### Пошаговая подготовка к письменной части ОГЭ по английскому языку. Раздел «Грамматика»

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Пособие «Пошаговая подготовка к письменной части ОГЭ по английскому языку. Раздел «Грамматика»» адресовано девятиклассникам, планирующим получить высокий балл на экзамене. Пособие направлено на отработку навыков, а также на закрепление способов и приёмов решения вызывающих трудности экзаменационных заданий ОГЭ, как под руководством учителя, так и самостоятельно. Пособие содержит необходимый теоретический материал для подготовки к экзамену

**ПИСЬМЕННАЯ ЧАСТЬ . ГРАММАТИКА**

**В данной работе будут рассматриваться вопросы по следующим темам:**

|  |
| --- |
| Личные формы глаголов действительного залога: Present Simple, Future Simple и Past Simple, Present Continuous и Past Continuous, Present Perfect и Past Perfect |
| Личные формы глаголов страдательного залога Present Simple Passive, Future Simple Passive и Past Simple Passive |
| Глаголы TO BE, CAN / Оборот there + be. |
| Согласование времен |
| Условные предложения (все типы) |
| Имена существительные во множественном числе, образованные по правилу, и исключения |
| Местоимения: личные (в именительном и объектном падежах, а также в абсолютной форме), притяжательные, возвратные |
| Имена прилагательные (наречия) в положительной, сравнительной и превосходной степенях, образованные по правилу, а также исключения |
| Числительные количественные, порядковые |
| Герундий |
| Разделительные вопросы / Вопросы к подлежащему |

## Вопросы базового уровня сложности

Первое задание по грамматике представляет собой связанный текст, в котором есть пропуски. Нам требуется заполнить 9 пропусков правильной грамматической формой слова, приведенного в самом задании. Задание содержит в себе шесть вопросов базового уровня сложности и три вопроса повышенного уровня сложности.

К базовому уровню сложности можно отнести пропуски, требующие только знания правильной грамматической формы и не требующие дополнительного анализа контекста. Наиболее частотными вопросами базового уровня являются вопросы по следующим темам:

* **существительные***:* слова-исключения множественного числа
* **прилагательные / наречия:** положительная, сравнительная и превосходная степени, образованные по правилу, а также исключения
* **местоимения***:* личные, притяжательные и возвратные
* **числительные***:* порядковые

Для начала мы повторим правила по данным темами и рассмотрим некоторые примеры из заданий подготовительных материалов.

**ГРАММАТИЧЕСКИЙ СПРАВОЧНИК (базового уровня сложности)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Singular and plural nouns**  **Ед. и мн. число существительных** | | | | |
| **После**  **существительных добавляем - S** | **После**  ***ch, s, z, sh*** или ***x***  **добавляем - es** | | **После - f** или **- fe**  **удаляем - f / fe**  **добавляем - ves** | |
| a sticker – stickers a coat – coats an uncle – uncles | a branch – branches a glass – glasses a quiz – quizzes a brush – brushes a fox – foxes | | a leaf – leaves a life – lives  a scarf – scarves a knife – knives  **Exceptions:**  a roof – roofs a cliff – cliffs | |
|  |  | | a proof – proofs a chief – chiefs | |
|  |  | | a handkerchief – handkerchiefs | |
|  |  | | \*\*\*a dwarf – dwarfs / dwarves | |
| **После гласной + y добавляем – S** | **После согласной + y**  **удаляем - y**  **добавляем – ies** | | **Исключения** | |
| a toy – toys | a country – | countries | a man – men  a woman – women a child – children an ox – oxen  a mouse – mice a louse – lice a foot – feet  a tooth – teeth a goose – geese  a person – people | |
| a day – days | a city – | cities |
| a key – keys | a butterfly – | butterflies |
| **После гласной + O добавляем – S** | **После согласной + O добавляем - ES** | | **Без изменений** | |
|  | a tomato – tomatoes | | a sheep – | sheep |
| a radio – radios | a potato – potatoes | | a deer – | deer |
| a video – videos | a hero – heroes | | a bison – | bison |
| a kangaroo – kangaroos | an echo – echoes | | a fish – | fish |
| a zoo – zoos | a volcano – volcanoes | | an aircraft – | aircraft |
| a stereo – stereos | **Исключения:** | | a series – | series |
|  | a photo – photos | | a species – | species |
|  | a kilo – kilos | |  |  |
|  | a piano – pianos | |  |  |

* + **Некоторые существительные употребляются только в единственном числе:**

money, sugar, hair, information, fruit, progress, news, peace, love, knowledge, advice, furniture.

