did you help? — Кому ты помогла?

Who is that man? — Кто этот человек?

When did you see him? — Когда ты его видела?

Why are you laughing? — Почему ты смеешься?

Whose car is that? — Чья это машина?

Местоимения *some, any, no, every* и их производные

| SOME | ANY | NO | EVERY |
|---------------------------------------|---|-------------------------------|-----------------------------------|
| Somewhere (где-то, куда-нибудь) | Anywhere (где / куда-нибудь — в вопросах; <i>никуда</i> — в отрицаниях; <i>везде, где / куда угодно</i> — в утверждениях) | Nowhere (нигде, никуда) | Everywhere (повсюду, везде) |
| Somebody (кто-то, кто-нибудь) | Anybody (кто-нибудь — в вопросах; <i>никто</i> — в отрицаниях; <i>любой</i> — в утверждениях) | Nobody (никто) | Everybody (все) |
| Something (что-то, что-нибудь) | Anything (что-нибудь — в вопросах; <i>ничто</i> — в отрицаниях; <i>все, что угодно</i> — в утверждениях) | Nothing (ничто) | Everything (всё) |
| Someone (кто-то, кто-нибудь) | Anyone (кто-нибудь — в вопросах; <i>никто</i> — в отрицаниях; <i>любой</i> — в утверждениях) | No one (никто) | Everyone (каждый) |

Some

1. Some используется в утвердительных предложениях:

1) С исчисляемыми существительными во множественном числе в значении «несколько»:

There are *some* letters for you, Mr. Smith. — Для вас *несколько* писем, мистер Смит.

2) С исчисляемыми существительными в единственном числе в значении «какой-нибудь»:

I am looking for *some* gala dress. — Я ищу (*какое-нибудь*) праздничное платье.

3) С неисчисляемыми вещественными существительными в значении «немного», «некоторое количество»:

Give me *some* juice, please. — Дай мне, пожалуйста, *немного* сока.

2. Some используется в специальных вопросах, а также в вопросах, выражающих просьбу или предложение:

Would you like *some* coffee? — Хотите (*немного*) кофе?

Can I have *some* more soup, please? — Можно мне еще (*немного*) супа, пожалуйста?

Where can I buy *some* flowers? — Где я могу купить цветы?

Any

1. В утвердительных предложениях в значении «любой»:

You can take *any* book you like. — Ты можешь взять *любую* понравившуюся тебе книгу.

2. В отрицательных и вопросительных предложениях:

Are there *any* apples in the fridge? — В холодильнике есть (*сколько-нибудь*) яблоки?

I don't have *any* news for you. — У меня нет для вас (*никаких*) новостей.

3. В условных придаточных предложениях:

If you have *any* time, let me know. — Если у тебя будет время, дай мне знать.

- ✓ Местоимения *some* и *any* зачастую не переводятся на русский язык при употреблении с существительными во множественном числе и неисчисляемыми существительными.

No

1. В отрицательных предложениях:

I have *no* idea what you are talking about. — У меня *нет* ни малейшего представления, о чем ты сейчас говоришь.

I have *no* words left. — У меня *нет* слов.

2. В английском языке допустимо только одно отрицание в предложении:

I have *no* debt of *any* kind. — У меня *нет никаких* долгов.

Every

1. *Every* употребляется в значении «каждый из»:

Every one of you must be ready for tomorrow. — *Каждый из вас* должен подготовиться на завтра.

2. Употребляется для обозначения времени:

I go to school *every day*. — Я хожу в школу *каждый день*.

3. Производные “*every*” употребляются во всех типах предложений. Вышеописанные правила применимы для всех производных *some, any, every, no*:

I have got something to tell you. — Мне нужно *кое-что* тебе сказать.

Do you have anything to add? — У вас есть *что-либо* дополнить?
 I have nothing to wear. — У меня *ничего* надеть.
 Everything will be Okay. — *Все* будет хорошо.

Much / many, little / a little, few / a few

| MUCH (много) | MANY (много) |
|---|---|
| С неисчисляемыми существительными (чаще всего в отрицательных и вопросительных предложениях): Do you have much work to do? — У тебя <i>много</i> работы? I haven't got much money. — У меня не так много денег. | С исчисляемыми существительными (чаще всего в отрицательных и вопросительных предложениях): Are there many mistakes in your test? — В твоей контрольной работе <i>много</i> ошибок? Today there are not many people here. — Сегодня здесь не так много людей. |
| <i>A lot of, lots of, plenty of, a great deal of</i> | <i>A lot of, lots of, plenty of, a large number of</i> |
| <i>В утвердительных предложениях вместо many/much в основном используются вышеперечисленные синонимы.</i> | |
| LITTLE (мало) | FEW (мало) |
| С неисчисляемыми существительными: I have little money. — У меня <i>мало</i> денег (почти нет). | С исчисляемыми существительными: Nick has got few friends. — У Ника <i>мало</i> друзей. |
| A LITTLE (немного) | A FEW (немного) |
| I have a little time. — У меня есть <i>немного</i> времени. | I have a few apples. Do you want some? — У меня есть <i>немного</i> яблок. Угостить? |

Either, neither, both

Either

Either означает:

1. «Один из двух», «тот или другой», «любой»:

Here are two books, you may take either. — Вот две книги; ты можешь взять одну из них/любую.

2. «И тот и другой», «оба», «каждый»:

Either of the boys can speak English fluently. — Оба этих мальчика могут бегло говорить по-английски.

3. Конструкция **either...or** означает «или...или»:

He is either at work or at home. — Он или дома, или на работе.

Either my children or my **husband** is at home. — Или мои дети, или мой муж дома.

Either Mary or her **friends** know the truth. — Или Мэри, или ее друзья знают правду.

Either you leave me alone or I will call the police. — Или ты оставишь меня в покое, или я вызову полицию. *Глагол согласуется с последним упомянутым подлежащим.*

Neither

1. **Neither** означает «ни тот ни другой», «ни один» (из предложенных двух вариантов):

Neither of us wants to be the first to say goodbye. — Никто из нас не хочет первым прощаться.

✓ Обратите внимание, что после *neither* употребляется глагол без отрицания!

2. Конструкция **neither...nor** означает «ни...ни»:

Neither my friends nor I **know** what to do. — Ни я, ни мои друзья не знают, что делать.

Neither Jill nor Mary lives in England. — Ни Джил, ни Мэри не живут в Англии.

He neither knows nor cares. — Ему все равно.

Глагол согласуется с последним упомянутым подлежащим.

Both

1. **Both** означает «оба», «обе»:

Both of her parents are teachers. — Оба ее родителя — учителя.

Which picture do you like more? I like both of them. — Какая из картин тебе больше нравится? Мне нравятся обе.

I like both cats and dogs. They are both devoted and smart. — Мне одинаково нравятся и коты и собаки. Они преданные и умные.

2. Конструкция **both...and** означает «и...и»:

Both Steve and Mary have already learnt the poem. — И Стив и Мэри уже выучили стихотворение.

Both my friends and I **are** going to London next week. — И мои друзья, и я собираемся в Лондон на следующей неделе.

Следующий за последним подлежащим to be глагол всегда употребляется во множественном числе.

Числительные

Количественные числительные

Количественные числительные отвечают на вопрос «сколько?» и обозначают количество предметов.

1. Простые числительные: 0 — zero; 2 — two; 3 — three; 4 — four; 5 — five; 6 — six; 7 — seven; 8 — eight; 9 — nine; 10 — ten; 11 — eleven; 12 — twelve.

2. Числительные от 13 до 19 образуются с помощью суффикса **-teen**: 13 — thirteen; 14 — fourteen; 15 — fifteen; 16 — sixteen; 17 — seventeen; 18 — eighteen; 19 — nineteen.

3. Десятки образуются с помощью суффикса **-ty**: 30 — thirty, 40 — forty; 50 — fifty; 60 — sixty; 70 — seventy; 80 — eighty; 90 — ninety.

4. Составные числительные пишутся через дефис: 92 — ninety-two; 51 — fifty-one; 89 — eighty-nine, etc.

5. К числительным *hundred, thousand, million* не прибавляется окончание **-s** во множественном числе: *one million people; two thousand students; three hundred books, etc.* (Если они употребляются в *of*-конструкции и выражают неопределенное количество, то они употребляются во множественном числе: *hundreds of flowers.*)

6. В составных числительных с *hundred, thousand, million* ставится *and* перед десятками: 516 — *five hundred and sixteen*; 2155 — *two thousand one hundred and fifty-five*.

7. При обозначении номеров страниц, глав, параграфов, автобусов и т.д. количественное числительное ставится после существительного, а артикль опускается: *bus 5; chapter 2; page 212*.

8. Годы обозначаются количественными числительными и читаются частями: 1918 — *nineteen eighteen*; 1909 — *nineteen and nine*.

Порядковые числительные

1. Порядковые числительные отвечают на вопрос «который?» и обозначают порядок предметов. Первые три числительных образуются не по общему правилу: первый — *first*; второй — *second*, третий — *third*.

2. Остальные порядковые числительные образуются с помощью суффикса **-th**: четвертый — fourth; шестой — sixth; седьмой — seventh. Обратите внимание на правописание следующих слов: пятый — fifth; восьмой — eighth; девятый — ninth; двенадцатый — twelfth.

3. В десятках **-y** меняется на **-ieth**: сороковой — fortieth; пятидесятый — fiftieth.

4. В составных числительных только последняя цифра выражается порядковым числительным: двадцать восьмой — twenty-eighth; триста семьдесят первый — three hundred and seventy-first.

5. В сочетании с существительными порядковые числительные употребляются с определенным артиклем *the*: первый раз — the first time.

Прилагательное

Степени сравнения прилагательных

Односложные прилагательные и многие двусложные прилагательные образуют степени сравнения с помощью суффиксов «-er» в сравнительной степени и «-est» в превосходной:

| | | |
|--------------------|-------------------------|------------------------------------|
| long (длинный) | => longer (длиннее) | => the longest (самый длинный) |
| happy (счастливый) | => happier (счастливее) | => the happiest (самый счастливый) |

1) Многосложные прилагательные образуют степени сравнения при помощи “more” в сравнительной степени и “the most” в превосходной:

| | | | | |
|------------------------------|--|------------|--|------------|
| important (важный) | => more (более важный, важнее) | important | => the most (самый важный, наиважнейший) | important |
| attractive (привлекательный) | => more (более привлекательный, привлекательнее) | attractive | => the most (самый привлекательный) | attractive |

Исключения:

| | | |
|-------------|---|---|
| good / well | => better (лучше) | => the best (самый лучший) |
| bad | => worse (хуже) | => the worst (самый худший) |
| old | => older (старше, более старый) / elder (при сравнении возраста людей, особенно членов семьи) | => the oldest/the eldest (самый старший/старый) |
| far | => farther/further ¹ (дальше; дальнейший) | => the farthest/the furthest (самый далекий) |
| little | => less (меньше, менее) | => the least (наименьший) |
| much / many | => more (больше, более) | => the most (наиболее) |

¹ При обозначении расстояния данные формы прилагательных являются синонимичными. Однако сравнительная форма *further* употребляется также в другом значении: «дальнейший», «еще один».

Сравнительные обороты

1. *Сравнительная степень прилагательного + than (чем) + объект:*

This book is (much) more interesting *than* that one. — Эта книга (намного) интереснее, чем та.

Tom is smarter *than* his friend. — Том более сообразителен, чем его друг.

2. *As + прилагательное в положительной степени + as:*

John is *as* strong *as* his father. — Джон так же силен, как и его отец.

3. *Not so/as + прилагательное в положительной степени + as:*

The screen version of this novel is not *as* interesting *as* the novel itself. — Экранизация этого романа не такая интересная, как сам роман.

The devil is not *so* black *as* he is painted. — Не так страшен черт, как его малюют.

4. *The + сравнительная степень прилагательного..., the + сравнительная степень прилагательного:*

The more you learn, *the more* you earn. — Чем больше учишься, тем больше зарабатываешь.

The older I get, *the more* I appreciate my family. — Чем старше я становлюсь, тем больше я ценю свою семью.

The better you prepare for your exams, *the higher* marks you will get. — Чем лучше ты подготовишься к экзаменам, тем выше будут твои оценки.

Предлог

At

| | |
|--|---|
| <p>Предлог места => <i>у, за, около, на</i> (обозначает нахождение в определенном месте):</p> | <p>When we came back, they were sitting at the table. — Когда мы вернулись, они сидели <i>за</i> столом. She stood at the window. — Она стояла <i>у</i> окна. He is at work/at home now. — Он сейчас <i>на</i> работе/дома.</p> |
| <p>Предлог времени => <i>в, на</i> (время в часах и минутах; время суток):</p> | <p>We usually have breakfast <i>at</i> 9 o'clock. — Обычно мы завтракаем в 9 (часов). Let's meet <i>at midnight/ at noon</i>. — Давай встретимся в полночь/в полдень. Wake me up <i>at sunrise</i>, please. — Разбуди меня, пожалуйста, на восходе солнца. <i>At present</i> I am working at my article. — В настоящее время я работаю над своей статьей.</p> |
| <p>Устойчивые выражения:</p> | <p><i>At the age of</i> (в возрасте...), <i>at a discount</i> (со скидкой), <i>at a foot's pace</i> (шагом), <i>at a glance</i> (с первого взгляда, сразу), <i>at a high price</i> (дорого, по высокой цене), <i>at a loss</i> (в недоумении), <i>at all costs</i> (любой ценой, во что бы то ни стало), <i>at all times</i> (всегда, во все времена), <i>at hand</i> (под рукой, близко), <i>at least</i> (по крайней мере), <i>at once</i> (сразу же, немедленно), <i>at present</i> (в настоящее время), <i>at the same time</i> (в то же время, вместе с тем), etc.</p> |

On

| | |
|---|---|
| <p>Предлог места => <i>на</i> (нахождение на поверхности):</p> | <p>There is a book on the table. — <i>На</i> столе лежит книга. There is a new carpet on the floor. — <i>На</i> полу лежит новый ковер</p> |
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| | |
|--|---|
| <p>Предлог времени (определенный день недели, дата):</p> | <p>We usually do shopping on Sundays. — Мы обычно делаем покупки по воскресеньям.</p> <p>School begins on the 1st of September. — Занятия в школе начинаются 1 сентября.</p> |
| <p>Последовательность событий => <i>по, после</i>:</p> | <p>On returning home I realized that my friends got into trouble. — По возвращении домой я осознал, что мои друзья попали в беду.</p> <p>Some online shopping sites offer cash on delivery option. — Многие интернет-магазины предлагают возможность оплаты товара <i>при</i> доставке.</p> |
| <p>Устойчивые выражения:</p> | <p><i>On a regular basis</i> (регулярно), <i>to work on something</i> (работать над чем-либо), <i>on air</i> (в эфире), <i>on behalf of somebody</i> (от лица/в интересах кого-либо), <i>on business</i> (по делу, в командировке), <i>on condition that</i> (при условии если), <i>on demand</i> (по запросу/требованию), <i>on the one side... on the other</i> (с одной стороны... с другой), <i>on purpose</i> (намеренно), <i>on the safe side</i> (на всякий случай), <i>on the whole</i> (в целом), <i>on time</i> (вовремя), etc.</p> |
| <p>In</p> | |
| <p>Предлог места => <i>внутри, в</i> (отвечает на вопрос «где?»):</p> | <p>Tell me why there is sadness in your eyes. Скажи мне, почему <i>в</i> твоих глазах — грусть?</p> <p>There are two windows in my room. — <i>В</i> моей комнате два окна.</p> |
| <p>Предлог времени => <i>через, за истечением</i>:</p> | <p>I want to lose weight in two weeks. — Я хочу похудеть <i>за</i> две недели.</p> <p>In a couple of weeks we are going to the USA. — <i>Через</i> пару недель мы собираемся в США.</p> |

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| <p>Предлог времени => <i>в</i> (месяцы, годы, время года):</p> | <p>I was born in 1990. — Я родилась <i>в</i> 1990 году. I usually take a holiday in July. — Обычно я беру отпуск <i>в</i> июле. In summer I always go to the sea-side. — <i>Летом</i> я всегда езжу на море.</p> |
| <p>Устойчивые выражения:</p> | <p><i>In a word</i> (одним словом, короче говоря), <i>in a wink</i> (моментально), <i>in addition</i> (кроме того, вдобавок), <i>in advance</i> (заблаговременно, заранее), <i>in cash</i> (наличными), <i>in every way</i> (во всех отношениях), <i>in no circumstances/case</i> (ни при каких условиях/ни в коем случае), <i>in order to</i> (чтобы), <i>in summary</i> (итак, таким образом), etc.</p> |
| <p>Into</p> | |
| <p>Предлог направления => <i>в, на, внутрь</i> (указывает на направление внутрь; отвечает на вопрос «куда?»):</p> | <p>When he came into my room, I could not help but smile. — Когда он вошел <i>в</i> комнату, я не смогла сдержать улыбки. Pour some honey into my cup of tea, please. — Положи, пожалуйста, мед <i>в</i> мою чашку чая.</p> |
| <p>Переход в новую форму или состояние => <i>в, на</i>:</p> | <p>Translate the following text into English. — Переведите следующий текст <i>на</i> английский. How does a caterpillar turn into a butterfly? — Каким образом гусеница превращается <i>в</i> бабочку?</p> |
| <p>To</p> | |
| <p>Предлог направления => <i>в, к</i> (направление движения; отвечает на вопрос «куда?»):</p> | <p>I am going to London next week. — Я собираюсь <i>в</i> Лондон на следующей неделе.</p> |
| <p>Предлог времени => <i>до</i> (какого-либо времени):</p> | <p>I usually work from 10 in the morning to 7 o'clock. — Я обычно работаю с 10 утра <i>до</i> 7.</p> |

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| <p>Устойчивые выражения:</p> | <p><i>To look forward to something</i> (с нетерпением ждать чего-либо), <i>to object to somebody/something</i> (возражать кому-либо/противиться чему-либо), <i>listen to somebody/something</i> (слушать кого-либо/что-либо), <i>to apologize to somebody</i> (извиняться перед кем-либо), etc.</p> |
| <p>Till / until</p> | |
| <p>Предлог времени => <i>до</i> (какого-то определенного момента времени):</p> | <p>Our working hours are from 5 till 6 p.m. — Мы работаем с 5 <i>до</i> 6 вечера. There are only few days left until Christmas. — Остались считанные дни <i>до</i> Рождества.</p> |
| <p><i>Предлоги till/until являются синонимами, хотя стилистически между ними есть различие: till — употребляется в разговорной речи, в то время как until — в деловой.</i></p> | |
| <p>From</p> | |
| <p>Предлог направления => <i>от, из</i> (указывает на точку отсчета расстояния):</p> | <p>You should take the train from New York to Chicago. — Вам нужно сесть на поезд, следующий <i>из</i> Нью-Йорка в Чикаго. Are you planning a trip from London to Paris? — Вы планируете путешествие <i>из</i> Лондона в Париж?</p> |
| <p>Косвенный падеж (кого? чего? откуда?) => <i>от, с:</i></p> | <p>I am dying from hunger. — Я умираю <i>с</i> голоду. I know from experience that in order to master any foreign language you have to read books in the original. — Я знаю <i>по</i> опыту, что для освоения любого иностранного языка необходимо читать книги в оригинале. Yesterday I received a letter from my friend asking me for help. — Вчера я получила письмо <i>от</i> друга, в котором он просит меня о помощи.</p> |

| | |
|---|---|
| Предлог времени => <i>с, от</i> (указывает на исходный момент; начало): | I must work hard from morning till night in order to succeed in life. — Я должна усердно работать <i>с</i> утра до ночи, чтобы преуспеть в жизни. |
| Since | |
| Предлог времени => <i>с, с того времени:</i> | I haven't seen him since morning. — Я не видела его <i>с</i> утра. So many years have passed since that day. — Столько лет прошло <i>с</i> того дня. |
| For | |
| Предлог времени => <i>в течение, на:</i> | I haven't seen you for 2 weeks. — Я не видела тебя две недели. Let me stay at least for another hour. — Позволь мне остаться хотя бы еще на час. |
| <i>Для, ради:</i> | I have got good news for you. — У меня <i>для</i> тебя хорошие новости. Everything I do — I do it for you. — Все, что я делаю, делаю <i>ради</i> тебя. |
| По причине, вследствие, ради: | I prefer healthy lifestyle for many reasons. — Я отдаю предпочтение здоровому образу жизни по многим причинам. This writer became famous for his best-selling novel a little while since. — Этот писатель совсем недавно прославился благодаря своему роману, ставшему бестселлером. We do it just for fun. — Мы делаем это <i>ради</i> удовольствия. |
| Направление: | He has just gone for a walk. — Он только что ушел на прогулку. He is about to leave for Paris. — Он вот-вот уедет в Париж. |
| Устойчивые выражения: | <i>For breakfast/dinner/supper</i> (на завтрак/обед/ужин), <i>for a certainty</i> (бесспорно, несомненно), <i>for all</i> (хотя, несмотря на), <i>for example</i> (например), etc. |