* + **Существительные, которые употребляются только во множественном числе**: trousers, glasses, scissors, shorts, clothes, goods
  + **Собирательные существительные, обозначающие группу как единый коллектив, согласуются с глаголом в форме единственного числа. Если же такие существительные обозначают отдельных представителей группы, то глагол-сказуемое употребляется в форме множественного числа.**

His family is not very large.

His family are at the table. Его семья ( все члены) – за столом.

* **Однако такие собирательные существительные, как** *people, police, cattle* **всегда употребляются с глаголом только во множественном числе.**

The police are looking for the thief.

## Examples:

1. “That must be Tracey,” “Hello, Tracey!”, “Welcome, Tracey!”

the in the room welcomed her. **CHILD**

1. Their fathers were successful who Anna sometimes **BUSINESSMAN**

saw on TV.

1. It was a hard job and very few worked as bus drivers **WOMAN**

in those days but Dana loved loved her job very much.

1. She was one of those rare girls who never screamed when she saw spiders,

and frogs. **MOUSE**

1. Next he added cucumbers and . **TOMATO**
2. “No, pink is either for or for silly girls who like Barbie **BABY**

dolls. I’m neither of those.”

1. She loved the smells, the changing , and the cool breezes. **LEAF**
2. When he returned from his last trip, he brought several large with him.

**BOX**

1. My were always cold. **FOOT**

Положительная, сравнительная и превосходная степень прилагательных / Comparatives and Superlatives

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Положительная степень** | **Сравнительная степень** | **Превосходная степень** |
| **Односложные прилагательные** | short  nice | shorter  nic**e**r | the shortest  the nicest |
| big hot thin  fat | big**g**er hot**t**er thin**n**er  fat**t**er | the biggest the hottest the thinnest  the fattest |
| eas**y** heav**y** | eas**i**er heav**i**er | the easiest the heaviest |
| **Наречие** | early quickly | earlier  more quickly | the earliest  the most quickly |
| **Многосложные прилагательные** | successful interesting | more successful more interesting | the most successful the most interesting |
| **Исключения** | good **(well)**  bad **(badly**) much/many  little far | better worse more less  farther/further | the best the worst the most the least  the farthest / the furthest |

* + Случаи использования сравнительной степени в предложениях:

|  |  |
| --- | --- |
| **сравнительная степень + and +**  **сравнительная степень** для выражения увеличения или уменьшения чего-либо. | **The weather is getting hotter and hotter.**  **Cars are becoming more and more expensive.** |
| **(very) much, a lot, (намного), a little,**  **a (little) bit,(немного) , far (гораздо) , slightly (немного) ,even (ещё) + сравнительная**  **степень**  для усиления смысла | **This house is a little cheaper.**  Этот дом немного дешевле.  **This book is far more interesting than that one**. Эта книга гораздо интереснее, чем та.  **She isn’t much younger than me**. Она не намного моложе меня. |
| Слово **than** употребляется только при сравнения двух предметов или людей, в ином случае оно опускается. | **I want a faster car.**  **Let’s go by car. It’s cheaper.** |

* + Случаи использования превосходной степени в предложениях:

|  |  |
| --- | --- |
| Примеры использования превосходной степени в предложениях помимо использования **- of/in:** | She is the best student **in the class**. Bob is the cleverest man **of all.**  It is the funniest story **I have ever heard.**  Lack of money is **our** biggest problem. |
| Перед превосходной степенью часто употребляется **by far** – вне всяких сомнений  или **easily** – бесспорно | It’s **by far** the most expensive car in the world. It’s **easily** the most expensive of all the cars I’ve  seen. |

**Examples:**

1. It was definitely **than** the stewed vegetables his **GOOD**

mum cooked almost every day

1. And there is nothing **than** forest fires!” **DANGEROUS**
2. It was to walk along the top of a hill **than** along **EASY**

the bottom.

1. Everyone seemed friendly and Tracey felt **a little** . **GOOD**
2. Your mum showed us your photo, but you are **much** there. **YOUNG**
3. “A designer’s advice is **much than** we can afford.” **EXPENSIVE**
4. When the teacher handed out the tests, Bella felt **even than** she had felt before.

**BAD**

1. Vicki was **a year** and more experienced in arranging parties. **OLD**
2. “If you were **a couple of years** , you could manage it. **OLD**
3. The weather was **getting** every hour. **BAD**
4. “It’s **getting** every minute,” said Gary. “How about a swim?” **HOT**
5. I grew older but the situation didn’t get any . **GOOD**
6. I quickly looked over at my brother, Paul. He gave me **YOUNG**

a knowing smile.

1. \*\*\*Actually, she read than most school pupils. **WELL**
2. \*\*\* The next day Jane and her mum went to the park than usual. **EARLY**

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. He was **the** teacher in the world! **GOOD**
2. Linda and Kate were **the** girls in the class. **POPULAR**
3. I think it’s **the** language I have ever learnt, **DIFFICULT**

but it’s interesting

1. Only two months before she had thought she was **the**

girl in the world.

LUCKY

1. My friend, Nicky, believes that I spend too much time **GOOD**

online, on social networks.

**Pronouns / Местоимения**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Personal pronouns**  Личные местоимения | | **Possessive pronouns Притяжательные местоимения**  Относительная форма | **Possessive pronouns Притяжательные местоимения**  Абсолютная форма | **Reflexive pronouns**  **Возвратные местоимения** |
| **Subject pronouns**  (Именительны й падеж) | **Object pronouns**  (Объектный падеж) |
| I | me | my | mine | myself |
| you | you | your | yours | yourself |
| he | him | his | his | himself |
| she | her | her | hers | herself |
| it | it | its | - | itself |
| we | us | our | ours | ourselves |
| you | you | your | yours | yourselves |
| they | them | their | theirs | themselves |
| will come. | Bob sees .  Look at ! | It is **house.** | The house is . | **I** cut **myself.** |
| В предложении являются  **подлежащим** | В предложении являются  **дополнением** | Употребляется с определяемым сущ. В предложении – **определение** | Употребляется **без** определяемым сущ В предложении – **определение** | Действие направлено на лицо, выраженное подлежащим.  **Переводятся**  **частицей –сь(-ся), которая**  **присоединяется к глаголам.** |

## Examples:

* 1. “It’s **dog**." said Robbie. **I**
  2. When I bought it, it didn’t **cost** very much. **I**
  3. “Oh, nothing! I want to go shopping today and wondered if you wanted to

go with

* 1. “Yes, it **was** probably **rude of**

.” **I**

to tell those ladies that **I**

I wouldn’t bring them anything else.

* 1. Yes, in my opinion, the school uniform had more advantages than

disadvantages. was dark green. It was unfashionable **I**

but comfortable.

* 1. “Let see,” Jenny opened her bag and pulled out a pen. **I**
  2. They are coming to **help** . **WE**
  3. “Do you remember **last trip**?” **WE**
  4. We knew that he loved \_ a lot but he was really a very busy person**. WE**
  5. And he let **fish** go. **HE**
  6. It **took** several days to learn how to use it. **HE**
  7. Jane quietly **sat down** on the chair **beside** . **HE**
  8. One afternoon when the parents were out of the house, Matilda put on

**dress** and shoes and went to the library. **SHE**

* 1. I thought that **visiting**

I felt nervous and scared.

would be great fun, but **SHE**

* 1. The theatre has changed several times during **history. IT**

The building we can see today opened.