| By | |
|---|--|
| Предлог времени (к какому времени) => <i>к, не позже чем:</i> | <p>By 5 o'clock yesterday I had already packed all the things. — Вчера к 5 часам я уже собрала все вещи.</p> <p>By that time, I had been learning English for 5 years. — К тому времени я изучала английский 5 лет.</p> |
| Предлог места => <i>около, рядом, у, вдоль:</i> | <p>I stood by the window, all by myself, trying to find some solace. — Я стояла у окна, погруженная в свои мысли, пытаюсь найти утешение.</p> <p>Once, when I was walking alone down by the river, I came across an antique shop. — Однажды, когда я прогуливалась <i>вдоль</i> реки, я натолкнулась на антикварный магазин.</p> |
| Соответствует русскому творительному падежу: | <p>This book is written by Jack London. — Эта книга написана Джеком Лондоном.</p> <p>I prefer travelling by train. — Я предпочитаю путешествия поездом.</p> |
| Устойчивые выражения: | <p><i>By profession</i> (по профессии), <i>by all means</i> (любыми способами), <i>by chance</i> (случайно), <i>by the way</i> (кстати, между прочим), <i>by cash</i> (наличными), <i>by a finger's breadth</i> (еле-еле), <i>by and large</i> (в общем и целом), etc.</p> |
| With | |
| <i>с, вместе с:</i> | <p>Come with me! — Пойдем со мной!</p> <p>I like tea with milk. — Я люблю чай с молоком.</p> |
| Соответствует творительному падежу (орудие): | <p>John stabbed his bitter enemy twice with a knife. — Джон дважды ударил своего злейшего врага ножом.</p> <p>Cover me with a blanket, please. — Укрой меня, пожалуйста, одеялом.</p> |

| | |
|---|--|
| Устойчивые выражения: | <i>To stay with somebody</i> (жить/гостить у кого-либо), <i>to fall in love with somebody</i> (влюбиться в кого-либо), <i>with a heavy hand</i> (жестоко), <i>with a high hand</i> (высокомерно), <i>to be/get with it</i> (идти в ногу со временем), <i>with one's whole heart</i> (всем сердцем/душой), etc. |
| About | |
| <i>о, насчет, касательно:</i> | I am writing a book about fashion. — Я пишу книгу <i>о</i> моде. Let's talk about friendship. — Давайте поговорим <i>о</i> дружбе. |
| Предлог времени => <i>примерно, приблизительно (о времени):</i> | I talked to him about an hour ago. — Я разговаривала с ним <i>примерно</i> час назад. |
| Without | |
| <i>без, в отсутствие:</i> | I can't live without you. — Я не могу жить <i>без</i> тебя. Everyone wants to live in a world without tears. — Каждый хочет жить в мире <i>без</i> слез. |
| Перед герундием и отглагольным существительным: | I kept walking without looking back. — Я продолжала идти, не оглядываясь назад. |
| Between | |
| <i>между (не более 2-х объектов):</i> | Between the devil and the black sea. — <i>Между</i> двух огней (поговорка). Call me between 5 and 6 p.m. — Позвони мне <i>между</i> 5 и 6 часами вечера. |
| Among | |
| <i>между (более 2-х объектов), среди, у:</i> | Among my friends I am the only one who likes cooking. — <i>Среди</i> моих друзей я единственная, кто любит готовить. They quarreled among themselves for nothing. — Они поссорились <i>между</i> собой из-за пустяка. |

| Before | |
|---|---|
| Предлог времени => <i>до, раньше, перед:</i> | <p>Don't forget to wash your hands before meals. — Не забудь вымыть руки <i>перед</i> едой.</p> <p>I have watched this film before. — Я смотрела этот фильм <i>раньше</i>.</p> |
| After | |
| Предлог времени => <i>после, спустя, через:</i> | <p>We'll go for a stroll after dinner. — Мы выйдем на прогулку после обеда.</p> <p>After two years' quarrel they finally were reconciled with each other. — <i>После</i> двухлетней ссоры они, наконец, помирились.</p> |
| During | |
| Предлог времени => <i>в течение, во время:</i> | <p>During the flight all passengers will be offered light snacks and drinks. — <i>Во время</i> полета всем пассажирам будут предложены легкие закуски и напитки.</p> |
| Behind | |
| Предлог места => <i>за, позади:</i> | <p>He hid behind the sofa. — Он спрятался <i>за</i> диваном.</p> <p>Rose gossiped behind my back. — Роза распускала слухи <i>за</i> моей спиной.</p> |
| Above | |
| Предлог места => <i>над, выше</i> (в пространственном отношении): | <p>There is a mirror above the washbasin. — <i>Над</i> раковиной висит зеркало.</p> <p>Learn by heart all the words stated above. — Выучите наизусть все слова, указанные <i>выше</i>.</p> |
| Устойчивые выражения: | <p><i>To stand head and shoulders above somebody</i> (заметно выделяться на чем-либо фоне), <i>above all</i> (прежде всего, главным образом), <i>above suspicion</i> (вне всяких подозрений), <i>above one's bend</i> (не по силам), etc.</p> |

Under

| | |
|--|---|
| Предлог места => <i>под</i> : | There is a box under the table. — <i>Под</i> столом лежит коробка. |
| <i>По</i> (согласно законам, правилам и т.д.): | Under the terms of the contract the seller undertakes to deliver the goods within the agreed period. — <i>Согласно</i> условиям контракта продавец обязуется доставить товары в условленный срок. |

Opposite

| | |
|--|--|
| Предлог места => <i>напротив; с другой стороны</i> : | They sat opposite each other in complete silence. — Они сидели <i>напротив</i> друг друга в полной тишине. |
|--|--|

Видовременные формы глагола

Present Simple / Простое настоящее время

Формообразование:

Вопросительные/отрицательные предложения: вспомогательный глагол **DO/DOES**.

Повествовательное предложение: 1-е и 2-е лицо — нулевое окончание; 3-е лицо, единственное число (he, she, it): + окончание (e)s*:

а) глаголы с окончанием **s, ss, sh, ch, tch, x, z** + **-es**: I watch/she watches;

б) глаголы с окончанием **-y** + **-ies**: I carry/she carries;

с) глаголы-исключения: to have — has, to go — goes, to say — says (3-е лицо, ед. ч.).

Повествовательное предложение:

I go shopping twice a week.

She goes shopping twice a week.

Отрицательное предложение:

I don't (= do not) smoke.

She doesn't (= does not) smoke.

Вопросительное предложение:

Do you live in London?

Does she live in London?

Указатели времени: every day/week/month/year, always, generally, often, sometimes, usually, never, seldom, etc.

Значение и употребление:

1. Регулярное, повторяющееся действие:

I do my morning exercises every day.

He is fond of history (составное именное сказуемое to be fond of = to be (глагол-связка) в 3-м лице ед. ч. + fond of (именная часть)).

He speaks Spanish well.

2. «Вечная истина», пословицы и поговорки:

Water freezes at 0° Celsius.

The early bird catches the worm. (Кто рано встает, тому Бог подает).

Russian people like pancakes and black caviar.

3. Для передачи будущего времени:

The train arrives on time/at 6 p.m. (расписание)

If you come home in time (придаточное предложение), we'll go for a walk.

4. Для выражения собственной точки зрения, предположения, надежды:

I hope I'll succeed in my work.

I think that London is more beautiful than Budapest.

I am sure he'll be happy to see you.

Present Continuous / Настоящее длительное время

Формообразование:

| |
|---------------|
| to be + V-ing |
|---------------|

Повествовательное предложение:

I am (= I'm) writing now.

He/she (= he/she's) is going to Moscow tomorrow.

They / we / you are (= 're) giving a party tonight.

Отрицательное предложение:

She/he is not playing the piano at the moment.

I am NOT cooking now.

They/you/we are watching TV now.

Вопросительное предложение:

Am I not working? Разве (неужели) я не работаю?

Are they listening to music now?

Указатели времени: always, continually, constantly, now, at the moment, still, etc.

Значение и употребление:

1. Момент речи:

I am cooking your favorite apple pie now.

She is riding a horse now.

2. Действие в процессе совершения:

They are building their house (действие происходит в настоящем времени, но не обязательно в момент речи).

I am learning to drive a car.

He is studying English in Cambridge.

3. Часто повторяющееся действие, вызывающее эмоциональную реакцию (чаще негативную):

It is so stifling over here because you are always closing all the doors and windows.

You are always grumbling about the weather.

4. В случае развития и перемены ситуации:

The sky is grey. It is going to rain.

Nowadays more and more people are getting concerned about the problem of parents and children.

5. Запланированное действие на ближайшее будущее:

I'm giving a party next Friday.

To be going to do something — собираться что-либо делать (как правило, данная конструкция не используется с глаголами движения).

They are going to the cinema tonight.

They are coming next week.

Статические глаголы, как правило, не употребляются в форме Continuous:

1) глаголы чувственного восприятия: to see, to hear, to feel, to smell, to taste;

2) глаголы умственной деятельности: to know, to understand, to think, to believe;

3) глаголы чувств и желания: to love, to adore, to hate, to like, to want, to wish, to desire, to prefer;

4) to seem, to appear, to look like, to resemble (походить, быть похожим) в значении «выглядеть, казаться».

Исключения:

Если говорящий хочет сделать акцент на процессе совершения действия, то некоторые из вышеперечисленных глаголов могут употребляться в форме *Continuous*.

1) **to smell:**

The cake smells delicious. — Торт аппетитно *пахнет*.

Why are you smelling these flowers? — Почему ты *нюхаешь* эти цветы?

2) **to taste:**

This sauce tastes sweet. — У этого соуса сладкий *вкус*.

He is tasting our cook's new dish. — Он *пробует* новое блюдо нашего повара.

3) **to see:**

Every time I see your face, I smile and feel happy. — Каждый раз, как я *вижу* твое лицо, я улыбаюсь и чувствую себя счастливой.

I'm seeing him tonight. — Я *увиджусь* с ним завтра.

4) **to look:**

He looks tired. — Он *выглядит* усталым.

I am looking at the pictures and can't help admiring them. — Я *смотрю* на картины и не могу скрыть своего восхищения.

5) **to feel:**

I am feeling confident = I feel confident. — Я *чувствую* уверенность в своих силах.

6) **to think:**

I think you are the happiest man in the world. — Я *думаю*, что ты самый счастливый человек в мире.

I am thinking of buying a new car. — Я *подумываю* купить новый автомобиль.

7) **to have:**

I have many friends. — У меня много друзей (в значении «иметь»).

I am having breakfast now. Call me back later, please. — Я сейчас *завтракаю*. Позвони мне, пожалуйста, позже.

Указатели времени: now, at the moment, still, etc.

Present Perfect / Настоящее завершенное время

Формообразование:

have / has (3-е лицо, ед. ч.) + V3/V-ed

Повествовательное предложение:

I have (= I've) just spoken to him.

She/he (= she/he's) has already seen this film.

Отрицательное предложение:

I have never been to Miami.

He has not (= hasn't) seen his wife since Monday (3-я форма неправильного глагола).

They have not (= haven't) moved to another place yet (правильный глагол + **-ed**).

Вопросительное предложение:

Have you ever been to London?

Has she received her parcel yet?

Указатели времени: just, already (утвердительные предложения), yet (отрицания/вопросы), ever, recently, so far, once/twice, three/four/many times, since, for, this year/month, all my life, for ages, for a long time, etc.

Значение и употребление:

1. Недавно завершенное действие без указания времени, результат которого очевиден или важен в настоящем:

I can't get in as I have lost my keys. — Я не могу попасть домой (результат), так как потерял ключи.

I have seen this film twice. Let's try something different. — Я уже видела этот фильм дважды (результат). Давай посмотрим что-нибудь другое.

2. Действие, которое только что закончилось или все еще продолжается к моменту речи (часто с глаголами, которые не употребляются в *Present Perfect Continuous*). Период продолжительности

действия, как правило, выражается: *since* (с тех пор как), *for* (в течение), *lately*, *recently* (недавно, в последнее время), *today* (если день еще не закончился):

I am so happy you are here! I haven't seen you for two years. — Я так рад, что ты здесь! Я не видел тебя целых два года (действие только что закончилось, так как говорящий к моменту речи встретил человека, которого не видел два года).

I haven't seen him since he left for Moscow in 2012 (главное предложение = *Present Perfect*; придаточное предложение = *Past Simple*).

I have worked here since 2011.

How long have you known him?

Since when have you been friends with him?

I have always liked him. — Он всегда мне нравился (и продолжает нравиться до сих пор). Глагол "*like*" статический, поэтому используется *Present Perfect* вместо *Present Perfect Continuous*.

Ниже вы найдете типовые фразы в *Present Perfect*, которые помогут вам лучше ориентироваться в выборе той или иной видовременной формы глагола.

I haven't seen you for ages. — Я не видел тебя целую вечность.

Have you ever been to the USA? — Ты когда-нибудь был в США?

I have been to Spain twice. — Я был в Испании дважды.

I have just spoken to him. — Я только что говорил с ним.

He has already gone. — Он уже ушел.

I have been a surgeon for five years. — Я работаю хирургом пять лет.

How long have you been ill? — Сколько ты уже болеешь?

I have been busy lately. — В последнее время я очень занята.

We have known each other since childhood. — Мы знаем друг друга с детства.

Следующие предложения следует употреблять в *Present Simple*, а не *Present Perfect*:

What did you say? I did not hear your question. — Что вы сказали? Я не расслышал вашего вопроса.

Now I understand. — Сейчас я понял.

Present Perfect Continuous / Настоящее совершенно-длительное время

Формообразование:

have/has (3-е лицо, ед. ч) + been + V-ing

Повествовательное предложение:

I have been working since morning.

Отрицательное предложение:

It has not been raining here since May.

Вопросительное предложение:

Has she been waiting for you since morning?

Указатели времени: recently, so far, since, for, all my life, for ages, for a long time, etc.

Значение и употребление:

1. Действие, которое началось в прошлом и только что закончилось к моменту речи:

I have been looking for you everywhere since morning (акцент на длительности действия). — Я ищу везде тебя с самого утра (действие только что закончилось).

Where have you been? I have been waiting for you for two hours. — Где ты был? Я жду тебя уже два часа.

2. Действие, которое началось в прошлом и все еще продолжается к моменту речи:

I have been trying to concentrate on my work since morning, but my younger brother is distracting me all the time. — Я пытаюсь сосредоточиться на работе с утра, но мой младший брат все время меня отвлекает.

I have been working for five hours. I am exhausted. — Я работаю уже пять часов (и собираюсь продолжать). Я устал.

Статические глаголы, упомянутые в параграфе Present Continuous, как правило, не употребляются в форме Present Perfect Continuous. С данной группой глаголов используется форма Present Perfect.

Past Simple / Простое прошедшее время

Формообразование:

Вопросительные/отрицательные предложения: вспомогательный глагол **did**.

Повествовательные предложения: окончание **-ed** для правильных глаголов или 2-я форма неправильных глаголов.

Повествовательное:

In 2012 my friends visited France.

I spent the whole night working at my report.

Отрицательное:

I did not (= didn't) go to school yesterday.

He did not (= didn't) repair his car two days ago.

Вопросительное:

Did you cook your special dish yesterday?

Did they sleep well last night?

Значение и употребление:

1. Завершенное действие или состояние в прошлом:

Yesterday I overslept and missed my train. — Вчера я проспала и опоздала на поезд.

I didn't have time to call on him yesterday. — Вчера у меня не было времени, чтобы зайти к нему.

2. В специальных вопросах, начинающихся с *when* и *where*:

Where did you sleep last night? — Где ты спал прошлой ночью?

When did you see him? — Когда ты его видела?

3. Для выражения регулярных, повторяющихся действий в прошлом:

He always helped his little sister. — Он всегда помогал своей маленькой сестренке.

Last summer I spent much time at the beach in Miami. — Прошлым летом я проводила много времени на пляже Майами.

Оборот **used to** используется при описании событий или состояний, которые регулярно имели место в прошлом, но либо на время, либо полностью прекратились. Данный оборот переводится на русский язык с помощью наречий «бывало» и «раньше»:

He used to smoke and abuse alcohol (now he leads a healthy lifestyle). — Раньше он курил и злоупотреблял спиртным (сейчас он ведет здоровый образ жизни).

Указатели времени: yesterday, the other day, last year/month, in 2000, 2 months/days/years ago, long ago, etc.

Past Continuous / Прошедшее длительное время

Формообразование:

Was/were + V-ing

Форма *was* используется для 1-го и 3-го лица единственного числа (I, he, she, it); форма *were* используется для 1-го лица множественного числа и 2-го лица (we, you, they).

Повествовательное предложение:

From 5 till 6 yesterday I was watching TV.

I was learning a poem all night long yesterday.

Отрицательное предложение:

They were doing nothing at noon yesterday.

I was not (= wasn't) taking a shower at that time yesterday.

Вопросительное предложение:

Were you listening to music when I came back yesterday?

Was she cooking or sleeping at 5 o'clock yesterday?

Значение и употребление:

1. Длительное действие, происходящее в определенный момент в прошлом. Акцент — на длительности:

I was trying to get through to him all day long. — Я пыталась дозвониться до него весь день.

In the end of May I was desperately looking for a new job. — В конце мая я отчаянно искала новую работу.

2. Действие, происходящее в определенный момент в прошлом, который выражен *обстоятельством времени* (*at noon, from 5 till 6 p.m. yesterday, at that moment, etc.*):

At that time yesterday I was sitting at the café with my best friend. — В это время вчера я сидела в кафе со своим лучшим другом.

From 7 till 9 yesterday I was doing my home assignment. — Вчера с 7 до 9 вечера я выполняла домашнее задание.

3. Действие, происходящее в определенный момент в прошлом, который выражен *другим прошедшим временем (Past Simple)*:

When I came home yesterday my sisters were having dinner. — Когда я вчера вернулась домой, мои сестры ужинали.

We were discussing the latest news when the telephone rang. — Мы обсуждали последние новости, когда зазвонил телефон (одномоментное действие выражается в *Past Simple*).

4. Несколько *длительных одновременных действий*, происходящих в определенный момент в прошлом:

While I was cooking dinner my friend was waiting for me outside. — Пока я готовила обед, мой друг ждал меня на улице.

Tom was listening to music while his sister was trying to concentrate on her work. — Том слушал музыку, пока его сестра пыталась сосредоточиться на работе.

5. Запланированное будущее действие в прошлом:

I was going to tell the truth a little bit later. — Я собиралась рассказать правду немного позже.

What were you going to do after dinner? — Чем ты собиралась заниматься после обеда?

Указатели времени: from 5 till 6 yesterday, all day long, during the meeting, while, at that moment, etc.

Past Perfect / Прошедшее завершённое время

Формообразование:

| |
|---------------|
| Had + V3/V-ed |
|---------------|

Повествовательное предложение:

They had met at a party.

They had fallen in love.

Отрицательное предложение:

I had not (= hadn't) closed the window.

I had not (= hadn't) had any breakfast yet.

Вопросительное предложение:

Had they had a busy day?

Had they forgotten to close the door?

Значение и употребление:

1. Действие, завершённое до определенного момента в прошлом. Ключевой идентификатор — **by**:

By 6 o'clock yesterday I had packed all the things. — Вчера к 6 вечера я собрала все вещи.

By that time I had already told everyone about my wedding. — К тому времени я уже рассказала всем о своей свадьбе.

2. Действие в прошлом, завершённое раньше другого прошедшего действия:

When I came home (прошедшее действие), he had already gone (предпрошедшее действие, завершённое раньше). — Когда я вернулась домой, он уже ушел.

The concert had already started when we arrived. — Концерт уже начался до того, как мы пришли.

3. С составными союзами *hardly...when, no sooner...than, scarcely...when*:

I had hardly packed my things (главное предложение — Past Perfect) when the taxi arrived (придаточное предложение — Past Simple). — Не успела я собрать все вещи, как приехало такси.

No sooner had I become familiar with all the documents than my boss called me. — Едва я ознакомилась со всеми документами, как позвонил мой шеф.

4. Придаточные предложения времени. Ключевые идентификаторы: *when, before, after, by the time, as soon as, until*:

I had known him for 5 years before we got married. — Мы были знакомы с ним 5 лет до нашей свадьбы.

She said she would call him as soon as she had settled all her problems. — Она сказала, что позвонит ему, как только решит все свои проблемы.

5. Вместо *Past Perfect Continuous* с глаголами, не употребляющимися в форме *Continuous*:

When Jack entered his study his friends had already been there for about half an hour. — Когда Джек вошел в свой кабинет, его друзья уже находились там около получаса.

When I called him he had been in London for a week already. —
Когда я позвонила ему, он был в Лондоне уже неделю.

Указатели времени: by the time, by 5 o'clock, before, after, hardly...when, no sooner...than, etc.

Past Perfect Continuous / Прошедшее совершен- но-длительное время

Формообразование:

Had been + V-ing

Повествовательное предложение:

I had been sleeping for 2 hours (when he came home).

I had been waiting for him for so long (before he came).

Отрицательное предложение:

I had not (= hadn't) been working for a month.

She had not (= hadn't) been studying English for the whole term.

Вопросительное предложение:

Had she been crying for all this time?

Had they been watching TV since I went away?

Значение и употребление:

1. Длительное действие в прошлом, которое началось раньше другого действия в прошлом и все еще продолжалось к моменту речи. *Ключевые идентификаторы:* for a long time, since, all day long, for a week/month, etc.

We had been writing a test for an hour when Tom entered the room. — Мы вот уже час писали контрольную работу, как в класс вошел Том.

We had been chatting via Skype for 2 hours when the Internet connection was suddenly cut off. — Мы болтали через Skype 2 часа, как неожиданно пропало интернет-соединение.

2. Длительное действие в прошлом, которое завершилось перед определенным моментом в прошлом, и результат которого очевиден.

When I saw her yesterday it was evident that she had been crying. — Когда я увидела ее вчера, мне стало очевидным, что она плакала.

The teacher noticed Mary's cribs and realized that she had been cheating. — Учитель увидел шпаргалки Мэри и понял, что она списывала.

Указатели времени: for a week/month/year, for a long time, all day/night long, since, etc.

Future Simple / Простое будущее время

Формообразование:

Will/shall* + V

1. Форма *shall* используется для 1-го лица единственного и множественного числа, в то время как *will* используется для 2-го и 3-го лица. Следует отметить, что в современном английском форма *will* является универсальной и используется во всех лицах.

2. Форма *will* может использоваться для выражения вежливой просьбы:

Will you give me another cup of tea, please? — Будьте добры, принесите еще одну чашку кофе.

3. *Shall* также выступает в качестве модального глагола и выражает решимость, приказ, угрозу и обещание; используется с местоимениями 2-го и 3-го лица единственного и множественного числа:

You shall pay for it. — Ты за это заплатишь (угроза).

Повествовательное предложение:

I shall (= I'll) leave for Miami tomorrow.

They will (= they'll) be there tomorrow.

Отрицательное предложение:

I shall not (= shan't) go to school tomorrow.

You will not (= you won't) see him tomorrow.

Вопросительное предложение:

Will you go to the party on Sunday?

Shall we go for a walk after dinner?

Значение и употребление:

1. Указание на простое действие в будущем:

It will rain tomorrow. — Завтра будет дождь.

I'll talk to him tomorrow. — Я поговорю с ним завтра.

- ✓ *Примечание:* В современном английском для выражения будущего времени чаще используют следующие конструкции: *to be going to* (собираться что-либо делать); *to be about to* («вот-вот»); *to be on the point of + Gerund* (быть на грани):

Look! He is about to win. — Смотри, он вот-вот победит.

The sky is overcast. It is going to rain. — Небо затянуто облаками.

Собирается дождь.

She is on the point of crying. — Она сейчас расплачется.

2. Указание на действие в отдаленном будущем для выражения предположения, уверенности или надежды:

I hope next year I'll become a student of Moscow State University. —

Надеюсь, что в следующем году я буду студенткой МГУ.

I am sure you'll succeed in your exams this summer. — Я уверена, ты успешно сдашь экзамены этим летом.

He will probably achieve his goals. — Он, вероятнее всего, достигнет своих целей.

3. В сложноподчиненных предложениях с придаточными времени (*when, till, until, as soon as*) и условия (*if, in case, on condition that*) *Future Simple* употребляется в главном предложении, в то время как в придаточном используется *Present Simple / Present Continuous*.

If you come in time, we'll go for a walk. — Если ты придешь вовремя (*при условии*), то мы прогуляемся.

I'll call him when/as soon as I come home. — Я позвоню ему, когда/как только приду домой (*когда?*).

I'll go and buy some medicine while you are listening to music. — Я схожу купить лекарства, пока ты будешь слушать музыку.

- ✓ *Примечание:* В придаточных *изъяснительных* предложениях (к которым можно поставить вопрос *что?*) употребляется *Future Simple*:

I don't know when he will call me next time. — Я не знаю, когда он позвонит мне в следующий раз (т.е. я не знаю *о чем?*).

I can't speak with confidence if he will confide in me. — Я не могу с уверенностью сказать, что он доверится мне.

4. Только что принятое решение:

Ouch! I've cut my finger. Don't worry, I'll bring some plaster. —

Ой! Я порезала палец. Не переживай, я принесу пластырь.

It is so stuffy in the room! I'll open the window. — В комнате так жарко! Я открою окно.

Указатели времени: tomorrow, the day after tomorrow, next time, next year, soon, in a year/month/week, etc.

Future Continuous / Будущее длительное время

Формообразование:

Will/shall + be + V-ing

Повествовательное предложение:

I'll be working in the garden from 5 till 6 tomorrow.

They'll be passing exams at this time tomorrow.

Отрицательное предложение:

I won't be cleaning up until you come.

He won't be doing his home assignment unless you help him.

Вопросительное предложение:

Will you be cooking dinner at 6 o'clock tomorrow?

What will you be doing this time tomorrow?

Значение и употребление:

1. Действие в определенный момент в будущем, который выражен обстоятельством времени (*from 5 till 6 p.m. tomorrow, this time tomorrow/next week, in a week/day/year, all day long, the whole day, etc.*):

This time next week I'll be lying on the beach with a glass of Long Island cocktail in my hand. — В это время на следующей неделе я буду лежать на пляже с бокалом коктейля Лонг-Айленд в руке.

I'll be waiting for you from 5 till 6 tomorrow. Please, don't be late. — Я буду ждать тебя завтра с 5 до 6. Пожалуйста, не опаздывай.

2. Действие в определенный момент в будущем, который обозначен другим будущим временем, выраженным в *Present Simple* (придаточные предложения времени и условия):

Our children will be passing exams when you come home. — Когда ты вернешься домой, наши дети будут сдавать экзамены (*Future Continuous* — в главном предложении, *Present Simple* — в придаточном).

I'll be working at my report when you return. — Я буду работать над своим докладом, когда ты вернешься.

3. Два *одновременно* происходящих длительных действия в будущем (*Future Continuous* — в главном предложении, *Present Continuous* — в придаточном):

While you are cooking, I'll be washing the dishes. — Пока ты будешь готовить, я буду мыть посуду.

I'll be sitting in your study while you are talking to Mr. Johnson. — Я посижу в твоём кабинете, пока ты будешь разговаривать с мистером Джонсоном.

4. В вопросах, касающихся планов на будущее, форма *Future Continuous* считается более вежливой, чем *Future Simple*:

Will you be driving me to the station? — Вы не отвезете меня на вокзал?

Will you be using the dictionary for long? — Тебе еще долго будет нужен словарь?

Указатели времени: for a long time, this time tomorrow, in a week/month/year, from 5 till 6 tomorrow, etc.

Future Perfect / Будущее завершённое время

Формообразование:

will/shall + have + V3/V-ed

Повествовательное предложение:

I'll have finished my work by this time tomorrow.

I hope you'll have written this letter by Monday.

Отрицательное предложение:

I hope you won't have finished your dinner by 6 o'clock.

They won't have finished playing cards by this time tomorrow.

Вопросительное предложение:

Will you have finished your work by 7 o'clock tomorrow?

Will they have built our house by next year?

Значение и употребление:

1. Действие, завершённое к определенному моменту в будущем, который выражен обстоятельством времени (*by this time tomorrow, by 5 o'clock, by Sunday, etc.*):

I'll have finished the translation by this time tomorrow. — Завтра к этому времени я закончу перевод.

I hope by Sunday all repair works will have been finished. — Я надеюсь, к воскресенью все ремонтные работы будут завершены.

2. Действие, завершённое к определенному моменту в будущем, который обозначен другим будущим действием, выраженным в *Present Simple*:

I'll have already packed all the things before you come home. — Я уже упакую все вещи до того, как ты вернешься домой.

I'll have cooked a tasty dinner by the time you return. — Я приготовлю вкусный обед к твоему возвращению.

3. Действие, которое начнется до определенного момента в будущем и продолжится вплоть до момента совершения действия:

I'll have worked as an interpreter for 9 years next September. — В сентябре будет 9 лет, как я работаю переводчиком.

We'll have been married for 3 years by April. — В апреле будет 3 года, как мы поженились.

Указатели времени: by this time tomorrow, by Sunday, by 3 o'clock, by noon, by the end of the month, etc.

Future Perfect Continuous / Будущее совершенно-длительное время

Формообразование:

will/have been + V-ing

Повествовательное предложение:

I'll have been working at my report for 2 months by the end of the week.

They will have been playing computer for 5 hours when you come home.

Отрицательное предложение:

Next year he will not have been working here for 10 years.

They won't have been playing cards for more than an hour by the time you come.

Вопросительное предложение:

Will you have been reading this book for a week by Monday?

Will they have been working at this problem for a month by next Tuesday?

Значение и употребление:

Действие, которое начнется до определенного момента в будущем и будет продолжаться в сам момент совершения:

By next Sunday she'll have been working at her project for 2 weeks. — К следующему воскресенью будет 2 недели, как она работает над своим проектом.

By the time you come home we'll be celebrating my birthday for more than 2 hours. — К тому времени, как ты вернешься домой, мы будем праздновать мой день рождения более 2 часов.

By the 15th of February we'll have been married for 5 years. — 15 февраля будет 5 лет, как мы женаты.

Указатели времени: by next Friday, by 5 o'clock, by that time, etc.

Согласование времен

Согласование времен подразумевает под собой зависимость времени глагола-сказуемого придаточного предложения от времени сказуемого главного предложения. Так, если в главном предложении глагол-сказуемое стоит в настоящем или будущем времени, то никаких изменений производить не приходится — в придаточном дополнительном предложении употребляется требуемое по смыслу время. Однако если сказуемое выражено глаголом в форме прошедшего времени, то следует произвести следующие трансформации.

1. Если действие придаточного предложения происходит *одновременно* с действием главного предложения: *Present Simple => Past Simple; Present Continuous => Past Continuous.*

He likes music. He said that he liked music.

He is watching TV. He said that they were watching TV.

2. Если действие придаточного предложения происходит раньше, то есть *предшествует* действию главного: *Present Perfect / Past Simple => Past Perfect; Present Perfect Continuous => Past Perfect Continuous.*

He visited London last year. I was told that he had visited London the year before.

She has forgotten her keys. She told me that she had forgotten her keys.

He has been waiting for us since early morning. We were told that he had been waiting for us since early morning.

3. Если глагол-сказуемое в главном предложении стоит в форме одного из прошедших времен, а действие придаточного предложения является будущим, то используется время *Future-in-the-Past*, то есть будущее время в прошедшем: *Future Simple / Continuous / Perfect => Future-in-the-Past.*

She will be there at 5 p.m. I was told that she *would* be there at 5 p.m.

He'll be waiting for you from 5 till 6. I was told that he *would be waiting* for me from 5 till 6. She will have finished her work by 6. I was told that she *would have finished* her work by 6.

4. Согласование времен *не* соблюдается:

а) если в придаточном предложении идет речь об общеизвестной истине: Our teacher said that water typically *freezes* at 0 °C;

б) если в придаточном предложении используются модальные глаголы, не имеющие формы прошедшего времени (must, need, should, ought): I knew that he *should* go.

Косвенная речь

При переводе прямой речи в косвенную необходимо произвести ряд трансформаций, которые зависят от типа предложения.

Повествовательные предложения:

- 1) необходимо ввести *that*;
- 2) изменить форму подлежащего и сказуемого по смыслу;
- 3) убрать кавычки.

Mary says, "I live and work in London." => Mary says **that she lives** and **works** in London.

Общие вопросы:

- 1) ввести *if/whether* (ли);
- 2) убрать вспомогательный глагол (*do/does/did*) и ввести прямой порядок слов;
- 3) изменить форму подлежащего и сказуемого по смыслу;
- 4) убрать кавычки.

Jim asks Tom, "Does Mary live in London?" => Jim asks Tom *if* Mary lives in London.

Специальные вопросы:

- 1) сохранить вопросительное слово;
- 2) убрать вспомогательный глагол;
- 3) ввести прямой порядок слов;
- 4) убрать кавычки.

Jim asks Mary, "Where do you live?" => Jim asks Mary *where* she lives.

Приказы, просьбы, команды:

- 1) изменить глагол в словах автора;
- 2) ввести инфинитив вместо глагола;
- 3) убрать кавычки.

The teacher says, "Children, please, don't open the window!" => The teacher *asks* children not to open the window.

Необходимо напомнить, что если слова автора даны в настоящем времени, то время в косвенной речи не меняется, в то время

как если слова автора — в прошедшем времени, то следует помнить о правиле согласования времен:

Present Simple => Past Simple

Present Continuous => Past Continuous

Present Perfect => Past Perfect

Present Perfect Continuous => Past Perfect Continuous

Past Simple => Past Perfect

Future Simple/Future Continuous/Future Perfect => Future-in-the-Past (Simple/Continuous/Perfect)

Наречия времени:

1) yesterday => the day before/on the previous day

2) tomorrow => the next/the following day

3) ago => before

4) this (these) => that (those)

5) here => there;

6) today => that day;

7) tonight => that night;

8) now => then.

Страдательный залог

Страдательный залог образуется с помощью вспомогательного глагола *to be* в требуемой форме и причастия II смыслового глагола.

| Passive Voice | Present | Past | Future |
|--------------------|----------------------------------|---------------------------------|--|
| Simple | <i>Am/is/are + V3/V-ed</i> | <i>Was/were + V3/V-ed</i> | <i>Shall/will be + V3/V-ed</i> |
| Continuous | <i>Am/is/are being + V3/V-ed</i> | <i>Was/were being + V3/V-ed</i> | — |
| Perfect | <i>Have/has been + V3/V-ed</i> | <i>Had been + V3/V-ed</i> | <i>Will/shall have been + V-3/V-ed</i> |
| Perfect Continuous | — | — | — |

Present

Present Simple Passive:

English *is spoken* all over the world. — На английском языке говорят во всем мире.

Where *are* Porsche cars *made*? — Где производят автомобили Porsche?

Porsche cars *are not made* in Holland. — Автомобили Porsche не производятся в Голландии.

Present Continuous Passive:

The room *is being cleaned* now. — В комнате сейчас убирают.

Present Perfect Passive:

The work *has just been finished*. — Работу только что закончили.

Past

Past Simple Passive:

We *were frightened* by a loud noise. — Нас напугал громкий шум.

Past Continuous Passive:

I *was being interviewed* from 5 till 6 yesterday. — Вчера с 5 до 6 я был на собеседовании.

Past Perfect:

All repair works *had been finished* by the time we returned. — Все ремонтные работы были завершены до того, как мы вернулись.

Future

Future Simple Passive:

The match *will be played* between Australia and Holland tomorrow. — Завтра состоится матч между командами Австралии и Голландии.

Future Perfect Passive:

Everything *will have been done* by 6 o'clock tomorrow. — Все будет сделано к 6 часам завтрашнего дня.

Употребление:

1. Как видно из таблицы, времена группы *Perfect Continuous* не употребляются в страдательном залоге. Их следует заменять временами группы *Perfect Passive* либо использовать конструкции с глаголом в действительном залоге:

Our house has been repaired by the maintenance team since last Monday. — В нашем доме ведется ремонт бригадой рабочих с прошлого понедельника.

OR The maintenance team has been repairing our house since last Monday. — В нашем доме с прошлого понедельника делает ремонт бригада рабочих.

В страдательном залоге также нет формы *Future Continuous*. Вместо нее следует использовать *Future Continuous Active* (активный залог).

Tomorrow from 5 till 6 *they will be cleaning* your room. — Завтра с 5 до 6 в твоей комнате будут убираться.

2. Для введения исполнителя действия следует использовать “*by*” или “*with*”. Если исполнителем действия является *одушевленное лицо*, то используется “*by*”, в то время как “*with*” указывает на *инструмент*, при помощи которого совершается действие.

This book is written *by* Charles Dickens. — Эта книга написана Чарльзом Диккенсом.

The girl was covered *with* a blanket. — Девочка была укрыта одеялом.

3. Некоторые глаголы (*to devote, to dictate, to mention, to buy, to recommend, to write, to explain, etc.*) имеют только одну пассивную конструкцию (в данном случае прямое дополнение выступает в функции подлежащего):

A new rule was explained to us (we were explained неправильно). — Нам объяснили новое правило.

The letter was written to Mary (Mary was written неправильно). — Мэри написали письмо.

4. Некоторые глаголы (*to promise, to give, to tell, to say, to teach, to pay, to show*) имеют две пассивные конструкции:

I was given some good advice. = Some good advice was given to me.

They were shown the room. = The room was shown to them.

5. Страдательный залог очень часто используется в конструкциях со следующими глаголами: *to laugh at, to send for, to listen to, to rely on, to talk about, to depend on, to look after, to deal with, to refer to, to look through, etc.*

He is often laughed at. — Над ним часто смеются.

This book is much spoken about. — Об этой книге много говорят.

6. В страдательном залоге также частотно употребление конструкций с модальными глаголами:

His misbehavior must be taken into account. — Необходимо принять во внимание его ненадлежащее поведение.

Flights can be delayed for a variety of reasons. — Вылеты могут отложить по ряду причин.

7. Запомните следующие конструкции:

She is said to be a qualified lawyer. — *Говорят*, что она квалифицированный юрист.

He was seen to speak with our rivals. — *Видели*, как он разговаривал с нашими конкурентами.

He was heard to propose her. — *Слышали*, как он делал ей предложение руки и сердца.

Порядок слов в утвердительных предложениях

В отличие от русского в английском языке четко фиксированный порядок слов. Одной из наиболее распространенных моделей утвердительных предложений является следующая формула: *подлежащее + сказуемое + дополнение + обстоятельство*. Рассмотрим несколько примеров:

Mary called her friend yesterday.

I understood everything at once.

Следует отметить, что *обстоятельства* могут стоять в начале предложения (то есть перед подлежащим), в середине и в конце:

a) *In the morning* I usually take a shower and have a cup of tea. — Утром я обычно принимаю душ и пью чашку чая.

b) *Tomorrow* I'll definitely find my way home. — Завтра я обязательно найду дорогу домой.

c) I *often* call him. — Я часто звоню ему.

You are *always* angry. — Ты вечно сердит.

- ✓ Примечание: обстоятельства частотности (*always, sometimes, never, often, seldom, generally, etc.*) обычно ставятся после сказуемого, если оно не выражено глаголом *to be*. В последнем случае их следует употреблять после *to be*.

I met him *yesterday*. — Я виделась с ним вчера.

В случае если в предложении есть два дополнения — прямое и косвенное — структура предложения строится по следующему образцу: *подлежащее + сказуемое + не прямое дополнение + прямое дополнение + обстоятельство места + обстоятельство времени*:

I'll give you my present at the restaurant (где?) tomorrow (когда?). — Я отдам тебе свой подарок в ресторане завтра.

- ✓ Примечание: в английском языке обстоятельства места обычно предшествуют обстоятельствам времени.

Безличные предложения

Безличные предложения в английском языке строятся по следующей формуле: it + сказуемое + инфинитив/герундий/придаточное предложение. Местоимение *it* при этом выполняет функцию подлежащего. Рассмотрим несколько примеров:

It is not worth crying over spilt milk (герундий). — Бесполезно плакать над пролитым молоком (= слезами горю не поможешь).

It is difficult to imagine life without music (инфинитив). — Сложно представить жизнь без музыки.

It is not known what the weather will be like tomorrow (придаточное предложение). — Неизвестно, какая будет завтра погода.

Безличные предложения используются:

а) для передачи информации о погодных условиях:

It is sunny today. — Сегодня солнечно.

It is summer. — Лето.

б) для передачи информации о времени, календарных днях или расстоянии:

It is not far from here. — Отсюда недалеко.

It is 12 o'clock now. — Сейчас 12 часов.

It is Monday today. — Сегодня понедельник.

с) когда требуется умозаключение или оценка ситуации:

It is always hard to say goodbye. — Всегда сложно прощаться.

It is better to be safe than sorry. — Лучше перестраховаться, чем потом сожалеть (= семь раз отмерь, один — отрежь).

There is / There are

1.оборот *there is/there are* используется, когда необходимо сообщить о существовании или отсутствии какого-либо ранее упомянутого лица или предмета. оборот *there is* употребляется с существительными в единственном числе, в то время как *there are* — с существительными во множественном числе:

There is a book on the table. There are books on the table.

There isn't a book on the table. There aren't books on the table.

Is there a book on the table? Are there books on the table?

2. Если необходимо выразить идею меры или количества, то используются местоимения *some* (для утвердительных предложений) и *any* (для отрицательных и вопросительных предложений, а также для неисчисляемых существительных):

There is *some* milk in the bottle. — В бутылке есть немного молока.

There isn't *any* juice in the fridge. — В холодильнике нет сока.

Are there *any* apples in the fridge? — В холодильнике есть немного яблок?

✓ Примечание: глагол *to be* следует согласовать с первым подлежащим в предложении.

There is a cup (существительное в единственном числе), three plates and two spoons on the table. — На столе стоит чашка, три тарелки и две ложки.

There are many cars (существительное во множественном числе), one bicycle and 2 motorcycles outside. — На улице много машин, один велосипед и 2 мотоцикла.

3. Данный оборот может также использоваться в различных временных формах, а также с модальными глаголами:

There were many people at the party yesterday. — Вчера на вечеринке было много людей.

There will be many dogs at the dog show tomorrow. — Завтра на выставке будет много собак.

There must be some other way out. — Должен быть какой-то другой выход из положения.