* 1. Tim coughed to attract \_ **attention THEY**
  2. She was sure it would **impress** and would help her popularity **THEY**
  3. “And how is your new school?” she asked, still admiring the fresh

wallpapered walls with a few framed photos on . **THEY**

* 1. Some of come as tourists, others choose this place to **THEY**

study or to work in.

* 1. It was decision. **THEY**
     + **Reflexive Pronouns / Возвратные местоимения**
  2. Veronica had never tried to make a pie , **SHE**

but she knew how, as she had seen how her mother made it many times.

* 1. “Have you ever fought a fire ?” a red-haired boy asked. **YOU**

“Yes, many times, unfortunately,” Uncle Jim answered.

* 1. He is too small yet and cannot read . **HE**
  2. We kept fishing till noon but I didn’t catch anything \_ **I**

and got really bored with it.

Количественные / Порядковые числительные

|  |  |
| --- | --- |
| **от 1 до 12**   1. one **first** 2. two **second** 3. three **third** 4. four fourth 5. five **fifth** 6. six sixth 7. seven seventh 8. eight **eighth** 9. nine **ninth** 10. ten tenth 11. eleven eleventh 12. twelve **twelfth от 13 до 19** 13. thirteen thirteenth 14. fourteen fourteenth 15. fifteen fifteenth 16. sixteen sixteenth 17. seventeen seventeenth 18. eighteen eighteenth 19. nineteen nineteenth | **от 20 до 90 (десятки)**  20 twenty **twentieth**  30 thirty **thirtieth**  40 forty **fortieth**  50 fifty **fiftieth**  60 sixty **sixtieth**  70 seventy **seventieth**  80 eighty **eightieth**  90 ninety **ninetieth**  **от 21 до 99 (отдельные примеры)**  21 twenty- one twenty-**first**  23 thirty-two thirty-**second**  43 forty-three forty-**third**  54 fifty-four fifty**-fourth**  65 sixty-five sixty-**fifth**  76 seventy-six seventy-**sixth**  87 eighty-seven eighty-**seventh**   1. ninety-eight ninety-**eighth** 2. ninety-nine ninety-**ninth** 3. a (one) hundred a (one) hundredth 4. a (one) hundred and one a (one) hundred   and first |

## Examples:

1. She went straight into her grade classroom. **FIVE**
2. By the end of my winter in Canada, I felt confident on the ice. **ONE**
3. When they said that for the time, I lost control. **FOUR**
4. My house will be smarter than the first one. **TWO**
5. At first, making a party to celebrate her birthday **FIFTEEN**

looked like an easy thing to do.

1. The wave hit him hard and he lost his balance. Everything **THREE**
2. At the beginning of the century, academics became interested **TWENTY**

in Cornish and started to study the ancient texts.

# Practice:

1. It was about 6pm when I heard a knock on the door. It Jason, **BE**

my teenage neighbour. He looked cold and upset. “What’s wrong, Jason?”

“I \_ my key and I can’t get into my house.” **LOSE**

“Come in. Today’s not a day for long walks, or long waits,”

I looked out the window. It hard and it was windy. **SNOW**

The weather was getting every hour. **BAD**

Jason off his coat and boots. **TAKE** His were wet and I gave him a pair of socks to change into. **FOOT** A cup of hot tea and some biscuits soon made the boy feel warm.

“Where are your parents, Jason?”

“I . **NOT/KNOW**

I can’t call them because of this,” he pulled his phone out of his pocket and

showed it to me – the screen and the phone was **BREAK**

obviously dead. Jason focused on the food again. He took his biscuit and said: “I wish my mum could make biscuits like this.”

FOUR

1. By today’s standards, my mobile phone is pretty basic. It’s a Nokia. It’s a small device that receives telephone calls and sends text messages.