Сложные предложения

Сложноподчиненные предложения

Сложноподчиненное предложение — это предложение, в котором есть главное и одно или несколько придаточных предложений. Главные и придаточные предложения соединяются с помощью союзных соединительных слов и местоимений, подчинительных союзов, но также могут употребляться и без них.

1. Придаточные предложения могут вводиться подчинительными союзами *that, if, союзами времени* (as soon as, till, until, after, before, when, while), *условия* (if, unless), *места* (where, wherever), *образа действия* (as if, as though), *причины* (because, so, since, therefore) или *следствия* (so that), а также *уступительными союзами* (although, though, however):

We were having dinner **when** John returned from school. — Мы обедали, когда Джон вернулся из школы (*придаточное предложение времени*).

Since you regularly miss classes, we should call your parents. — Поскольку ты регулярно пропускаешь занятия, нам придется позвонить твоим родителям (*придаточное предложение причины*).

Wherever you go, I'll be there waiting for you. — Куда бы ты ни пошел, я буду тебя там ждать (*придаточное предложение места*).

It was **so** cold outside **that** we decided to stay at home. — Было настолько холодно на улице, что мы решили остаться дома (*придаточное предложение следствия*).

Unless you tell me the truth I won't be able to help you. — Если ты не расскажешь мне правду, я не смогу помочь тебе (*придаточное предложение условия*).

Although the sun was shining brightly it was cold outside. — Несмотря на то, что светило яркое солнце, на улице было холодно (*уступительное предложение*).

He behaved **as if** he knew the truth. — Он вел себя так, словно знал правду (*придаточное предложение образа действия*).

He told me (**that**) Mary would be happy to see my daughter. — Он сказал мне, что Мэри будет счастлива увидеть мою дочь (*that* можно опустить).

I am sure (**that**) David will achieve his goals in the nearest future. — Я уверена, что Дэвид достигнет своих целей в ближайшем будущем.

I am not sure **if** he will come. — Я не уверена в том, что он придет.

2. Придаточные предложения могут вводиться при помощи союзных соединительных слов или относительных местоимений: *where, how, what, whose, who, that, etc.*

Who is that man **who** is standing over there? — Кто этот человек, который стоит там?

The woman **whose** husband is a doctor lives next door to Alice. — Женщина, чей муж работает врачом, живет по соседству с Алисой.

Yesterday he showed me the portrait **that** he had been painting for a year. — Вчера он показал мне портрет, над которым он работал в течение года.

3. Придаточные предложения могут также вводиться бессоюзным образом:

The woman you have just spoken to is my teacher. — Женщина, с которой ты только что разговаривал, моя учительница.

Сложносочиненные предложения

Сложносочиненное предложение — это сложное предложение, части которого связаны сочинительными союзами и равноправны по смыслу. Отличие от сложноподчиненного предложения состоит в том, что сложносочиненное предложение состоит из независимых простых предложений, которые могут существовать отдельно друг от друга без потери смысла высказывания.

1. Сложносочиненные предложения могут соединяться при помощи сочинительных союзов: *and, but, yet (тем не менее), or, either...or, etc.*:

I was pressed for time because of my exams, **yet** I decided to accept his invitation. — Из-за экзаменов у меня не было свободного времени, но я все же решила принять его приглашение.

We can stay at home and watch TV, or you can go to the cinema alone. — Мы можем остаться дома и посмотреть телевизор, или ты можешь сходить в кино сама.

2. Сложносочиненные предложения могут также соединяться бессоюзным способом:

My friends are understanding and sympathetic people; they are always ready to help. — Мои друзья — понимающие и отзывчивые люди; они всегда готовы прийти на помощь.

Clouds overcast the sky, it looks like raining. — Небо затянуто облаками; похоже на дождь.

Типы вопросов

Общий вопрос

вспомогательный глагол + подлежащее + сказуемое

Вопрос ко всему предложению. *Ответ:* да/нет.

Present Simple:

Do you like animals? Yes, I do/No, I don't. — Вы любите животных? Да/нет.

Does she like cooking? — Она любит готовить?

Глагол *to be* является исключением и не требует вспомогательного глагола при формировании вопроса:

Is he a doctor? — Он врач?

Present Continuous:

Are you watching TV now? — Ты сейчас смотришь телевизор?

Is she cooking now? — Она сейчас готовит?

Present Perfect:

Have you been to Italy? — Ты когда-либо был в Италии?

Has she ever watched this film? — Она когда-нибудь видела этот фильм?

Present Perfect Continuous:

Have you been waiting for me since morning? — Ты ждешь меня с самого утра?

Have you been working on your project since last Friday? — Ты работаешь над своим проектом с прошлой пятницы?

Past Simple:

Did you sleep well last night? — Ты хорошо спал прошлой ночью?

Did he call you yesterday? — Он тебе звонил вчера?

Past Continuous:

Was she listening to music from 5 till 6 yesterday? — Она слушала музыку вчера с 5 до 6?

Were you writing a test at 5 o'clock yesterday? — Вы писали тест в 5 часов вчера?

Past Perfect:

Had they packed all the things before you arrived? — Они упаковали все вещи до того, как вы приехали?

Had the performance started by the time you got to the theater? — Представление началось до того, как вы добрались до театра?

Past Perfect Continuous:

Had you been waiting for more than 2 hours when he finally arrived? — Ты ждала более 2 часов, прежде чем он, наконец, приехал?

Had she been working here for more than 5 years when she left for Canada? — Она работала здесь более 5 лет, прежде чем уехала в Канаду?

Future Simple:

Will he come tomorrow? — Он придет завтра?

Shall we go shopping tomorrow? — Мы будем делать покупки завтра?

Future Continuous:

Will you be dancing when I come to the party tomorrow? — Ты будешь танцевать, когда я приду завтра на вечеринку?

Future Perfect:

Will he have paid all his debt by January? — Он выплатит весь свой долг к январю?

Will you have returned from London by July? — Он вернется из Лондона к июлю?

Future Perfect Continuous:

Will you have been living here for 5 years by next summer? — Следующим летом будет 5 лет, как мы живем здесь.

Will you have been working here for a year by 2014? — В 2014 году будет год, как ты работаешь здесь?

Специальный вопрос

Вопрос к подлежащему или его определению:

вопросительное слово + сказуемое

Who lives next door to Mary? I do. — Кто живет по соседству с Мэри? Я живу.

В *Present Simple* после вопросительного слова употребляется глагол в 3-м лице единственном числе.

What color is your car? — Какого цвета твоя машина?

What has happened? — Что случилось?

Вопрос к любому члену предложения (кроме подлежащего):

*вопросительное слово + вспомогательный глагол +
подлежащее + сказуемое*

Where do you live? — Где ты живешь?

What are you doing? — Что ты делаешь?

What will you be doing in 10 years? — Чем ты будешь заниматься через 10 лет?

Вопросительные слова и выражения:

What? Что? Какой?

What...for? Зачем? Для чего?

What...about? О чем?

Where? Где? Куда?

Where...from? Откуда?

Who? Кто?

Who...with? С кем?

When? Когда?

Which? Который?

Why? Почему?

How? Как?

How often? Как часто?

How old? Сколько лет?

How long? Как долго?

How many/much? Сколько?

Альтернативный вопрос

общий вопрос + or + сравниваемое слово

Do you *work* or *study*? — Ты учишься или работаешь?

Сравниваемые слова должны стоять вместе!

Do you live in *London* or in *Paris*? — Ты живешь в Лондоне или Париже?

Did he play computer games or sleep last night? — Он играл в компьютерные игры или спал прошлой ночью?

Разделительный вопрос

повествовательное предложение + краткий общий вопрос

Перевод на русский: Не так ли? Ведь?

Если предложение положительное, то вопрос-хвостик должен быть отрицательным. И наоборот, если предложение отрицательное, то вопрос-хвостик — положительный. Отразим это правило схематически: 1) «+» => «-» 2) «-» => «+».

She works at a bank («+»), doesn't she («-»)? — Она работает в банке, не так ли?

He has never been to Africa («-»), has he («+»)?

All students don't want to pass exams, do they? — Все студенты не хотят сдавать экзамены, не так ли?

I am going to London, am I not/aren't I? — Ведь я собираюсь в Лондон?

Tom and Mary have just spoken to him, haven't they?

Модальные глаголы

1. Употребляются без *to*.
2. Вопросы и отрицания — без вспомогательного глагола.

Can

Can (настоящее и будущее время) — мочь, уметь, быть в состоянии.

1. *Can* выражает физическую, умственную и прочие возможности, позволяющие сделать что-либо.

Julia can swim. — Юлия умеет плавать.

I can translate this text. — Я могу перевести этот текст.

Everyone can mistake. — Любой может ошибиться (возможность, обусловленная обстоятельствами).

2. Предложение или просьба (в разговорном стиле):

Can I come with you? — Можно я пойду с тобой?

Can I help you? — Я могу вам помочь?

Can I use your dictionary? — Можно воспользоваться вашим словарем?

I can do it tomorrow. — Я могу это сделать завтра.

3. Разрешение совершить действие:

You can invite him. — Ты можешь пригласить его.

You can leave your hat on. — Можете не снимать шляпу.

4. В отрицательных предложениях переводится как «не может быть, чтобы»:

She can't be cheating. She has been working hard for the whole term. — Не может быть, чтобы она списывала. Она усердно работала в течение всего семестра.

She can't have lied to me. She is the most sincere and honest person I've ever known in my life. — Не может быть, чтобы она солгала мне. Она самый искренний и честный человек, которого я когда-либо встречал в жизни.

5. В отрицательных предложениях выражает запрет:

You cannot keep your pets with you in your hotel room. — Запрещено проживание домашних питомцев в номере отеля.

May I use your phone? I am afraid but you can't. — Можно воспользоваться вашим телефоном? Боюсь, что нет.

You cannot park here. It's private property. — Здесь нельзя парковаться. Это частная территория.

6. В вопросительных предложениях выражает сомнение или неуверенность:

Can she be still speaking to him? — Неужели она все еще разговаривает с ним?

Can he have done it? — Неужели он это сделал? (*Perfect Infinitive*, так как действие относится к прошедшему времени.)

Could

Глагол *could* — это форма прошедшего времени глагола *can*.

1. Мочь, уметь, быть в состоянии что-либо сделать:

I could help him but I decided to keep out. — Я мог ему помочь, но решил не вмешиваться.

At the age of 5 I could read, write and count. — В 5 лет я умела читать, писать и считать.

2. Подчеркнуто вежливая просьба:

Could you help me, please? — Не могли бы вы помочь мне?

Could you show me the way to the nearest hotel? — Не могли бы вы показать мне дорогу до ближайшей гостиницы?

3. Нереализованная возможность в прошлом (*Perfect Infinitive*):

I could have gone to Italy, but I decided not to waste money and stayed at home. — Я могла съездить в Италию, но решила не тратить деньги и осталась дома.

I could have written a letter, but I was too disappointed and offended with him. — Я могла написать ему письмо, но была слишком разочарована и обижена на него.

Чтобы выразить возможность совершения действия (в прошлом) в значении «смог», «удалось» используется глагол *to manage* или оборот *to be able to*: I managed/was able to repair my car yesterday. — Мне удалось (я смогла) починить свою машину вчера.

To be able to

Конструкция *to be able to* используется во всех временных формах, то есть в настоящем (*am/is/are able to*), прошедшем (*was/were able to*) и в будущем времени (*will/shall be able to*).

1. Умение, способность, возможность что-либо сделать (в определенный момент времени):

Today I am able to stay with you. — Сегодня я могу остаться у вас (имею возможность).

I have some problems, but I am able to go there. — У меня некоторые проблемы, но я могу (в состоянии) пойти туда.

2. Реализованная возможность в значении «удалось», «суметь» в прошедшем времени:

I was able to get in touch with him. — Мне удалось до него дозвониться.

I was able to persuade him. — Мне удалось его убедить.

3. В будущем времени для выражения физической или умственной возможности:

I'll be able to speak to him tomorrow. — Я смогу поговорить с ним завтра.

They'll be able to help you. — Они смогут тебе помочь.

I'll be able to speak Spanish in half a year. — Я смогу говорить по-испански через полгода.

4. После модальных глаголов:

You have to be able to tell the difference between "good" and "evil". — Ты должен уметь различать «добро» и «зло».

You should be able to measure costs. — Нужно уметь оценивать затраты.

May

1. Разрешение (в официальном стиле):

May I see your passport, please? — Пожалуйста, предъявите ваш паспорт.

May I come in? — Можно мне войти?

2. В отрицательных предложениях выражает строгий запрет (в официальном стиле):

You may not park here. It's private property. — Здесь нельзя парковаться. Это частная территория.

You may not take photos here. — Здесь запрещено фотографироваться.

3. *Предположение, основанное на неуверенности:*

She may be at home now. — Она, возможно, сейчас дома.

You may be right. — Возможно, ты прав.

4. *Пожелание:*

May all your dreams come true! — Пусть исполнятся все ваши мечты!

May your heart be never alone! — Пусть в твоём сердце всегда живёт любовь!

5. *Возможность, зависящая от обстоятельств (настоящее и будущее время):*

I may contact him by email today. — Я смогу сегодня связаться с ним по электронной почте.

You may make an appointment with the doctor by phone. — Вы можете записаться на прием к врачу по телефону.

Might

Might — форма прошедшего времени глагола *may*.

1. *Возможность (с меньшей долей вероятности, чем may):*

You never know what might happen in the future. — Никогда не знаешь, что может произойти в будущем.

He might know about it. — Возможно, он знает об этом.

She might be cooking now. — Возможно, она сейчас читает.

2. *Упрек или неодобрение:*

You might visit your relatives. — Мог бы навестить своих родственников. (*Simple Infinitive* — настоящее и будущее время.)

You might have taught me how to drive a car long ago. — Уже давно мог меня научить водить машину. (*Perfect Infinitive* — прошедшее время.)

3. *Для выражения вежливой просьбы (редкое употребление):*

Might I ask one more question? — Я могла бы задать еще один вопрос?

Might I make a suggestion? — Могу я внести предложение?

4. В придаточных предложениях в косвенной речи:

He said she might be at work. — Он сказал, что она, возможно, на работе.

He said I might get tickets in advance. — Он сказал, что я могу купить билеты заранее.

✓ *Примечание:* конструкция **to be allowed to**, употребляющаяся во всех видовременных формах, является эквивалентом глагола *may* и замещает его в значении «разрешения» (в утверждениях) и «запрета» (в отрицаниях):

He will be allowed to take the book. — Ему разрешат взять книгу.
I was allowed to sit up late at night yesterday. — Вчера мне разрешили засидеться допоздна.

I am not allowed to speak to strangers. — Мне не разрешают разговаривать с незнакомцами.

Must

Модальный глагол *must* имеет только одну форму — настоящего времени.

1. Необходимость совершения действия *в силу обстоятельств*, вне зависимости от воли говорящего:

I must wake up early in the morning not to be late for work. — Я должна просыпаться рано утром, чтобы не опоздать на работу.

I must be back at 2 p.m. — Я должна вернуться в 2 часа дня.

2. *Обязанность, долг (моральный), настойчивый совет:*

I must warn you. — Я должна тебя предупредить.

People must help each other. — Люди должны помогать друг другу.

You must take some pills not to fall ill. — Ты должен принять таблетки, чтобы не заболеть.

3. *В отрицательных предложениях выражает категорический запрет:*

You mustn't disclose confidential information. — Вы не должны разглашать секретные сведения.

You must not smoke here. — Здесь нельзя курить.

4. Для выражения *большой вероятности*:

He must be working now. — Должно быть (по всей видимости), он сейчас работает.

I must have seen this film before. I know the plot. — Должно быть, я уже видела этот фильм. Мне знаком сюжет.

To have to

1. Конструкция *to have/has to* означает долженствование, вызванное обстоятельствами, или вынужденную необходимость. Данная конструкция заменяет глагол *must* и используется во всех видовременных формах:

She had to stay at home because her child fell ill. — Она вынуждена (ей пришлось) была остаться дома, потому что заболел ее ребенок.

I'll have to go home. It is too late. — Я должна идти домой. Уже слишком поздно.

I have to work hard to earn my daily bread. — Мне приходится много работать, чтобы зарабатывать себе на жизнь.

2. Вопросительные и отрицательные предложения образуются с помощью вспомогательного глагола в соответствующем времени:

Present:

You don't have to consider his opinion as it is not objective. — Тебе не нужно прислушиваться к его мнению, поскольку оно не непредвзятое.

Do I have to notify them about the accident? — Мне следует известить их о происшедшем?

Does she have to consult a doctor? — Ей следует обратиться к врачу?

Past:

She didn't have to work yesterday. — Ей не пришлось вчера работать.

Did you have to stay at home yesterday? — Тебе вчера пришлось остаться дома?

She did not have to go there last night. — Ей не пришлось ехать туда прошлой ночью.

Future:

Will you have to work tomorrow? — Тебе придется завтра работать?

He won't have to drive her to the airport tomorrow. — Ему не придется завтра везти ее в аэропорт.

To be to

1. Конструкция *to be to* означает долженствование, связанное с расписанием, планом или заранее сделанной договоренностью:

The train is to arrive at 8 p.m. — Поезд должен прибыть в 8 часов вечера (по расписанию).

You are to report any change of your address. — Вы должны сообщать о перемене места жительства.

2. Конструкция *was/were to* обозначает действие, которое должно было произойти в прошлом:

I was to meet him yesterday. — Мы должны были встретиться вчера.

We were to negotiate a price 2 days ago. — Мы должны были договориться о цене 2 дня назад.

3. Конструкция *to be to + Perfect Infinitive* обозначает событие, которое должно было произойти в прошлом, но не произошло:

He was to have met her at the station. — Он должен был встретить ее на вокзале (но не встретил).

4. *Вопросительные и отрицательные предложения* строятся следующим образом:

Present:

He is not to come. — Он не должен прийти.

Is the train to arrive at 6? — Поезд должен прибыть в 6?

Past:

She was not to meet him. — Она не должна была встречаться с ним.

Was the train to come on time? — Поезд должен был прибыть вовремя?

Would

1. *Настойчивость:*

I would do it. — Я непременно хотела это сделать.

He would call his friend. — Он непременно хотел позвонить своему другу.

2. *Вероятность:*

That would be her ex-husband. — Вероятно, это был ее бывший муж.

That would be her last argument. — Вероятно, это был ее последний аргумент.

3. *Вежливая просьба или предложение:*

Would you like to join us? — Вы бы не хотели к нам присоединиться?

Would you be so kind to help me? — Будьте добры, помогите мне, пожалуйста.

4. Выражает предпочтение в сочетаниях *"would rather"*, *"would sooner"*, *"would better"*, *"would prefer"*:

I would rather stay at home than go shopping. — Я бы лучше осталась дома, чем ходить по магазинам.

He would sooner go to Italy than stay here. — Он скорее поедет в Италию, чем останется здесь.

5. *Would* также употребляется для выражения будущего действия в придаточных предложениях, когда глагол главного предложения стоит в прошедшем времени, с местоимениями 2-го и 3-го лица единственного и множественного числа:

He said Mary would be there on Friday. — Он сказала, что Мэри будет там в пятницу.

He said they would be happy to see me. — Он сказал, что они будут рады видеть меня.

Should

1. *Моральный долг, совет или рекомендация* в значении «должен», «следует»:

You should consult a doctor. — Тебе следует обратиться к врачу.

You should pay attention to his remark. — Тебе следует обратить внимание на его замечание.

2. Конструкция *should + Perfect Infinitive* выражает упрек или сожаление:

You should have warned me. — Тебе следовало бы меня предупредить.

You should have told me the truth. — Тебе следовало сказать мне правду.

3. В отрицательных предложениях перфектная конструкция выражает сожаление о свершившихся действиях:

You shouldn't have called him. — Тебе не нужно было звонить ему.

You shouldn't have wasted money. — Тебе не следовало тратить попусту деньги.

4. В вопросительных предложениях выражает совет или разрешение:

Should I stay at home or go to the party? — Мне лучше остаться дома или пойти на вечеринку?

What should I do in such a situation? — Как мне следует поступить в подобной ситуации?

5. Предположение в значении «должно быть», «наверняка», «наверное»:

You should be angry now. — Должно быть, ты сейчас зол.

They should be at school now. — Сейчас они наверняка в школе.

6. *Should* употребляется в придаточных предложениях после безличных оборотов типа "*it is important*":

It is very important that she should discuss this problem with him. — Очень важно, чтобы она обсудила с ним эту проблему.

It is very important that they should come back in time. — Очень важно, чтобы они вернулись вовремя.

7. *Should* употребляется со всеми лицами в прямых и косвенных вопросах, начинающихся с "*why*", для выражения сильного удивления или недоумения:

Why should you feel nervous every time when you see him? — Почему при каждой встрече с ним ты так нервничаешь?

I don't understand why you should marry a foreigner. — Я не понимаю, зачем тебе выходить замуж за иностранца.

8. *Should* также употребляется для выражения будущего действия в придаточных предложениях, когда глагол главного предложения стоит в прошедшем времени, с местоимениями 1-го лица единственного и множественного числа:

I said I should be happy to see him again. — Я сказала, что буду счастлива увидеть его снова.

Ought to

1. Выражает *долженствование*:

I ought to discuss some details with my boss. — Я должен обсудить детали со своим боссом.

I ought to know more about you. — Мне необходимо больше о вас узнать.

2. Выражает *желательность и целесообразность*:

You ought to speak to him right now. — Тебе следовало бы поговорить с ним прямо сейчас.

You ought to follow his advice. — Тебе следовало бы последовать его совету.

3. *Ожидание, предположение, вероятность*:

He ought to help you find a solution. — Он должен тебе помочь найти решение проблемы.

I suppose I ought to report to the police. — Я полагаю, что должен сообщить в полицию.

4. Конструкция *ought to + Perfect Infinitive* обозначает, что действие не было совершено и носит оттенок упрека:

You ought to have visited your friend. — Тебе следовало бы навестить своего друга.

Условные предложения

В английском языке выделяют три типа условных предложений:

1. I тип: предложения реального условия. Действие относится к будущему времени.

*If + Present Simple (придаточное предложение) +
Future Simple (главное предложение)*

If the weather is fine, we'll go for a walk. — Если погода будет хорошей, мы пойдем на прогулку.

If we are in a hurry, we'll catch the train. — Если мы поторопимся, то успеем на поезд.

✓ *Примечание:* вместо *if* могут также использоваться следующие союзы: *in case, on condition that, provided, etc.*

In case I am too busy, my secretary will show her attention to you. — В случае если я буду занят, мой секретарь уделит вам внимание.

✓ *Примечание:* вместо *would* может также употребляться *should* со всеми лицами и числами в значении «если вдруг», «если так произойдет, что»:

If you **should** ring me up, I'll do my best to help you out. — Если ты вдруг мне надумаешь позвонить, я сделаю все от себя зависящее, чтобы помочь тебе.

If you **should** change your mind, I'll be happy to see you. — Если ты вдруг передумаешь, я буду счастлива тебя видеть

2. II тип: предложения *нереального условия*. Ситуация маловероятна, но сохраняются небольшие шансы ее осуществления. Действие может относиться к *настоящему или будущему времени*.

Придаточное предложение:
форма, схожая с *Past Simple (Past Subjunctive)*

Главное предложение: *would / should + Infinitive*

If I **won** a million dollars, I **would** buy a mansion in Miami. — Если бы я выиграла миллион долларов, я бы купила особняк в Майами.

If you **came** to see her, she **would** be happy. — Если бы ты пришел навестить ее, она была бы счастлива.

If I **were** rich, I **would** set up lots of stray animal shelters. — Если бы я была богата, то открыла бы множество приютов для бездомных животных.

- ✓ *Примечание:* вместо *would / could* могут употребляться модальные глаголы *could / might* в соответствующем значении:

If you gave me some money, I *might* buy lots of new books. — Если бы ты дала мне немного денег, я бы смогла купить множество новых книг (*might* выражает возможность совершения действия).

If you allow me to speak to him, I *could* help you solve your problems. — Если бы ты разрешила мне поговорить с ним, я могла бы помочь тебе решить проблемы (*could* выражает физическую возможность).

3. III тип: предложения *абсолютно* нереального условия. Действие относится к *прошлому* и уже завершилось.

| |
|--|
| <p>Придаточное предложение: форма, схожая с <i>Past Perfect (Past Perfect Subjunctive)</i></p> |
| <p>Главное предложение: <i>would / should / might / could + Perfect Infinitive</i></p> |

If I *had known* his address, I *would have visited* him long ago. — Если бы я знала его адрес, то уже давно навестила бы его.

If I *had known* about the accident earlier, I *could have helped* them long ago. And now it is too late to make any steps. — Если бы я узнала раньше о случившемся, я бы смогла уже давно им помочь. Но сейчас уже слишком поздно предпринимать какие-либо действия.

If you *had invested* money in his project last year, you *wouldn't have incurred* any loss. — Если бы в прошлом году ты инвестировал деньги в его проект, ты бы не понес ущерб.

4. *Смешанный тип* условных предложений:

1) Действие главного предложения относится к *настоящему* и *будущему*, действие *придаточного* — к *прошлому*:

В главном предложении => would + Simple Infinitive;

В придаточном предложении => Past Perfect Subjunctive.

If you *had finished* your work yesterday on time, you *wouldn't* have problems with our boss now. — Если бы ты закончил работу вчера вовремя, то сегодня у тебя не было бы проблем с нашим боссом.

If you *had bought* tickets yesterday, we *wouldn't* stand in a long queue now. — Если бы ты купил билеты вчера, мы бы не стояли сейчас в очереди.

2) Действие *главного предложения* относится к *прошлому*, действие *придаточного* — к *настоящему и будущему времени*:

В главном предложении => would + Perfect Infinitive;

В придаточном предложении => Past Subjunctive.

If you were clever, you would have got into contact with our new boss long ago. — Если бы ты был умён, то давно бы уже наладил отношения с нашим новым боссом.

If you were more compliant and clever, you wouldn't have quarreled with her yesterday. — Если бы ты был умнее и сговорчивее, то не поссорился бы с ней вчера.

3) В предложениях с придаточными *нереального условия* возможны также следующие конструкции.

• Конструкции типа **"If I were you"**:

If I were you I *wouldn't* behave like this. — На вашем месте я не вела бы себя подобным образом.

If I were you I *would have spoken* to him openly yesterday. — На твоём месте я бы откровенно поговорила с ним вчера.

• Конструкции типа **"But for"**:

But for the rain we would/could go to the beach. — Если бы не дождь, мы бы пошли на пляж.

But for the rain yesterday we would/could have gone shopping. — Если бы вчера не дождь, мы бы устроили шопинг.

• Конструкции типа **"I wish"**:

а) Если действие относится к *настоящему времени*, которое происходит в момент высказывания, то используется *Past Subjunctive*:

I wish he *were* here. — Я бы хотела, чтобы он был здесь (= Жаль, что его здесь нет).

I wish I could turn back the time. — Как бы я хотела повернуть время вспять.

- ✓ *Примечание:* глагол *to be (were)* следует употреблять во множественном числе со всеми лицами.

б) Если действие относится к *прошедшему времени*, то используется *Past Perfect Subjunctive*:

I wish you had helped her yesterday. — Жаль, что ты не помог ей вчера.

I wish you had called your cousin yesterday. — Жаль, что ты не позвонил своему двоюродному брату вчера.

в) Если действие относится к *будущему* и выражает пожелания, жалобу или просьбу, то можно также использовать конструкцию «*wish + would + инфинитив без частицы to*»:

I wish he would be more careful. — Я бы хотела, чтобы он был более внимательным.

I wish he would get this job. — Я бы хотела, чтобы он получил эту работу.

Фразовые глаголы

| | | |
|----------------|---------------------------------------|---|
| catch up with | догонять, наверстать | Tom had to work hard to catch up with his studies. — Тому пришлось усердно заниматься, чтобы наверстать упущенный учебный материал. |
| come across | случайно встретить, натолкнуться | I came across my best friend at the supermarket yesterday. — Вчера в супермаркете я встретил своего лучшего друга. |
| come along | сопровождать, идти с кем-либо | Mary decided to come along with me to the theater. — Мэри решила пойти со мной в театр. |
| come back | возвращаться | When will you come back? — Когда ты вернешься? |
| come down | снижаться, уменьшаться; спускаться | The price came down. — Цена снизилась. |
| come down with | заболеть чем-либо | Mary has come down with pneumonia. — Мэри слегла с воспалением легких. |
| come out | выходить в свет, бывать на людях | Do you mind if we'll come out to the restaurant tonight? — Вы не будете возражать, если мы сходим сегодня вечером в ресторан? |
| come up (with) | поравняться с кем-либо, догонять | At last I managed to come up with her. — Наконец-то мне удалось догнать ее. |
| call on | навещать кого-либо, приходить в гости | I'll be happy if you call on me one day. — Я буду счастлива, если ты однажды зайдешь ко мне в гости. |
| call back | перезванивать | Could you call back in a while? — Не могли бы вы перезвонить немного позднее? |
| drop out (of) | выбывать, бросать (учебу, работу) | She dropped out of school at the age of 15. — Она бросила школу в возрасте 15 лет. |

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| get along (with) | уживаться, хорошо ладить; обходиться | People can't get along without food and water. — Люди не могут обходиться без еды и воды. They will get along with each other. — Они поладят. |
| get down (to) | перейти к сути, к делу | Let's get down to work. — Давайте приступим к работе. |
| get off | выходить (из автобуса, поезда и т.д.) | Where do we get off at? We can get off the bus at the next bus stop. — Где нам выходить? Мы можем выйти на следующей остановке. |
| get over | оправиться, преодолеть, пройти через что-либо | John was badly wounded but he got over it. — Джон был тяжело ранен, но он поправился. Our company managed to borrow cheaply to get over the difficulty. — Нашей компании удалось взять кредит на выгодных условиях, чтобы преодолеть трудности. |
| get rid of | избавляться от чего/кого-либо | To succeed you should get rid of your accent. — Чтобы добиться успеха, тебе нужно избавиться от своего акцента. |
| get through with | справляться с чем-либо, заканчивать | If you get through with the article in time, John will be indebted to you. — Если ты закончишь статью вовремя, Джон будет твоим должником. You need work hard to pass your exams successfully. — Вам нужно много трудиться, чтобы успешно сдать экзамены. |
| get up | вставать, подниматься | I usually get up at 10 a.m. — Обычно я встаю в 10 часов утра. |
| give away | выдавать, проговориться | Please, don't give my secrets away. I trust you. — Пожалуйста, не выдавай моих секретов. Я тебе доверяю. |

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| give back | отдавать, возвращать; отплачивать | Every time he borrows money from me, he never gives it back. — Сколько бы раз он ни занимал у меня деньги, он никогда не возвращает их обратно. |
| give up | бросать, перестать делать что-либо; сдаваться | I gave up smoking last year. — Я бросил курить в прошлом году. Don't give up without even trying. — Не сдавайся, даже не попробовав. |
| go away | уходить, уезжать | Let's go away this weekend! — Давай куда-нибудь уедем на эти выходные. |
| go back on | нарушить (слово) | I never go back on my promises. — Я никогда не нарушаю своих обещаний. |
| go in for | заниматься, принимать участие | I go in for sports twice a week. — Я занимаюсь спортом два раза в неделю. |
| go on | продолжать; случаться, происходить | Go on reading, please. — Пожалуйста, продолжайте читать. What is going here? — Что здесь происходит? |
| go with | подходить, гармонировать | Does this dress go with these shoes? — Это платье подходит к этим туфлям? |
| grow together | сближаться | After that accident they grew together. — После того происшествия они очень сблизились. |
| grow up | взрослеть | When you grow up, I'll tell you one secret. — Когда ты станешь взрослым, я расскажу тебе секрет. |
| hand in | сдавать, отдавать | Children, hand in your papers, please. — Дети, сдайте, пожалуйста, свои работы. |
| hand out | выдавать, раздавать | My job was to hand out medicine to the homeless. — В мою работу входила раздача медикаментов бездомным людям. |

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| hang out | развлекаться, гулять, празднично проводить время (<i>разг.</i>) | We often hang out with Tom. He is cute. — Мы часто гуляем с Томом. Он классный. |
| hang up | повесить трубку (телефона) | Please, don't hang up. I have to tell you something important. — Пожалуйста, не клади трубку. Мне нужно сказать тебе нечто важное. |
| hold on | ждать у телефона | Please, hold on while I transfer your call. — Пожалуйста, не кладите трубку, пока я переведу ваш звонок. |
| hold up | задерживать, останавливать | I have been held up in traffic. — Я застрял в пробке. |
| look after | присматривать, заботиться | I love looking after my younger sister. — Я люблю заботиться о своей младшей сестре. |
| look for | искать | I am looking for a job. — Я ищу работу. |
| look forward to | с нетерпением ждать | I am looking forward to your reply. — Я с нетерпением жду твоего ответа. |
| look out | быть настороже, быть внимательным | Look out! — Поберегись! |
| look over | просматривать, изучать | John's face turned red with anger when he was looking through the papers. — Джон покраснел от злости, когда просматривал документы. |
| look up | искать что-либо (в справочнике) | Look up all the new words in the dictionary and put them down into your exercise books. — Поищите все новые слова в словаре и запишите их в свои тетради. |
| make out | разбираться, понимать; справляться, преуспевать | I can't make out the meaning of this novel. — Я не могу понять смысл этого романа. How are you making out while your boss is on a business trip? — Как ты справляешься, пока твой начальник в командировке? |

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|-------------|---|--|
| make up | выдумывать; убирать; накладывать макияж; мириться | He always makes up ridiculous stories. He is an odd fellow. — Он вечно сочиняет нелепые истории. Он чудак. Please, make up my room. — Пожалуйста, приберите в моей комнате. Mary made up her face before going out. — Мэри, прежде чем выйти на улицу, нарядилась. Let's make it up! — Давайте помиримся! |
| pay back | отплатить; вернуть деньги | I'll pay you back someday. — Однажды я с тобой расквитаюсь. If I borrow money I always pay it back at a given period. — Если я занимаю деньги, я всегда возвращаю их в установленный срок. |
| pick up | поднимать, подбирать; заезжать за кем-либо | When I bent to pick up my pen I saw a colorful box under my bed. — Когда я наклонилась, чтобы поднять свою ручку, я увидела яркую коробку, лежащую под моей кроватью. I'll pick you up at your place at 9 p.m. — Я заеду за тобой в 9 вечера. |
| put away | копить, откладывать деньги | If you want to buy a car, you should put away money for it. — Если ты хочешь купить машину, тебе нужно копить на нее деньги. |
| put off | переносить, откладывать | Never put off till tomorrow what you can do today. — Никогда не откладывай на завтра то, что можно сделать сегодня. |
| put on | одевать | Put on a sweater, it's cold outside. — Надень свитер, на улице холодно. |
| put up with | мириться, терпеть | I can't put up with your indifference any longer. — Я не могу больше мириться с твоим безразличием. |
| run across | случайно встретить | I ran across Tom at the party yesterday. — Вчера на вечеринке я случайно встретил Тома. |

| | | |
|----------------------|---|--|
| run away/off | убегать, уезжать | I want to run away from here with you. — Я хочу сбежать с тобой отсюда. |
| run out | кончатся, иссякать | We've run out of bread. Go to the bakery, please. — У нас закончился хлеб. Сходи, пожалуйста, в булочную. |
| run up | увеличиваться (о ценах) | The price of fuel is running up with every passing day. — Цены на топливо возрастают с каждым днем. |
| see after | присматривать, наблюдать | Could you, please, see after my suitcases? — Не могли бы вы присмотреть за моими чемоданами? |
| see off | проводить (уезжающих) | Can you see me off at the station? — Ты не мог бы проводить меня на вокзал? |
| set off | отправиться в путь | John set off for school an hour ago. — Джон ушел в школу час назад. We set off for Europe. — Мы отправились в путешествие по Европе. |
| set up | основывать, учреждать | What motivated you to set up your own business? — Что побудило тебя открыть свое дело? |
| stand out | выделяться, выступать | It is very important for me to be different and to stand out in a crowd. — Для меня очень важно отличаться и выделяться из толпы. |
| stand up for | выступать в чью-либо защиту, поддерживать | I always stand up for my friends. — Я всегда выступаю в защиту своих друзей. |
| stick by/with/ to | следовать, быть вер- ным чему-либо | I always stick to my principles and stand in life. — Я всегда остаюсь верна своим принципам и жизненной позиции. |
| sum up | суммировать, подводить итог; оценивать | To sum up, people should be more tolerant and sympathetic. — Резюмируя вышесказанное, людям следует быть более терпимыми и отзывчивыми. He is a difficult fellow to sum up. — О нем сложно составить определенное мнение. |

Часть II. Грамматика и лексика

| | | |
|------------|---------------------------------|---|
| take after | походить на кого-либо | Mary really takes after her mother. — Мэри действительно очень похожа на свою маму. |
| take away | убирать, уносить; увозить | You may take away. — Можете убрать со стола. I've got nothing left to say. Please, take me away. — Мне больше нечего сказать. Пожалуйста, увези меня отсюда. |
| take off | взлетать; снимать | Take off your shoes, please. — Пожалуйста, снимите обувь. The plane took off on time. — Самолет вылетел по расписанию. |
| tell off | ругать, бранить | Parents often tell off their children. — Родители часто ругают своих детей. |
| think back | помнить, вспомнить | When I think back on my childhood, I always smile. — Когда я вспоминаю свое детство, я всегда улыбаюсь. |
| think over | обдумывать, размышлять | I need time to think over your proposal. — Мне нужно время, чтобы обдумать твоё предложение. |
| try on | примерять | I'd like to try on this dress. Where is the fitting room? — Я бы хотела примерить это платье. Где примерочная? |
| turn into | превращаться | She turned into a beauty. — Она превратилась в красавицу. |
| turn off | выключать | Remember to turn off the lights. — Не забудь выключить свет. |
| wake up | будить; просыпаться | I usually wake up at 10 a.m. — Обычно я просыпаюсь в 10 утра. Be quiet, Tom is sleeping. Don't wake him up. — Не шуми, Том спит. Не разбуди его. |
| watch out | быть настороже, остерегаться | Watch out! — Осторожно! |

Словообразование

Приставки

- **re-** «вновь», «повторно» => rewrite (переписать), redo (перделывать);
- **pre-** «перед», «ранее» => prehistoric (доисторический), prewar (довоенный);
- **inter-** «между», «среди», «взаимно» => international (международный), interreact (взаимодействовать), intersocial (межличностный);
- **post-** «после» => post-market (послепродажный), postgraduate (аспирант);
- **ex-** «бывший» => ex-husband (бывший муж), ex-champion (экс-чемпион);
- **over-** «пере» => overestimate (переоценить), overpopulation (перенаселенность).

Отрицательные приставки

- **dis-** => disability (нетрудоспособность), disappear (исчезать), dissatisfied (недовольный), dislike (не нравится);
- **in-** => independent (независимый), indifference (безразличие), inactivate (инактивировать);
- **il-** (перед **l**) => illegal (незаконный), illiteracy (безграмотность);
- **im-** (перед **m, p**) => impartial (беспристрастный), immorality (аморальность);
- **ir-** (перед **r**, *НО!* unreasonable, unreliable) => irreality (фантастичность), irregular (неправильный), irrelevant (неподходящий), irresponsibly (безответственно);
- **non-** => non-adult (несовершеннолетний), non-alcoholic (безалкогольный);
- **un-** => unbelievable (невероятный), unbeliever (неверующий, скептик), unfortunately (к сожалению), unblock (разблокировать).

Суффиксы существительных

- **-er, -or, -an, -(i)an, -ant/-ent, -ist** обозначают деятеля или профессию => worker (рабочий), mentor (наставник), librarian (библиотекарь), assistant (ассистент), tourist (турист), student;

- **-ity, -ness, -ment, -age, -ance/-ence, -ancy/-ency, -acy, -ism, -hood, -dom, -ship, -tion, -sion** — абстрактные существительные => unity (единство), darkness (тьма), development (развитие), importance (важность), marriage (женитьба), transparency (прозрачность), democracy (демократия), professionalism (профессионализм), childhood (детство), friendship (дружба), boredom (скука), revolution (революция), possession (владение);
- **-ing** означает действие => reading (чтение), listening (слушание).

Суффиксы прилагательных

- **-ous, -al, -ful, -ic/-ical, -able/-ible, -ant/-ent, -ed, -ly, -ing, -ive** означают свойства или качества => various (разнообразный), optical (оптический), eccentric (эксцентричный), historical (исторический), favorable (благоприятный), horrible (ужасный), important (важный), magnificent (превосходный), devoted (преданный), friendly (дружелюбный), burning (насущенный), offensive (обидный);
- **-less** обозначает отсутствие признака => colorless (бесцветный), motionless (неподвижный);
- **-an, -ian, -ese, -ish** обозначают принадлежность к национальной группе => Mexican (мексиканский), Italian (итальянский), Japanese (японский), English (английский), Swedish (шведский);
- **-like** означает сходство => childlike (по-детски простой), womanlike (женственный, женоподобный).

Суффиксы глаголов

- **-ize/ise** => summarize (суммировать), optimize (оптимизировать);
- **-en** => harden (твердеть), frighten (пугать), lighten (осветлять).
- **-ate** => motivate (мотивировать), stimulate (стимулировать);
- **-ify/-fy** => identify (определять), intensify (усиливать).

Суффиксы наречий

- **-ly** => happily (счастливо), noisily (шумно);
- **-ward(s)** => backwards (в обратном направлении), towards (по направлению).

Неличные формы глагола

Инфинитив

Инфинитив — это неопределенная форма глагола, используемая с частицей *to* и отвечающая на вопрос «что делать?», «что сделать?».

| Infinitive | Active | Passive |
|---------------------------|--|--|
| Indefinite | I am/was/shall be happy <i>to see</i> you. | There is/was nothing more <i>to be done</i> . |
| Continuous | There are people who seem <i>to be doing nothing with it</i> . | — |
| Perfect | I am glad <i>to have done it</i> . | Mr. Smith is said <i>to have been killed</i> in Spain. |
| Perfect Continuous | Mary seems <i>to have been cooking</i> since early morning. | — |

Инфинитив НЕ используется:

1. После модальных глаголов, кроме *ought to*:

You may do whatever you want. — Ты можешь делать все, что тебе хочется.