Other than that, my phone much. Most of my **NOT/DO** friends wish they smartphones because they are cool **HAVE** and trendy. They say the thing about a smartphone is that you **GOOD** ‘can do everything with it!’ That’s right, smartphones have many more

functions than a simple phone, however, not all of them are needed. In

everyday life, smartphones mainly for checking **USE**

social networking sites, replying to emails, and playing games. Grown-ups as

well as like playing games. Anyway, I prefer my good **CHILD** old Nokia. It’s my mobile phone. When I bought **ONE** it, it didn’t cost very much. And I am not afraid anyone will **I** ever steal it. It’s also very reliable. Yesterday I dropped it. It \_ **FLY** down the staircase and hit the wall. I thought that the end of it. **BE** But nothing of the kind – it still works properly!

1. Kate called me early in the morning. It was the day of **TWO**

holidays; I felt angry with her for waking me up.

“What ?” I didn’t sound very polite, but she paid no **HAPPEN**

attention to that.

“Oh, nothing! I want to go shopping today and wondered if you wanted to

go with .” **I**

“No, I don’t want to.”

“But it you long! I promise”. **NOT/TAKE** My first impulse was to say “no” – unlike most I hated **WOMAN** hated shopping. But Kate sounded so unhappy that I felt sorry for her.

“Ok, what do you need to buy?”

Kate’s voice cheerful again. She excitedly explained **BECOME** to me that she to buy a pair of hiking boots and a raincoat. **WANT** That strange as Kate had never been fond of hiking. **BE**

“I want to take up hiking as a new hobby,” went on Kate. “Bob Smith says that it’s very exciting.”

Now I knew what was going on. Bob Smith, the captain of the school

baseball team, was the boy in our school. All the **POPULAR**

girls wanted to attract his attention.

**Вопросы повышенного уровня сложности**

К повышенному уровню сложности можно отнести вопросы по следующим темам:

* **Личные формы глаголов действительного залога:** Present Simple, Future Simple и Past Simple, Present и Past Continuous, Present и Past Perfect
* Личные формы глаголов страдательного залога:

Present Simple Passive, Future Simple Passive и Past Simple Passive

* Глаголы TO BE, CAN (Present, Past) / Оборот there + be.
* **Предложения с I wish**
* Типы условных предложений (0,1,2,3)
* **Придаточные предложения времени**
* Согласование времён. Прошедшее согласование.
* **Герундий**
* Разделительные вопросы
* **Вопросы к подлежащему**

Чтобы **поставить глагол в правильную временную форму** необходимо выполнить 2 основных шага:

Шаг1. Находим подлежащее в предложении с пропуском.

Форма глагола, выражающего действие, в английском языке зависит от того, кто(что) выполняет это действие.

Example:

Amy was shopping. She was trying on new outfits when her mobile

phone suddenly . **RING**

Анализируя предложение с пропуском, мы можем разделить его на две части: (1) She was trying on new outfits (2) when her mobile phone suddenly (RING). Нас интересует только вторая часть, в которой мы легко можем увидеть подлежащее – **her mobile phone** – именно этот предмет выполняет действие «звонить». Для себя мы также можем отметить, что фразу her mobile phone мы можем заменить на местоимение it.

Шаг2. Определяем залог, время и тип действия.

* Для начала нам нужно понять, наше подлежащее самостоятельно выполняет действие или действие выполняется над человеком/предметом, являющимся нашим подлежащим. В зависимости от этого мы берём форму **активного или пассивного залога** соответственно.
* Далее мы смотрим на всё предложение (а при необходимости и на соседние предложения) и определяем время, в котором происходит действие – настоящее, прошедшее или будущее. В зависимости от этого временного контекста, мы будем выбирать **категорию Past, Present или Future.**
* Наконец, мы оцениваем, к какой категории относится наше действие –

Simple, Continuous или Perfect.

В нашем случае с мобильным телефоном мы можем сказать следующее:

* 1. телефон звонит сам, следовательно, нам нужен активный залог;
  2. все действия происходят в прошлом (Amy **was** shopping, She **was** trying on), следовательно, выбираем Past;
  3. данное предложение является одним из случаев употребления Past Continuous: действие, которое происходило в прошлом (She was trying on new outfits), было прервано другим одномоментным кратким действием. Это краткое действие употребляется в Past Simple. Следовательно, наш ответ будет **RANG**.