2. После глаголов *to let* (в значении «позволять» или побуждения) и *to make* (в значении «заставлять»):

He always makes me laugh. — Он всегда заставляет меня смеяться.

Let me do it myself! — Позволь мне это самой сделать!

✓ *Примечание:* глагол *to make* в страдательном залоге требует использования частицы *to*: She was made *to wash up*. — Ее заставили мыть посуду.

3. После выражений “*would rather*”, “*would better*”, “*would sooner*”, “*cannot but*”:

You would better go! — Тебе лучше идти!

I would rather stay at home than go to the party. — Я бы лучше осталась дома, чем идти на вечеринку.

4. После вспомогательных глаголов:

They will *be* at home tomorrow (will — вспомогательный глагол).

5. В некоторых вопросах, начинающихся с *why*:

Why not make me any present? — Почему бы не сделать мне подарок?

Значение и употребление:

1. В функции обстоятельства для обозначения цели или намерения (эквивалент: *in order to, so as to*):

Tom went to the chemist's shop to buy some medicine. — Том отправился в аптеку, *чтобы* купить лекарства.

2. В функции обстоятельства в сочетании с наречиями *too* и *enough* для обозначения результата:

He was too angry to consider her opinion. — Он был слишком зол, чтобы прислушаться к ее мнению.

She is adult enough to make up her mind. — Она довольно взрослая, чтобы принимать свои решения.

3. В функции обстоятельства образа действия в сочетании с союзом *as if*:

He raised his hand as if to command silence. — Он поднял руку, как будто собирался потребовать тишины.

4. В функции подлежащего:

To be, or not to be, that is the question. — Быть или не быть, вот в чем вопрос.

5. В функции сказуемого или его части (в сочетании с прилагательными *nice, good, pleasant, impossible, easy, hard, etc.*):

My dream is to visit the USA. — Моя мечта — посетить США.

Mr. Smith is easy to deal with. — С мистером Смитом легко иметь дело.

6. В функции дополнения:

I am glad to meet you. — Я рада тебя видеть.

7. В функции определения в сочетании с порядковыми числительными и *the last*:

He was the last / the first to come. — Он пришел последним/первым.

8. В функции вводного предложения:

To begin with (во-первых), *so to say* (как говорится), *to tell the truth* (по правде говоря), *to cut a long story short* (короче говоря), *to say the least* (мягко выражаясь), etc.

9. В конструкции *for + дополнение + инфинитив*:

It is necessary for you to consult a doctor. — Тебе необходимо проконсультироваться с врачом.

10. В конструкциях подлежащее + *to be + (un)likely to / known to / considered to / expected to, etc.*:

He is known/considered to be a talented scientist. — Он считается талантливым ученым.

The delegation is expected to come on Monday. — Ожидается, что делегация прибудет в понедельник.

They are more likely to accept the changes. — Скорее всего, они согласятся с изменениями.

11. В конструкции подлежащее + *have + дополнение + инфинитив*:

I have a lot of work to do. — У меня много работы.

I have nothing to read. — У меня ничего нет почитать.

Глаголы + инфинитив:

Ниже вы познакомитесь с рядом глаголов, после которых традиционно используется инфинитив:

to agree (соглашаться), to offer (предлагать), to decide (принимать решение), to manage (ухитриться сделать что-либо), to plan (планировать), to seem (казаться), to promise (обещать), to hope (надеяться), to fail (подвести, не исполнить), to afford (позволять), to appear (казаться, представляться), to demand (требовать), to deserve (заслуживать), to happen (случаться), to intend (намереваться), to pretend (претворяться), to refuse (отказываться), to tend (иметь тенденцию), etc.:

He offered to help me. — Он предложил мне свою помощь.

He agreed to lend her some money. — Он согласился дать ей немного денег взаймы.

She seems to know English well. — Похоже, она хорошо знает английский.

The weather appears to be improving. — Похоже, погода налаживается.

She turned out to be the main witness. — Она оказалась главным свидетелем.

Герундий

Герундий — это неопределенная форма глагола с суффиксом **-ing**, сочетающая в себе черты глагола и существительного.

| Gerund | Active | Passive |
|---------|---|--|
| Simple | <i>Reading is important for all people.</i> | <i>I hate being told off.</i> |
| Perfect | <i>I am sorry for having disturbed you.</i> | <i>He complained of having been misunderstood.</i> |

Значение и употребление:

1. В функции подлежащего:

It is no use crying over spilt milk. — Слезами горю не поможешь.

2. В функции прямого дополнения после глаголов *to avoid* (избегать), *to deny* (отрицать), *to enjoy* (наслаждаться), *to fancy* (нравиться, хотеть), *to mind* (возражать против чего-либо), *to prefer* (предпочитать), *to be worth* (стоить), etc.

Do you fancy going for a drive? — Не хочешь прокатиться?

This film is worth watching. — Этот фильм стоит посмотреть.

He denies having stolen the money. — Он отрицает, что украл деньги.

Do you mind my opening the window? — Вы не возражаете, если я открою окно?

3. В функции предложного дополнения после следующих глаголов и выражений: *to look forward to* (с нетерпением ждать), *to apologize for* (извиняться за что-то), *to be aware of* (осознавать), *to be grateful for* (быть благодарным за что-то), *to be fond of* (любить), *to be proud of* (гордиться), *to be responsible for* (быть ответственным за что-то), *to be tired of* (быть уставшим от чего-то), *to be sure of* (быть уверенным в чем-то), *to think of* (думать о чем-то), *to burst out* (разразиться), *to give up* (бросить), *to complain of* (жаловаться), *to be afraid of* (бояться), *to insist on* (настаивать на чем-то), etc.

I am looking forward to seeing you. — Я с нетерпением жду встречи с тобой.

They burst out laughing. — Они рассмеялись.

I am tired of being ridiculed for my extravagant looks. — Я устала, что мои экстравагантные наряды постоянно высмеивают.

John gave up smoking last year. — Джон бросил курить в прошлом году.

4. В функции обстоятельства:

On coming home he immediately rang her up. — По приходу домой он сразу же позвонил ей.

Only *by training hard* you can achieve good results. — Только усердным трудом ты сможешь достичь хороших результатов.

I've come here *for discussing* some problems with your boss. — Я здесь, чтобы обсудить некоторые проблемы с вашим боссом.

You won't be able to fulfill this task *without being helped*. — Ты не справишься с этим заданием без посторонней помощи.

Особенности употребления герундия и инфинитива

1. Конструкция *to forget / remember / regret + герундий* означает, что действие совершилось в прошлом:

She forgot greeting me. — Она забыла, что уже здоровалась со мной.

I remember giving him a present. — Я помню, что дарила ему подарок.

I regret doing that. — Я сожалею о содеянном.

2. Конструкция *to forget / remember / regret + инфинитив* означает одновременное или последующее действие:

He never remembers to lock the door. — Он всегда забывает закрыть дверь.

Don't forget to call me. — Не забудь позвонить мне.

We regret to tell you that we offered the job to someone else. — Нам очень жаль вам об этом сообщать, но мы предложили это место другому человеку.

3. Конструкция *to stop + герундий* означает «перестать делать что-либо»:

When he entered the room I stopped laughing. — Когда он вошел в комнату, я перестала смеяться.

4. Конструкция *to stop + инфинитив* означает «прекратить деятельность с какой-либо целью»:

I stopped to greet him. — Я остановилась, чтобы (с целью) поприветствовать его.

5. Конструкция *to try + герундий* означает действие с целью эксперимента:

Try parachuting. It is magnificent! — Попробуй прыжки с парашютом. Это потрясающе!

6. Конструкция *to try + инфинитив* означает усилия, потраченные на действия:

I am trying to learn English myself. — Я пытаюсь выучить английский самостоятельно.

I am trying to sleep. — Я пытаюсь уснуть.

Причастие

Причастие — это неличная форма глагола, обладающая свойствами прилагательного, глагола и наречия. В английском языке есть два вида причастий — причастие I (причастие настоящего времени) и причастие II (причастие прошедшего времени). Рассмотрим каждое из них по порядку.

Причастие I

| Participle I | Active | Passive |
|--------------|---|---|
| Simple | The boy <i>reading</i> a book is my nephew. | The issue <i>being discussed</i> now is on the agenda. |
| Perfect | <i>Having discussed</i> the project they decided to sign the agreement. | <i>Having been told</i> the truth he didn't know how to behave. |

Причастие настоящего времени образуется при помощи окончания **-ing**. Следует отметить, что причастие I обозначает действие, одновременно протекающее с действием, выраженным сказуемым, а его смысл близок к прилагательному: The man *sitting* by the fire is my friend. — Человек, *сидящий* у камина, мой друг.

Значение и употребление:

1. В функции именной части сказуемого:

It sounds *promising*. — Звучит многообещающе.

2. В функции определения:

There are some of your friends *waiting* for you in the living room. —

В гостиной тебя ждут несколько твоих друзей.

When I see your *smiling* face, I am really happy. — Когда я вижу улыбку на твоём лице, я по-настоящему счастлива.

3. В функции обстоятельства:

He looked so depressed, as if *feeling* terribly sorry for his action. — Он выглядел таким подавленным, словно сильно сожалел о своём поступке.

While *staying* in Paris I bought lots of souvenirs to my friends. — Во время моего пребывания в Париже я купила много сувениров своим друзьям.

Being overloaded with work I managed to spend some time with my friend. — Будучи загруженной работой, мне удалось выкроить время для встречи со своим другом.

4. Причастие I входит в состав сложных глагольных форм:

He is *reading* now. — Он читает сейчас.

Причастие II

Причастие II (прошедшего времени) образуется так же, как и *Past Simple* правильных глаголов (-ed) или 3-я форма неправильных глаголов. Причастие II соответствует русскому страдательному причастию и выражает действие, предшествующее глаголу-сказуемому.

Значение и употребление:

1. В функции определения:

I am a *married* man. — Я женатый человек.

2. В функции обстоятельства:

When asked about his future plans, he burst out laughing. — Когда его спросили о планах на будущее, он рассмеялся.

3. В функции именной части сказуемого:

He looked *disappointed* and sad. — Он выглядел разочарованным и грустным.

4. Для образования страдательного залога:

This book is written by Dickens. — Эта книга написана Диккенсом.

5. Для образования перфектных форм:

I have just spoken to him. — Я только что поговорила с ним.

Практические тесты

Тест 1

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 18–26, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 18–26.

Akbar's Dream (Akbar Birbal Tales)

One night, Emperor Akbar 18 _____ (DREAM) that he had lost all his teeth, except one. He greatly 19 _____ (DISTURB) with the strange dream. The next morning he summoned all the astrologers of his kingdom and asked 20 _____ (THEY) to interpret his dream. All the astrologers held a meeting and after a long discussion, the astrologers prophesized that his dream 21 _____ (BE) an indication that all his relatives would die before him.

Akbar was greatly distressed by this interpretation and so he 22 _____ (SEND) away all the astrologers without any reward. Later that day, the Emperor 23 _____ (HAPPEN) to meet Birbal. He narrated his dream to Birbal and asked him to interpret it. He also told him what the astrologers had told him. Birbal 24 _____ (THINK) for a while and said, "It means, Alampanah, you will live a 25 _____ (LONG) and more fulfilled life than any of your relatives."

Akbar cheered up when he 26 _____ (HEAR) Birbal's version and rewarded him handsomely. Birbal had also conveyed the same thing as the astrologers to the Emperor, but in an intelligent manner.

Ключи: 18) dreamt; 19) was disturbed; 20) them; 21) was; 22) sent; 23) happened; 24) thought; 25) longer; 26) heard

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 27–32.

Travelling

Today it is 27 _____ (POSSIBLE) to imagine our life without travelling. During trips people get 28 _____ (FORGET) impressions and vivid emotions, meet new people and learn about their lifestyle and culture. Travelling is also a source of 29 _____ (INSPIRE) and the perfect way of recreation. It is for sure that absolutely all people need holidays to change the scene. However, when it comes to travelling in your own country or in foreign countries, opinions vary. Hence, travelling to foreign countries is ideal for practicing languages, while through travelling to our home country we can better understand the past and present.

As for means of travelling, people can travel by car, by train, by plain, by ship or on foot.

When people plan long-distance trips and want to save time, they usually choose air travel. The flight itself is very 30 _____ (COMFORT). When the plane takes off, passengers should fasten their belts and switch off all electronic devices. In a while one can relax, listen to music, read magazines or take a nap. During the flight the airhostess offers all passengers some drinks and snacks. In case of need one can ask for a blanket or travel 31 _____ (SICK) pills. However, air travels are not 32 _____ (SUIT) for people who suffer from high blood pressure, heart disease or other illnesses. Besides, it is the high price for tickets that can prevent many tourists from travelling by plane.

Ключи: 27) impossible; 28) unforgettable; 29) inspiration; 30) comfortable; 31) sickness; 32) suitable

Тест 2

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 18–26, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 18–26.

The Student and the Backpacker (by Jane Blaikie)

Once upon a time a student left his mother's home to find his place in the world. He 18 _____ (PROMISE) to return soon for dinner, waved good-bye, and took the bus across town to his first flat.

His new flat mates had many friends, and one afternoon a beautiful backpacker came to visit. She was on her way to the airport, flying out to Bali for the surfing there. She told the student that the waves on shore began as easy-to-learn tiplers, moving out in jewels of green and blue to towering walls of water. "It's like riding a dragon," she told him.

The student was entranced and decided to follow her. He resigned 19 _____ (HE) job at the law office where he'd been working while he finished his studies, and bought a return air ticket with the money he had saved for his course fees.

He asked his mother for his passport, and she handed it over with a sad shake of her head.

Sure enough, after a few weeks on a 20 _____ (GOLD) beach, the beautiful backpacker decided to leave for the Maldives islands with some new friends she'd made.

So the student found himself alone, lying under a stand of palm trees, looking out to the breakers which he 21 _____ (NOT / MANAGE) to surf.

A local man walked passed the student, stopped and looked at him for a long time. They 22 _____ (BEGIN) talking about the beach and the people who lived there. After a long pause, the local man said, 'Our village 23 _____ (NOT / HAVE) school and our children are sick because we have no doctor or nurse.'

The student got up and went with the local man to see the truth of it for himself. He realized that if he finished his law degree he would have skills to help make the world more fair. So he 24 _____ (RING) home, and his mother offered to pay his university fees for the next year.

But on his way to change his air ticket to fly home that week, he met a weathered man. The student 25 _____ (INTRIGUE) by his beaten skin and twinkling eyes, and when this man suggested they head to Goa where they could make money by 26 _____ (TRADE), the student agreed. He would earn his course fees for himself. So he changed his ticket to go to India, and they set off.

Goethe Institute (www.goethe.de)

Ключи: 18) promised; 19) his; 20) golden; 21) hadn't managed; 22) began; 23) has no; 24) rang; 25) was intrigued; 26) trading

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 27–32.

Sport

Sport plays an important role in the life of teenagers. Those people who go in for sports, lead a 27 _____ (**HEALTH**) lifestyle, follow a diet and control their weight tend to be more 28 _____ (**CHEER**) and are less susceptible to diseases. On the other hand, those people who don't participate in any physical activity and prefer junk food tend to be subjected to obesity and are at risk of heart and vascular diseases. As a matter of fact, the problem of obesity is one of the most pressing in the modern world. Today more and more teenagers are becoming overweight. One solution that can be put forward is doing sports, which can help teens not only to lose 29 _____ (**EXCESS**) weight and to stay fit, but also to feel more vigorous and spirited throughout the day. Physical exercises are also the perfect way for emotional release. To improve school 30 _____ (**PERFORM**) it is essential for school children to balance mental stimulation and physical activity. Besides, it is necessary to mention that 31 _____ (**SUPPORT**) of healthy life style are also at much less risk of getting involved in drinking alcohol, taking drugs and other bad habits than those who are addicted to computer games, instead. In addition, sports develop the will for victory, as well as caseharden the constitution and the spirit. Sports also create opportunities to find congenial souls with common interests and values. That feeling that you are a part of the team can help to develop your 32 _____ (**LEADER**) skills and to boost your self-esteem.

Ключи: 27) healthy; 28) cheerful; 29) excessive; 30) performance; 31) supporters; 32) leadership

Тест 3

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 18–26, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 18–26.

The Student and the Backpacker (by Jane Blaikie)

The old man was about to leave on his private yacht, and he needed an assistant. He chatted with the student and offered him the job, which would mainly involve checking business emails on a laptop. All the student's expenses would be paid and there might be a bonus as well. It 18 _____ (SOUND) easy enough, and the student agreed to go with the old man, in hope of earning the bonus. The yacht set sail with the student on deck looking out toward the deep blue ocean.

The old man, it turned out, had many laptops — from them he sent millions of false emails telling people they 19 _____ (WIN) a lottery. All they had to do was send in their bank account number, and the small fortune would be paid in 20 _____ (DIRECT).

The student's job was to chat 21 _____ (POLITE) online with the victims, and persuade them to send in their bank details — then the old man could steal what money they had. The student refused to do it, and very soon he found himself being escorted off the yacht onto a large island, with the old man shouting at him: "Don't you tell anyone — I'm a 22 _____ (RESPECT) businessman, no one will believe you! We will kill you if you do!"

The student 23 _____ (SHAKE) his head, hardly believing he'd made another 24 _____ (FOOL) mistake, and looked around at his new surroundings. In the far distance, he saw what might be a town, and he turned toward it, walking steadily under the hot sun. These were the Maldives islands. After a few days, the student rang 25 _____ (HE) mother, and owned up to having spent her money in Goa. He had found a job on the islands, working on dive boats; the money was poor, but with tips he would save his fare, and return to finish his studies. Not long after, at the harbor, selling snorkel trips to tourists, the student heard someone call his name. It 26 _____ (BE) the beautiful backpacker who had set him off on his travels in the first place. She too was working in low paid jobs to gather the fare home, where she planned to finish drama school.

Goethe Institute (www.goethe.de)

Ключи: 18) sounded; 19) had won; 20) directly; 21) politely; 22) respectable; 23) shook; 24) foolish; 25) his; 26) was

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 27–32.

The Lion in Love (an Aesop's Fable)

A Lion once fell in love with a 27 _____ (BEAUTY) maiden and proposed 28 _____ (MARRY) to her parents. The old people did not know what to say. They did not like to give their daughter to the Lion, yet they did not wish to 29 _____ (RAGE) the King of Beasts. At last the father said: "We feel highly honored by your Majesty's 30 _____ (PROPOSE), but you see our daughter is a tender young thing, and we fear that in the vehemence of your affection you might 31 _____ (POSSIBLE) do her some injury. Might I venture to suggest that your Majesty should have your claws removed, and your teeth extracted, then we would gladly consider your proposal again."

The Lion was so much in love that he had his claws trimmed and his big teeth taken out. But when he came again to the parents of the young girl they 32 _____ (SIMPLE) laughed in his face, and bade him do his worst.

Moral of Aesop's Fable: Love can tame the wildest.

Ключи: 27) beautiful; 28) marriage; 29) enrage; 30) proposal; 31) possibly; 32) simply

Тест 4

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 18–26, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 18–26.

Four wives

There was a rich merchant who had four wives. He loved the 18 _____ (FOUR) wife the most and adorned her with rich robes and treated her to delicacies. He took great care of her and gave her nothing but the 19 _____ (GOOD). He also loved the third wife very much.

He's very proud of her and always wanted to show off her to his friends. However, the merchant is always in great fear that she might run away with some other men. He too, loved his second wife. She is a very considerate person, always patient and in fact is the merchant's confidante. Whenever the merchant faced some problems, he always 20 _____ (TURN) to his second wife and she would always help him out and tide him through difficult times. Now, the merchant's first wife is a very loyal partner and has made great 21 _____ (CONTRIBUTE) in maintaining his wealth and business as well as taking care of the household. However, the merchant 22 _____ (NOT / LOVE) the first wife and although she loved him deeply, he hardly took notice of her.

One day, the merchant 23 _____ (FALL) ill. Before long, he knew that he was going to die soon. He thought of his luxurious life and told himself, "Now I have four wives with me. But when I die, I'll be alone. How lonely I'll be!" Thus, he asked the fourth wife, "I loved you most, endowed you with the 24 _____ (FINE) clothing and showered great care over you. Now that I'm dying, will you follow me and keep me company?" "No way!" replied the fourth wife and she walked away without another word. The answer 25 _____ (CUT) like a sharp knife right into the merchant's heart. The sad merchant then asked the third wife, "I have loved you so much for all my life. Now that I'm dying, will you follow me and keep me company?" "No!" replied the third wife. "Life is so good over here! I'm going to remarry when you die!" The merchant's heart 26 _____ (SINK) and turned cold. He then asked the second wife, "I always turned to you for help and you've always helped me out. Now I need your help again. When I die, will you follow me and keep me company?" "I'm sorry, I can't help you out this time!" replied the second wife. "At the very most, I can only send you to your grave." The answer came like a bolt of thunder and the merchant was devastated. Then a voice called out: "I'll leave with you. I'll follow you no matter where you go." The merchant looked up and there was his first wife. She was so skinny, almost like she suffered from malnutrition. Greatly grieved, the merchant said, "I should have taken much better care of you while I could have!"