**ГРАММАТИЧЕСКИЙ СПРАВОЧНИК**

**(повышенного уровня сложности)**

Личные формы глаголов действительного залога:

Present Simple, Future Simple и Past Simple, Present и Past Continuous, Present и Past Perfect

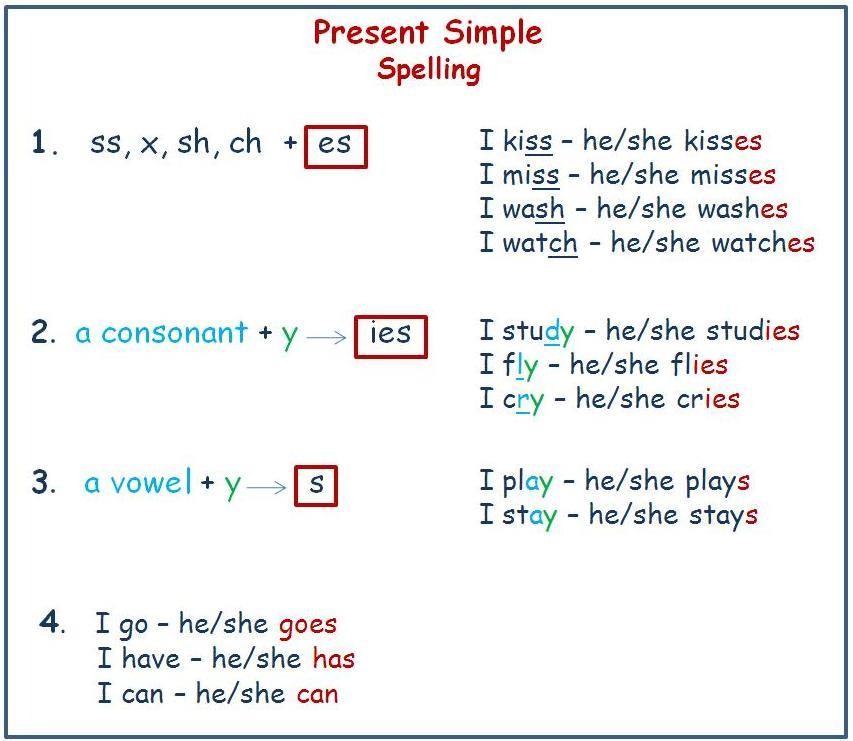
# C:\Users\Пользователь\Desktop\PRIVATE\Starlight 5\Starlight 5\grammar\3 мод\table.jpgPresent Simple

Do you speak English? Yes, I do / No, I don’t.

Do boys speak English? Yes, they do / No, they don’t.

Does Mary speak English?

Yes, she does / No, she doesn’t.



согласная

гласная

Signal words: usually, often, sometimes, seldom/rarely, always, never, every day (week,…), on Mondays

*We always* ***get*** *up early. He* ***is*** *usually late for work. Do you often* ***go*** *to the park?*

**Употребление :**

1. **Повседневные действия:** *Every morning I drink coffee.*
2. **Привычки:** *John plays tennis on Sundays.*
3. **Факты, законы природы:** *The Moon goes around the Earth.*
4. **Расписание:** *Our plane leaves at 10 am.*

**Past Simple**

Verbs: regular (play-played) and irregular (swim – swam)

|  |  |  |
| --- | --- | --- |
| Affirmative | Negative | Interrogative |
| I  You  He played.  She swam.  It We They | I  You  He didn’t play.  She didn’t swim. It  We They | I  you  he play?  Did she swim? it  we they |

Did you play football? – Yes, I did. / No, I didn’t.

Did boys swim in the river? - Yes, they did./ No, they didn’t. Did mum cook pasta? – Yes, she did. / No, she didn’t.