Unknown author

Ключи: 18) fourth; 19) best; 20) turned; 21) contributions; 22) didn't love; 23) fell; 24) finest; 25) cut; 26) sank

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 27–32.

The Loyal Gardener

One day the Emperor Akbar stumbled on a rock in his garden. He was in a foul mood that day and the accident made him so 27 _____ (ANGER) that he ordered the gardener's arrest and 28 _____ (EXECUTE). The next day when the gardener was asked what his last wish was before he was hanged, he requested an audience with the emperor. This wish was granted, but when the man neared the throne he 29 _____ (LOUD) cleared his throat and spat at the emperor's feet. The emperor was taken aback and demanded to know why he had done such a thing. The 30 _____ (GARDEN) had acted on Birbal's advice and now Birbal stepped forward in the man's defense.

"Your Majesty," he said, "there could be no person more loyal to you than this 31 _____ (FORTUNE) man. Fearing that people would say you hanged him for a trifle, he has gone out of his way to give you a genuine reason for hanging him."

The emperor, realizing that he had been about to do a great 32 _____ (JUSTICE), set the man free.

Akbar Birbal stories

Ключи: 27) angry; 28) execution; 29) loudly; 30) gardener; 31) unfortunate; 32) injustice

Тест 5

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 18–26, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 18–26.

Puppies for sale

A farmer had some puppies he 18 _____ (NEED) to sell. He painted a sign advertising the pups and set about nailing it to a post on

the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy. "Mister," he said, "I want to buy one of your puppies."

"Well," said the farmer, as he rubbed the sweat off the back of his neck, "these puppies come from fine parents and cost a good deal of money." The boy 19 _____ (DROP) his head for a moment. Then reaching deep into his pocket, he pulled out a handful of change and held it up to the farmer. "I've got thirty-nine cents. Is that enough to take a look?" "Sure," 20 _____ (SAY) the farmer.

And with that he let out a whistle, he called: "Here, Dolly!"

Out from the doghouse and down the ramp ran Dolly followed by four little balls of fur. The little boy pressed his face against the chain link fence. His eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else stirring inside the doghouse. 21 _____ (SLOW) another little ball appeared; this one noticeably 22 _____ (SMALL). Down the ramp it slid. Then in a somewhat awkward manner the little pup 23 _____ (BEGIN) hobbling toward the others, doing its best to catch up....

"I want that one," the little boy said, pointing to the runt.

The farmer knelt down at the boy's side and said, "Son, you 24 _____ (NOT / WANT) that puppy. He will never be able to run and play with you like these other dogs would." With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a 25 _____ (SPECIAL) made shoe. Looking back up at the farmer, he said, "You see sir, I don't run too well myself, and he will need Someone who understands."

The world 26 _____ (BE) full of people who need someone who understands.

Unknown author

Ключи: 18) needed; 19) dropped; 20) said; 21) slowly; 22) smaller; 23) began; 24) don't want; 25) specially; 26) is

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полу-

ченными словами. Каждый пропуск соответствует отдельному заданию 27–32.

The Open Boat (by Stephen Crane)

The small lifeboat bounced from wave to wave in the rough seas of the Atlantic. The four men in the boat could not see the sky. The waves rose too high. The waves with their white tops pushed at the open boat with angry 27 _____ (VIOLENT). Every man thought each wave would be his last. 28 _____ (SURE), the boat would sink and he would drown. The men thought that most adults would need a bathtub larger than the boat they were sailing. The waves were huge, and each created a problem in guiding the 29 _____ (DIRECT) of the boat.

For two days, since the ship sank, the four men had been struggling to reach land. But there was no land to be seen. All the men saw were violent waves which rose and came fiercely down on them. The men sat in the boat, wondering if there was any hope for them. The ship's cook sat in the bottom of the boat. He kept looking at the fifteen centimeters which separated him from the ocean. The boat had only two 30 _____ (WOOD) oars. They were so thin — it seemed as if they would break against the waves. The 31 _____ (SAIL), named Billie, directed the boat's movement with one of the oars. The newspaper reporter pulled the second oar. He wondered why he was there in the boat. The fourth man was the captain of the ship that had sunk. He lay in the front of the small boat. His arm and leg were hurt when the ship sank. The captain's face was sad. He had lost his ship and many of his sailors. But he looked 32 _____ (CARE) ahead, and he told Billie when to turn the boat.

Ключи: 27) violence; 28) surely; 29) direction; 30) wooden; 31) sailor; 32) carefully

Тест 6

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 18–26, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 18–26.

A Box Full of Kisses

The story goes that some time ago, a man 18 _____ (PUNISH) his 3-year-old daughter for wasting a roll of gold wrapping paper. Money 19 _____ (BE) tight and he became infuriated when the child tried to decorate a box to put under the Christmas tree. Nevertheless, the little girl 20 _____ (BRING) the gift to her father the next morning and said, "This is for you, Daddy."

The man 21 _____ (EMBARRASS) by his earlier overreaction, but his anger flared again when he found out the box was empty. He yelled at her, stating, "Don't you know, when you give someone a present, there is supposed to be something inside? The little girl looked up at him with tears in her eyes and 22 _____ (CRY), "Oh, Daddy, it's not empty at all. I blew kisses into the box. They're all for you, Daddy."

The father was crushed. He put his arms around his little girl, and he begged for her 23 _____ (FORGIVE). Only a short time later, an accident took the life of the child. It is also told that her father kept that gold box by his bed for many years and, whenever he was discouraged, he would take out an 24 _____ (IMAGINE) kiss and remember the love of the child who had put it there.

In a very real sense, each one of us, as human beings, have been given a gold 25 _____ (CONTAIN) filled with unconditional love and kisses... from our children, family members, friends, etc. There is simply no other 26 _____ (POSSESS), anyone could hold, more precious than this.

Ключи: 18) punished; 19) was; 20) brought; 21) was embarrassed; 22) cried; 23) forgiveness; 24) imaginary; 25) container; 26) possession

Unknown author

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 27–32.

Ambitious Guest (by Nathaniel Hawthorne)

One December night, a long, long time ago, a family sat around the fireplace in their home. A 27 _____ (GOLD) light from the fire filled

the room. The mother and father laughed at something their oldest daughter had just said. The girl was seventeen, much older than her little brother and sister, who were only five and six years old. A very old woman, the family's grandmother, sat knitting in the warmest corner of the room. And a baby, the youngest child, smiled at the fires light from its tiny bed.

This family had found 28 _____ (HAPPY) in the worst place in all of New England. They had built their home high up in the White Mountains, where the wind blows 29 _____ (VIOLENT) all year long. The family lived in an especially cold and 30 _____ (DANGER) spot. Stones from the top of the mountain above their house would often roll down the mountainside and wake them in the middle of the night. No other family lived near them on the mountain. But this family was never lonely. They enjoyed each other's company, and often had 31 _____ (VISIT).

Their house was built near an important road that connected the White Mountains to the Saint Lawrence River. People traveling through the mountains in wagons always stopped at the family's door for a drink of water and a 32 _____ (FRIEND) word.

Ключи: 27) golden; 28) happiness; 29) violently; 30) dangerous; 31) visitors; 32) friendly

Тест 7

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 18–26, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 18–26.

The Selfish Giant (by Oscar Wilde, abridged)

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden. It was a large 18 _____ (LOVE) garden, with soft green grass. Here and there over the grass 19 _____ (STAND) beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so 20 _____ (SWEET) that the children used to stop their games in order to listen to them. "How happy we are here!" they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years **21** _____ (**BE**) over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

“What are you doing here?” he cried in a very gruff voice, and the children ran away.

“My own garden is my own garden,” said the Giant; “anyone can understand that, and I will allow nobody to play in it but myself.” So he **22** _____ (**BUILD**) a high wall all round it, and put up a notice-board: “Trespassers will be prosecuted.” He was a very selfish Giant.

The poor children had now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they **23** _____ (**NOT / LIKE**) it. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside. “How happy we **24** _____ (**BE**) there,” they said to each other.

Then the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep. The only people who were pleased were the Snow and the Frost. “Spring has forgotten this garden,” they cried, “so we will live here all the year round.” The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He **25** _____ (**WRAP**) in furs, and he roared all day about the garden, and blew the chimney-pots down. “This is a delightful spot, we must ask the Hail on a visit,” he said. So, the Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He **26** _____ (**DRESS**) in grey, and his breath was like ice.

“I cannot understand why the spring is so late in coming,” said the Selfish Giant, as he sat at the window and looked out at his cold white garden; “I hope there will be a change in the weather.”

Ключи: 18) lovely; 19) stood; 20) sweetly; 21) were; 22) built; 23) did not like; 24) were; 25) was wrapped; 26) was dressed

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 27–32.

The Blind Bus Passenger

The passengers on the bus watched 27 _____ (SYMPATHY) as the attractive young woman with the white cane made her way carefully up the steps. She paid the driver, and using her hands to feel the location of the seats, walked down the aisle and found the seat he'd told her was empty. Then she settled in, placed her briefcase on her lap and rested her cane against her leg. It had been a year since Susan, thirty-four, became blind. Due to a medical misdiagnosis she had been rendered 28 _____ (SIGHT), and she was suddenly thrown into a world of 29 _____ (DARK), anger, frustration and self-pity. Once a fiercely independent woman, Susan now felt condemned by this terrible twist of fate to become a 30 _____ (POWER), helpless burden on everyone around her. "How could this have happened to me?" she would plead, her heart knotted with anger. But no matter how much she cried or ranted or prayed, she knew the 31 _____ (PAIN) truth: her sight was never going to return. A cloud of depression hung over Susan's once optimistic spirit. Just getting through each day was an exercise in frustration and 32 _____ (EXHAUST). And all she had to cling to was her husband Mark. Mark was an Air Force officer and he loved Susan with all his heart. When she first lost her sight, he watched her sink into despair and was determined to help his wife gain the strength and confidence she needed to become independent again. Mark's military background had trained him well to deal with sensitive situations, and yet he knew this was the most difficult battle he would ever face.

Unknown author

Ключи: 27) sympathetically; 28) sightless; 29) darkness; 30) powerless; 31) painful; 32) exhaustion.

Тест 8

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 18–26, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 18–26.

The Lion and the Mouse (by Aesop)

A Lion 18 _____ (LIE) asleep in the forest, his great head resting on his paws. A timid little Mouse came upon 19 _____ (HE) unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion 20 _____ (LAY) his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and one day I will 21 _____ (SURE) repay you."

The Lion 22 _____ (AMUSE) much to think that a Mouse could ever help him. But he 23 _____ (BE) generous and finally let the Mouse go. Some days later, while stalking his prey in the forest, the Lion 24 _____ (CATCH) in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and 25 _____ (QUICK) found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I 26 _____ (REPAY) you," said the Mouse. "Now you see that even a Mouse can help a Lion."

A kindness is never wasted.

Ключи: 18) lay; 19) him; 20) laid; 21) surely; 22) was amused; 23) was; 24) was caught; 25) quickly; 26) would repay

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 27–32.

I Can't Sleep When the Wind Blows

Years ago a farmer owned land along the Atlantic seacoast. He constantly advertised for hired hands. Most people were reluctant to work on farms along the Atlantic. They dreaded the 27 _____ (AWE) storms that raged across the Atlantic, wreaking havoc on the buildings and crops. As the farmer interviewed 28 _____ (APPLY) for the job, he received a steady stream of 29 _____ (REFUSE). Finally, a short, thin man, well past middle age, approached the farmer. "Are you a good farm hand?" the farmer asked him. "Well, I can sleep when the wind blows," answered the little man. Although puzzled by this answer, the farmer, desperate for help, hired him. The little man worked well around the farm, busy from dawn to dusk, and the farmer felt satisfied with the man's work. Then one night the wind howled 30 _____ (LOUD) in from offshore. Jumping out of bed, the farmer grabbed a lantern and rushed next door to the hired hand's sleeping quarters. He shook the little man and yelled, "Get up! A storm is coming! Tie things down before they blow away!" The little man rolled over in bed and said firmly, "No sir. I told you, I can sleep when the wind blows." Enraged by the response, the farmer was tempted to fire him on the spot. Instead, he hurried outside to prepare for the storm. To his 31 _____ (AMAZE), he discovered that all of the haystacks had been covered with tarpaulins. The cows were in the barn, the chickens were in the coops, and the doors were barred. The shutters were 32 _____ (TIGHT) secured. Everything was tied down. Nothing could blow away. The farmer then understood what his hired hand meant, so he returned to his bed to also sleep while the wind blew.

Unknown author

Ключи: 27) awful; 28) applicants; 29) refusals; 30) loudly; 31) amazement; 32) tightly

Тест 9

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 18–26, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 18–26.

The Tale of Mr. Tod (by Beatrix Potter)

I have made many books about well-behaved people. Now, for a change, I am going to make a story about two 18 _____ (DISAGREE) people, called Tommy Brock and Mr. Tod. Nobody could call Mr. Tod "nice." The rabbits could not bear him; they could smell him half a mile off. He was of a wandering habit and he had foxy whiskers; they never knew where he next 19 _____ (BE).

One day he was living in a stick-house in the coppice, 20 _____ (CAUSE) terror to the family of old Mr. Benjamin Bouncer. Next day he moved into a pollard willow near the lake, frightening the wild ducks and the water rats.

In winter and early spring he 21 _____ (MAY) generally be found in an earth amongst the rocks at the top of Bull Banks, under Oatmeal Crag. He 22 _____ (HAVE) half a dozen houses, but he was seldom at home. The houses were not always empty when Mr. Tod moved out; because sometimes Tommy Brock moved in.

Tommy Brock was a short bristly fat waddling person with a grin; he grinned all over his face. He was not nice in his habits. He 23 _____ (EAT) wasp nests and frogs and worms; and he waddled about by moonlight, digging things up. His clothes 24 _____ (BE) very dirty; and as he slept in the day-time, he always went to bed in his boots. And the bed which he went to bed in, was generally Mr. Tod's. Now Tommy Brock did occasionally eat rabbit-pie; but it was only very little young ones occasionally, when other food was really scarce. He was 25 _____ (FRIEND) with old Mr. Bouncer; they agreed in disliking the wicked otters and Mr. Tod; they often talked over that 26 _____ (PAIN) subject.

Ключи: 18) disagreeable; 19) would be; 20) causing; 21) might; 22) had; 23) ate; 24) were; 25) friendly; 26) painful

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 27–32.

London

London is 27 _____ (TRADITION) divided into several parts: the City, the Westminster, the East End and the West End. The Westminster lies on the northern bank of the river Thames. The heart of it is the Westminster Palace, where the Houses of Parliament, Victoria Tower, as well as the clock tower with Big Ben are located. Trafalgar Square is considered to be the 28 _____ (GEOGRAPHY) center of London and one of the city's most vibrant places. Nowadays a wide range of activities, including demonstrations, special events and 29 _____ (CELEBRATE) like the Royal Wedding and St Patrick's Day, are held there. London's West End is 30 _____ (FAME) for its great range of theatres, tourist 31 _____ (ATTRACT), shopping and entertainment centers. The East End is the part where most enterprises and factories are situated. This part of London used to be famous for its slums and 32 _____ (POOR). However, after the ravages of the Second World War it was completely reconstructed and modernized.

Ключи: 27) traditionally; 28) geographical; 29) celebrations; 30) famous; 31) attractions; 32) poverty

Тест 10

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 18–26, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 18–26.

The Story of Lord Ganesha

One day, Goddess Parvathi, the wife of Lord Shiva, was getting ready for her bath and 18 _____ (NEED) someone to guard her chamber. Therefore she 19 _____ (MAKE) a beautiful, young boy from the sandalwood from her body. She 20 _____ (GIVE) him life by sprinkling the Holy Ganges water on him and entrusted him with guarding the door. While she was away, Lord Shiva returned and 21 _____ (SURPRISE) to find a little boy standing at the entrance to his wife's chamber. When he tried to enter, the boy blocked his path. "Who are you and why you 22 _____ (BLOCK)

my path?" demanded Lord Shiva. "No one enters my mother's chamber", declared the boy boldly. Taken aback, Lord Shiva replied, "Step away; I have the right to enter my wife's chamber." But the young and 23 _____ (COURAGE) boy did not move but stood his ground. Not knowing that this was his own son, Lord Shiva who was quick to anger grew enraged. Not used to be disobeyed he cut off the boy's head.

Goddess Parvathi on returning from her bath saw her son lying dead and was overcome with grief. She 24 _____ (FILL) with both anger and sorrow. Seeing this Lord Shiva sent his soldiers to fetch the head of the 25 _____ (ONE) beast that they saw. The men rushed and finally came upon an elephant. They immediately took the head to Lord Shiva, who 26 _____ (QUICK) attached it onto the body of the slain boy and gave him life once again. To further appease his grief-stricken wife he promised that her son would be worshipped first, before all other Gods.

Even today at the entrance of all temples one would find the idol of the elephant-headed God, Lord Ganesha.

The Hindu mythological story

Ключи: 18) needed; 19) made; 20) gave; 21) was surprised; 22) are blocking; 23) courageous; 24) was filled; 25) first; 26) quickly

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 27–32.

Charles Dickens

Charles Dickens is an English writer who is regarded as the greatest 27 _____ (NOVEL) of the Victorian era. He made an immense 28 _____ (CONTRIBUTE) to the world of literature. Charles Dickens was born on the seventh of February in 1812 in Portsmouth. Charles was the second of eight children to John Dickens, a clerk in the Navy Pay Office, and his wife Elizabeth Dickens. When he was twelve, his father was 29 _____ (PRISON) for debts. That was the turning point in his life and future career. His family lived in grind-

ing **30** _____ (**POOR**). Charles was withdrawn from school and forced to earn his living to support the family. His youth was full of hardships and humiliation. The cruel working conditions at the blacking-warehouse greatly influenced his psychological state. Charles had first-hand knowledge of slums, shelters for the poor, exploitation of children and debtors' prisons. Even later on he couldn't lay a ghost.

Dickens started his career as a reporter and soon won the **31** _____ (**RECOGNIZE**) among readers. However, his goal was to gain a footing in society. By the middle age Dickens achieved everything he had dreamt about in his childhood. However, being in a state of melancholy, he wished more acutely to eradicate evils and **32** _____ (**JUSTICE**). He was deeply disturbed and distressed by this problem.

Ключи: 27) novelist; 28) contribution; 29) imprisoned; 30) poverty; 31) recognition; 32) injustice

ЧАСТЬ III. ПИСЬМО

Одним из заданий, с которыми придется столкнуться учащимся при сдаче Основного государственного экзамена, является написание письма личного характера. Безусловно, без определенной подготовки, без знания общепринятых правил написания писем и форм этикета учащиеся могут столкнуться с множеством проблем и совершить массу ошибок при выполнении данного задания. Ведь даже если письмо будет написано грамматически и стилистически правильно, но будет нарушена композиционная структура текста, то, к сожалению, рассчитывать на высокий балл за выполнение данного задания не приходится. Для начала давайте разберемся, какие аспекты следует учесть при написании писем.

Во-первых, как уже говорилось выше, необходимо обратить особое внимание на структуру текста и оформить письмо в соответствии с нормами, принятыми в стране изучаемого языка. Во-вторых, немаловажно раскрыть содержание, сохраняя при этом логичность высказывания и не превысив установленный лимит слов (100–120). В-третьих, не следует забывать о соблюдении норм вежливости, а также о выборе правильного стиля речи. Допустимо, и даже рекомендуется, употребление неформальных слов-связок и разговорного стиля. И, пожалуй, самое сложное при написании — это правильность использования лексико-грамматических средств, а также соблюдение орфографических и пунктуационных норм.

Итак, данная глава книги будет посвящена написанию писем личного характера в ответ англоязычному другу. Помните, что знание правильной структуры письма и использование шаблонных фраз поможет вам получить самый высокий балл на экзамене.

1) *Адрес отправителя:*

Адрес отправителя следует писать в верхнем правом углу в следующем порядке:

Номер дома, название улицы; номер квартиры

Город, почтовый индекс

Страна

Дата (число / месяц / год)

Допустимо несколько вариантов написания дат. Приведем пример: 15 February, 2015 или 15/02/2015. Следует отметить, что название месяцев пишут с заглавной буквы. Обратите внимание, что в американском английском, в отличие от британского варианта, принято сначала указывать месяц, а затем число. Так, в США 12/09/2015 будет означать 9 декабря 2015, в то время как англичане интерпретируют эту же дату как 12 сентября 2015. Кроме того, следует отметить, что при указании квартиры в англоязычных странах очень часто используется сокращенная форма — Apt., но также допустимо употребление нередуцированной формы — apartment. Приведем для примера следующий шаблон:

5 Lenina Street, Apt. 15
Rostov-on-Don 344038
Russia
15/12/2015

2) *Обращение:*

Обращение пишут без отступа на красную строку слева. После обращения ставится запятая, а следующий абзац пишется с большой буквы.

Dear Mike,
Dear Sir / Madam (если вы не знаете имени),
Dear Mrs. Johns / Mr. Smith,
My dear friend,
My darling,
Hi, Jessica,
Hello, Mary,

3) *Вступление:*

Во вступлении следует поблагодарить друга за письмо, извиниться за задержку в ответе, объяснить причину и поинтересоваться о том, как он/она поживает:

| |
|--|
| Thanks a lot for your letter. — Спасибо за твое письмо. |
| I was so happy to get / receive your letter. — Я был очень рад получить твое письмо. |
| It was great to hear all the news. — Я был рад услышать все новости. |
| It was great to hear from you. — Очень рад тебя слышать. |
| I was pleased to hear that... — Мне приятно было услышать, что... |
| Sorry, it has taken me so long to write. — Извини, что так долго не писал. |

| |
|--|
| Sorry for not writing you so long. — Прости, что так долго тебе не писал. |
| Sorry for my late reply but I haven't seen your post until now. — Извини, что отвечаю тебе не сразу, но я только что увидел твое письмо. |
| Sorry for my late reply but I have just come back from Italy. — Извини за задержку в ответе, но я только что вернулся из Италии. |
| I am sorry I couldn't reply straight away. — Извини, что не смог ответить сразу же. |
| How are you? I hope you are fine. — Как ты? Надеюсь, что все отлично. |
| I hope you are doing lovely. — Надеюсь, у тебя все прекрасно. |
| How are your parents / people? — Как твои родители родные? |
| Pass my greetings to them. — Передавай им от меня привет. |
| How are you getting on? — Как поживаешь? |
| How goes it? — Как жизнь? |

4) Основная часть:

В основной части письма следует написать ответы на заданные вопросы, начиная со слов: *In your letter you asked.../ Here is some news about...*, и т.д. Не забывайте про использование вводных фраз, которые соединят логическую цепочку высказываний, а также про то, что после них, как правило, ставится запятая:

| |
|--|
| Anyway... — Как бы то ни было... |
| Well... — Итак... |
| However... — Однако... |
| In other words... — Другими словами... |
| To put it the other way... — С другой стороны... |
| By the way... — Кстати... |
| Moreover... — Более того... |
| Besides... — Кроме того... |
| Nevertheless... — Тем не менее... |
| And yet... — И все-таки... |
| In any case... — В любом случае... |
| As for me... — Что касается меня... |
| Look here... — Послушай... |
| You see... — Видишь ли... |
| Something tells me... — Что-то мне подсказывает... |
| With regard to... — Что касается... |
| Frankly speaking... — По правде говоря... |
| Guess what? — И знаешь что? |

| |
|---|
| In reality... — На самом деле... |
| Deep down... — В глубине души (на самом деле)... |
| As for my latest news... — Из последних новостей... |

5) Заключительная часть:

В заключительной части следует объяснить причину, по которой вы заканчиваете писать письмо (I must fly. My friend is waiting for me), добавить теплые пожелания (Take care) и выразить надежду на продолжение дальнейшего общения (Keep in touch):

| |
|---|
| Take care and keep in touch. — Береги себя; будем на связи. |
| I hope to hear from you soon / looking forward to hearing from you. — Жду от тебя новостей. |
| I can't wait to see you. — Не могу дождаться встречи с тобой. |
| Drop me a line when you can. — Пиши мне, как сможешь. |
| I've got to go now as I have lots of homework to do. — Мне нужно идти, у меня много уроков. |
| I must fly. My friend is waiting for me. — Мне нужно бежать. Меня ждет друг. |
| I'd better go now. My friend is calling. — Мне нужно идти. Мне звонит мой друг. |

6) Завершающая фраза:

В конце следует попрощаться с другом, используя формы вежливости:

| |
|--|
| Lots of love. — С любовью. |
| Best wishes / regards. — С наилучшими пожеланиями. |
| Missing you lots. — Очень по тебе скучаю. |
| Yours forever. — Всегда твой / твоя. |
| Your very sincere friend. — Твой преданный друг... |
| Sincerely yours. — Искренне твой... |

7) Подпись автора письма:

После завершающей фразы следует поставить запятую и только затем, с новой строки написать свое имя. Следует помнить, что объем письма составляет 100–120 слов. Превышение данного объема ведет к снижению балла.

А теперь приведем пример типового письма:

You have received a letter from your English pen friend Alice who writes:

...I'm currently preparing for Christmas. You know, it is my favorite holiday and I can't wait for it to come. Now I have so many things to do, but I end up doing nothing at all because of my coming exams. By the way, do Russian people celebrate Christmas? Do you have any special family traditions? And what presents would you like to get for Christmas?

Next week I am passing my exams...

Write a letter to Alice. In your letter

- answer her 3 questions;

Write 100–120 words. Remember the rules of the letter writing.

15 Pushkinskaya Street
Rostov-on-Don 344000
Russia
15/02/2014

Dear Alice,

I was happy to get your letter. Sorry for not writing you so long. It happened that I was down with flu.

In your letter you asked me about Christmas in Russia. **Well,** it is not as popular as in other countries. In Russia, Christmas is annually celebrated on January 7th. People tend to go to church and invite guests for the important dinner. **As for** our family traditions, we usually walk from house to house and sing Christmas carols. I love getting gifts. As is known, it is the thought that counts.

I wish you good luck with your exams. **I hope to hear from you soon.**

Love,

Angelika

(119 words)

Практические тесты

Для ответа на задание 33 используйте отдельный лист. При выполнении задания 33 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут оцениваться экспертом. Обратите также внимание на необходимость соблюдения указанного объема письма. Письма недостаточного объема, а также часть текста письма, превышающая требуемый объем, не оцениваются.

Тест 1

You have received a letter from your English-speaking friend Steve who writes:

...I have no idea how to convince my parents to adopt a homeless cat. Have you got any pets? Who do you think make better companions — cats or dogs? Have you ever adopted an animal?

Write a letter to Steve. In your letter

- answer his 3 questions.

Write 100–120 words. Remember the rules of the letter writing.

9 Lenina Street
Rostov-on-Don 344033
Russia
12/11/2015

Dear Steve,

Thank you for your letter. It was so nice to hear from you.

In your letter you asked me about pets. **Well**, I have a lovely puppy. “A dog is a man’s best friend” — this quote explains the importance of having a dog rather than a cat. I think a cat always walks by itself. Dogs, on the contrary, tend to show their love much more. **As for** shelters, I regularly visit one of the local refuges to bring some food or medicine for homeless animals.

Well, I must go now. My mom is waiting for me. Take care and get in touch.

Best wishes,

Angelina

(117 words)

Тест 2

You have received a letter from your English-speaking friend Alice who writes:

... You know, I am planning to sign up for a language course at our school. I am aware that learning foreign languages takes time and dedication but as for me it is necessity. It happens that I am going to study in Spain. By the way, what is your favorite subject at school? How many English lessons a week do you have? What do you want to become?

Write a letter to Alice. In your letter

- answer her 3 questions.

Write 100–120 words. Remember the rules of the letter writing.

15 Pushkinskaya Street
Rostov-on-Don 344030
Russia
15/02/2014

Dear Alice,

Thanks a lot for your letter. I am sorry for my late reply but I haven't seen your post until now.

In your letter you asked me about my favorite subject at school. **Well**, I love English. I believe that having a perfect command of English gives more opportunities to find a highly-paid job. We have five English lessons a week. **Besides**, I master the language with my tutor. As for me, I want to become an interpreter. I hope to find a job in an international company and to be party to negotiations.

I must fly now. I have so much homework to do tonight.

Write back soon.

Love,

Inna

(120 words)

Тест 3

You have received a letter from your English-speaking friend Lisa who writes:

... Tomorrow I am passing my first exam. Frankly speaking, I am worried a bit. By the way, do you usually feel nervous before exams? Which subjects are you most prepared for? What are your plans for this summer?

Write a letter to Lisa. In your letter

- answer her 3 questions.

Write 100–120 words. Remember the rules of the letter writing.

15 Pushkinskaya Street
Rostov-on-Don 344030
Russia
15/02/2014

Dear Lisa,

Thanks for your letter. I am sorry for my late reply but I haven't seen your post until now.

In your letter you asked me about my exams. Well, I usually stay calm and focused. It is impossible to pass your exam successfully if you are preparing for it just a day before it. As for my oncoming exam, English has always been my favorite subject. That's why I shall undoubtedly succeed in my exam. **As for** my holiday plans, I want to go to England and take a language course there.

I must fly now. My friend is waiting for me. I hope to hear from you soon.

Love,
Ted

(120 words)

Тема 4

You have received a letter from your English-speaking friend Michael who writes:

...You know, I want to study Spanish. I am sure that my language skills will help me find a freelance job. Besides, this summer I am going to Spain, where I will be able to practice Spanish with native speakers. By the way, is it better to enroll for a language course or to find a private tutor? Which languages can you speak? How do you practice the language you are learning?

Write a letter to Michael. In your letter

- answer his 3 questions.

Write 100–120 words. Remember the rules of the letter writing.

3 Lenina street
Rostov-on-Don 344038
Russia
12/12/2015

Dear Michael,

Thanks a lot for your letter. I was glad to hear from you.

In your letter you asked me for advice. Well, I think it is more effective to study a language with a tutor than to sign up for a language

course. A tutor will help you identify those areas in which you are weak and need special attention. **As for me**, I can speak English and Spanish. **Additionally**, I can understand a little bit of German. **Talking about** language practice, I consider socializing with native speakers is the best way to learn any language.

Unfortunately, I'd better go now. Take care and keep in touch.

All the best,

Alex

(120 words)

Тест 5

You have received a letter from your English-speaking friend David who writes:

...You know, distance education in Great Britain is getting more and more popular nowadays. What about Russia? What are the advantages of distance learning? By the way, which university did you choose?

Write a letter to David. In your letter

- answer his 3 questions.

Write 100–120 words. Remember the rules of the letter writing.

5 Lenina Street
Rostov-on-Don 344038
Russia
25/12/2005

Dear David,

Thanks a lot for your letter. I was so glad to hear from you.

In your letter you asked me if distant learning is popular in Russia. **Well**, more than seven million students are enrolled in distance learning programs. The statistics speak for themselves. There are lots of benefits of online learning. **Firstly**, students can combine their job and studies. **Secondly**, you can simultaneously earn money and spend it for education. **Thirdly**, you can get education at any time and age. **As for me**, I chose to apply for the University of Oxford. **Wish me good luck.**

Unfortunately, I'd better go now. Keep in touch.

All the best,

Alex

(118 words)

Тест 6

You have received a letter from your English-speaking friend Mary who writes:

...You know, I want to live apart from my parents. It is a quite hard decision but I am sure all that happens, happens for the best. I want to be more independent and learn how to live life on my own. By the way, have you ever lived alone? Is it difficult to live apart from your family? What are the benefits of living alone?

Write a letter to Mary. In your letter

- answer her 3 questions.

Write 100–120 words. Remember the rules of the letter writing.

2 Lenina Street
Rostov-on-Don 344038
Russia
12/12/2015

Dear Mary,

Thanks a lot for your letter. It was nice to hear from you.

In your letter you asked if I had ever lived alone. **Well**, last summer I stayed at home alone while my parents were on holidays. I missed them much. **As for me**, moving out on your own is one of the toughest decisions. **At first** you may feel lonely and confused. But then you get used to it and feel more confident and independent. **As for benefits**, you can do whatever you want and make your own decisions.

I'd better go now. I have much homework to do. Keep in touch.

Best regards,

Anna

(116 words)

Тест 7

You have received a letter from your English-speaking friend Jessica who writes:

...Normally I study on Saturdays but this weekend I am off. At last after a hard week at school I can relax and unwind. Personally, I like to spend my free time out-in-the-open. How do you usually spend your

leisure time? Which books do you most like to read? What are your favorite genres of music?

Write a letter to Jessica. In your letter

- answer her 3 questions.

Write 100–120 words. Remember the rules of the letter writing.

15 Pushkinskaya Street
Rostov-on-Don
Russia
344030
15/02/2014

Dear Jessica,

Thanks a lot for your letter. Sorry for not writing you so long. I have been busy with my school.

In your letter you asked me how I usually spend my leisure time. **Well**, I like to stay indoors. I often invite my friends, cook delicious meals and do my best to create an atmosphere of peace and quiet. **As for** books, I prefer different genres: science fiction, romantic and detective stories. **As regards** to music, I love hip-hop. In my life music works wonders and helps me to unwind and cheer up.

I must fly now. I have much homework to do. Take care and keep in touch.

Love,

Linda

(120 words)

Тест 8

You have received a letter from your English-speaking friend Diana who writes:

...I've got some news for you. Next Sunday we are going to celebrate my sister's 15th birthday. I am a bit worried because I promised to organize a dream birthday party for her. I'll do everything just to feel her happy. Is organizing parties your cup of tea? Do you like clubbing? Where do you usually have your birthday parties?

Write a letter to Diana. In your letter

- answer her 3 questions.

Write 100–120 words. Remember the rules of the letter writing.

15 Pushkinskaya Street
Rostov-on-Don
Russia
344030
15/02/2015

Dear Diana,

Thanks for your letter. I was happy to hear from you.

In your letter you asked me if I like to organize parties. **Well**, I have never done it before but I am a good helper. My friends always ask me to do different tasks like making a menu or sending birthday invitations. **As for** night clubs, I hate them. I think staying at home is better than going to pubs or discos. Talking about my birthday parties, I usually go on a picnic with my friends. We enjoy barbecue and play different games.

I must fly now. I have much homework to do. Keep in touch.

Love,

Alexandra

(118 words)

Тест 9

You have received a letter from your English-speaking friend Lisa who writes:

... You know, I've just finished reading "Father Goriot" by Honore de Balzac, a book that changed my world and views on life. Can you recommend me some inspiration books you like? By the way, do you prefer fiction or non-fiction books? What is reading for you?

Write a letter to Lisa. In your letter

- answer her 3 questions.

Write 100–120 words. Remember the rules of the letter writing.

14 Lenina Street
Rostov-on-Don 344038
Russia
15/11/2015

Dear Lisa,

Thanks for your letter. I was glad to hear from you.

In your letter you asked me about inspiration books. **Well**, my favorite books are "Wuthering Heights" by Emily Bronte, "Heaven has

no favorites” by Erich Maria Remarque and “Anna Karenina” by Leo Tolstoy. These books are meaningful and thought-provoking. **As for me**, I like both non-fiction and fiction books. Sometimes I **feel like** reading a novel or a detective story. Occasionally I am absorbed in reading books on history or philosophy. Reading plays an important role in my life and books are my best teachers.

I must fly now. Take care and keep in touch.

Love,

Anna

(117 words)

Тема 10

You have received a letter from your English-speaking friend Mary who writes:

... You know, I do like surprises. Now I am going cook a festive dinner for my parents. I have already decorated my house and put lots of candles everywhere. It will be fun, believe me. By the way, what is the most popular food in Russia? Can you cook? What is your favorite dish?

As for my other news, my parents got me a puppy for Christmas.

Write a letter to Mary. In your letter

- answer her 3 questions.

Write 100–120 words. Remember the rules of the letter writing.

15 Lenina Street
Rostov-on-Don 344033
Russia
15/02/2015

Dear Mary,

Thanks for your letter. I was glad to hear from you.

In your letter you asked me about the most popular Russian food. **Well**, here are some dishes which are on the menu in almost all households. The most favorite are, of course, Russian salad, also known as Olivier, and herring under the fur coat. **As for** my cooking skills, I learned how to cook in early childhood. Actually, cooking is my cup of tea. **As regards** my favorite meal, it is Russian meat jelly or “holodets”, which is also my personal signature dish.

I must fly now. I have much homework to do. Keep in touch.

Best regards,

Anna

(119 words)

Приложение

Таблица неправильных глаголов

| <i>Infinitive</i> | <i>Past Simple</i> | <i>Participle II</i> | <i>Translation</i> |
|-------------------|--------------------|----------------------|-------------------------|
| arise | arose | arisen | подниматься, появляться |
| awake | awoke | awoken | просыпаться |
| be | was/were | been | быть |
| bear | bore | borne | нести |
| beat | beat | beaten | бить |
| become | became | become | становиться |
| begin | began | begun | начинать |
| bend | bent | bent | гнуть |
| bind | bound | bound | связывать |
| bite | bit | bitten | кусать |
| bleed | bled | bled | кровоточить |
| blow | blew | blown | дуть |
| break | broke | broken | ломать |
| bring | brought | brought | приносить |
| broadcast | broadcast | broadcast | транслировать |
| build | built | built | строить |
| burn | burnt | burnt | гореть |
| burst | burst | burst | взрываться |
| buy | bought | bought | покупать |
| cast | cast | cast | бросать |
| catch | caught | caught | ловить |
| choose | chose | chosen | выбирать |
| cling | clung | clung | цепляться |
| come | came | come | приходить |
| cost | cost | cost | стоить |
| creep | crept | crept | ползать |
| cut | cut | cut | резать |
| deal | dealt | dealt | иметь дела |
| dig | dug | dug | копать |
| do | did | done | делать |
| draw | drew | drawn | рисовать |

Приложение

| | | | |
|----------|----------|-----------|-----------------------|
| dream | dreamt | dreamt | мечтать, видеть сон |
| drink | drank | drunk | пить |
| drive | drove | driven | водить машину |
| dwell | dwelt | dwelt | жить, обитать |
| eat | ate | eaten | есть |
| fall | fell | fallen | падать |
| feed | fed | fed | кормить |
| feel | felt | felt | чувствовать |
| fight | fought | fought | бороться |
| fly | flew | flown | летать |
| forbid | forbade | forbidden | запрещать |
| forecast | forecast | forecast | прогнозировать |
| forget | forgot | forgotten | забывать |
| forgive | forgave | forgiven | прощать |
| freeze | froze | frozen | замораживать |
| get | got | got | получать, становиться |
| give | gave | given | давать |
| go | went | gone | идти |
| grow | grew | grown | расти |
| hang | hung | hung | вешать |
| have | had | had | иметь |
| hear | heard | heard | слышать |
| hide | hid | hidden | прятать |
| hit | hit | hit | ударять |
| hold | held | held | держать |
| hurt | hurt | hurt | причинять боль |
| keep | kept | kept | хранить |
| kneel | knelt | knelt | становиться на колени |
| know | knew | known | знать |
| lay | laid | laid | лежать |
| lead | led | led | вести |
| lean | leant | leant | наклоняться |
| learn | learnt | learnt | учить |
| leave | left | left | покидать |
| lend | lent | lent | одалживать |
| let | let | let | позволять |
| lie | lay | lain | лежать |
| light | lit | lit | освещать, зажигать |

Английский язык. Готовимся к ОГЭ

| | | | |
|--------|--------|--------|------------------------------|
| lose | lost | lost | терять |
| make | made | made | делать |
| mean | meant | meant | значить |
| meet | met | met | встречать |
| pay | paid | paid | платить |
| prove | proved | proven | доказывать |
| put | put | put | класть |
| quit | quit | quit | покидать |
| read | read | read | читать |
| ride | rode | ridden | ехать верхом |
| ring | rang | rung | звонить |
| rise | rose | risen | подниматься |
| run | ran | run | бежать |
| say | said | said | сказать |
| see | saw | seen | видеть |
| seek | sought | sought | искать |
| sell | sold | sold | продавать |
| send | sent | sent | посылать |
| set | set | set | устанавливать |
| sew | sewed | sewn | шить |
| shake | shook | shaken | трясти |
| shine | shone | shone | светить |
| shoot | shot | shot | стрелять |
| show | showed | shown | показывать |
| shrink | shrank | shrunk | сокращаться |
| shut | shut | shut | закрывать |
| sing | sang | sung | петь |
| sink | sank | sunk | тонуть |
| sit | sat | sat | сидеть |
| sleep | slept | slept | спать |
| slide | slid | slid | скользить |
| smell | smelt | smelt | пахнуть |
| sow | sowed | sown | сеять |
| speak | spoke | spoken | говорить |
| speed | sped | sped | двигаться быстро |
| spell | spelt | spelt | писать/произносить по буквам |
| spend | spent | spent | тратить |
| spill | spilt | spilt | проливать |

Приложение

| | | | |
|------------|------------|------------|---------------------|
| split | split | split | расщеплять |
| spoil | spoilt | spoilt | портить |
| spread | spread | spread | распространять |
| spring | sprang | sprung | прыгать |
| stand | stood | stood | стоять |
| steal | stole | stolen | красть |
| stick | stuck | stuck | застрять, завязнуть |
| sting | stung | stung | жалить |
| strike | struck | struck | бить, ударять |
| strive | strove | striven | стараться |
| swear | swore | sworn | клясться |
| sweep | swept | swept | мести |
| swim | swam | swum | плавать |
| swing | swung | swung | качаться |
| take | took | taken | брать |
| teach | taught | taught | учить |
| tear | tore | torn | рвать |
| tell | told | told | сказать |
| think | thought | thought | думать |
| throw | threw | thrown | бросить |
| understand | understood | understood | понимать |
| wake | woke | woken | будить |
| wear | wore | worn | носить одежду |
| weep | wept | wept | плакать |
| wet | wet | wet | мочить |
| win | won | won | побеждать |
| wind | wound | wound | заводить часы |
| write | wrote | written | писать |

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