Spelling (regular verbs)

* + Удвоение согласной: stop – stopped; travel – travelled
  + Если глагол оканчивается на - y: carry – carried; play – played
  + Если глагол оканчивается на - e: live- lived; move - moved

Signal words: yesterday, the day before yesterday;

last week/month , a week/two months ago; in 2003

##### Употребление:

1. **Привычное действие в прошлом:** *He wore glasses when he was young.*
2. **Законченное действие в прошлом:** *He phoned his friend last Monday.*
3. **Последовательные действия в прошлом:** *He got up, made breakfast and went to work.*

Наиболее часто употребляемые неправильные глаголы в заданиях:

|  |  |  |
| --- | --- | --- |
| BE - WAS/WERE – BEEN | FEEL – FELT – FELT | SEE – SAW – SEEN |
| BECOME – BECAME - BECOME | FIND – FOUND – FOUND | SEND – SENT – SENT |
| BEGIN – BEGAN – BEGUN | FLY – FLEW – FLOWN | SHAKE – SHOOK – SHAKEN |
| BREAK – BROKE – BROKEN | FORGET – FORGOT –  FORGOTTEN | SHINE – SHONE –SHONE |
| BRING – BROUGHT –BROUGHT | GIVE – GAVE – GIVEN | SPEAK – SPOKE - SPOKEN |
| BUILD – BUILT – BUILT | GO – WENT – GONE | TAKE – TOOK – TAKEN |
| BUY – BOUGHT – BOUGHT | HAVE – HAD – HAD | READ – READ – READ |
| CATCH – CAUGHT - CAUGHT | HEAR – HEARD – HEARD | TELL – TOLD – TOLD |
| CHOOSE – CHOSE - CHOSEN | KEEP – KEPT – KEPT | THINK – THOUGHT –THOUGHT |
| COME – CAME – COME | KNOW – KNEW – KNOWN | UNDERSTAND – UNDERSTOOD -  UNDERSTOOD |
| DO – DID – DONE | LEAVE – LEFT – LEFT |
| DRAW – DREW – DRAWN | LOSE – LOST – LOST | WRITE – WROTE –WRITTEN |
| DRIVE – DROVE –DRIVEN | MAKE – MADE – MADE |  |
| EAT – ATE –EATEN | RUN – RAN – RUN |  |
| FALL – FELL – FALLEN | SAY – SAID – SAID |  |

#### Future Simple

|  |  |  |
| --- | --- | --- |
| Affirmative | Negative | Interrogative |
| I  You He  She will swim. It  We They | I  You He  She won’t swim. It  We They | I  you he  Will she swim? it  we they |

Will you play football? – Yes, I will. / No, I won’t.

Will boys swim in the river? - Yes, they will./ No, they won’t. Will mum cook pasta? – Yes, she will. / No, she won’t.

Signal words: tomorrow, the day after tomorrow, next…, in a week, in 2050

##### Употребление:

1. **Спонтанные решения:** *I like this dress. I will buy it.*
2. **С глаголами hope, think, expect, believe, be sure:** *I think he will come.*

**А также с наречиями perhaps, certainly , probably :** *Perhaps I will tell you the truth.*

# Present Continuous

Are you talking? – Yes, I am / No, I am not Is Mark talking? - Yes, he is / No, he isn’t

(Yes, we are / No, we aren’t) Are they talking? - Yes, they are / No, they aren’t

Are boys talking? - Yes, they are / No, they aren’t

Spelling

* Удвоение согласной: swim – swimming ; sit – sitting; stop – stopping

begin - beginning ; travel - travelling

* Если глагол оканчивается на - y : study – studying; play – playing
* Если глагол оканчивается на - e : drive – driving; make – making
* Если глагол оканчивается на - ie : die – dying; lie – lying

Signal words:

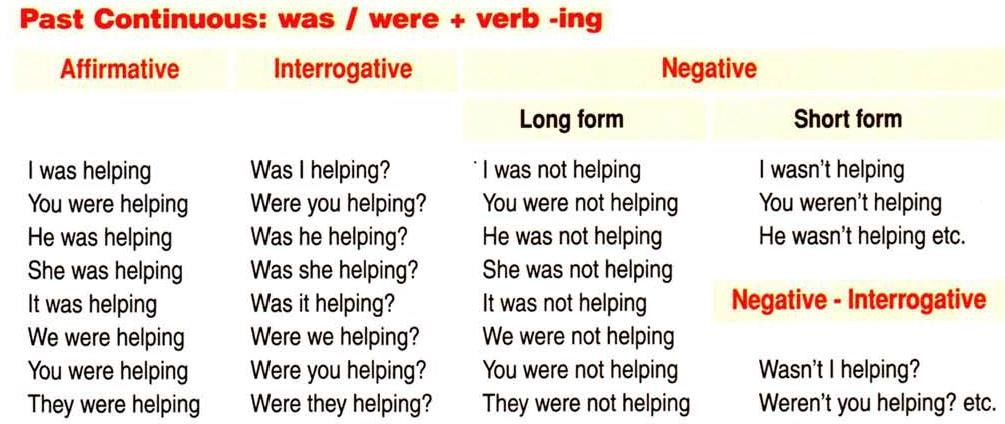
now, right now, at the moment, at present, these days, this week, today, Look! Listen!

*I am reading now. He is working hard this week. Look! He is windsurfing.*

Употребление:

* 1. **Действие в момент речи:** *Jane is doing her homework now.*
  2. **Запланированное действие:** *She is buying a car tomorrow.*
  3. **Раздражающее действие с *always:*** *She is always shouting at me.*
  4. **Постоянно меняющаяся ситуация:** *His English is getting better*.

# Past Continuous



Were you helping? – Yes, I was / No, I was not Was Mark helping? - Yes, he was. / No, he wasn’t

Were they helping? - Yes, they were. / No, they weren’t

Spelling

* + Удвоение согласной: swim – swimming ; sit – sitting; stop – stopping

begin - beginning ; travel - travelling

* + Если глагол оканчивается на - y: study – studying; play – playing
  + Если глагол оканчивается на - e: drive – driving; make – making
  + Если глагол оканчивается на - ie : die – dying; lie – lying

Signal words: at 3 o’clock yesterday, while / when ,

this time yesterday

Употребление:

1. Действие , происходившее в определённое время в прошлом:

*They were sleeping at 7 am yesterday.*

1. Одновременные действия в прошлом:

*He was listening to music while she was watching TV.*

1. Действие, которое происходило в прошлом ,было прервано другим одномоментным кратким действием.:

*I was reading when my mum came in.*

# Present Perfect



Signal words: just, already, yet, ever, never, how long, recently

since, for, so far, this morning / evening, today

##### Употребление:

1. **Действие происходило в неуказанное время** *: Look! I have bou*g*ht a new car.*
2. **Действие, которое завершилось совсем недавно** : *I have just painted the room.*

# Past Perfect had + V3

Past Perfect — прошедшее совершенное время, которое обозначает действия, уже закончившегося до определенного момента в прошлом.

Signal words: already, yet, never, *since, for,*

*by 3 o’clock , before, when I came*

|  |  |
| --- | --- |
| **Present Perfect**  ***Настоящее Совершенное время*** | **Past Perfect**  ***Прошедшее Совершенное время*** |
| Показывает, что действие произошло в прошлом, неизвестно и неважно когда именно, но результат его виден в настоящем:  **My brother feels hungry. He has not eaten since morning**. – Мой брат голоден. Он не ел с утра. | Показывает, что действие произошло в прошлом и стало причиной, привело к тому, что произошло другое действие в прошлом:  **My brother felt hungry. He had not eaten since yesterday.** – Мой брат был голоден. Он не ел со вчерашнего дня. |
| Указывает на то, что действие, выраженное временем Present Perfect, завершилось к настоящему моменту совсем недавно:  **The shopping center has already opened.**  Торговый центр уже открылся.. | Указывает на то, что действие, выраженное временем Past Perfect, произошло раньше другого действия или определенного момента в прошлом:  **When we arrived, the shopping center had already opened.** – Когда мы пришли , торговый центр уже открылся.. |

Данные временные формы очень схожи: они обозначают действие, завершенное к определенному моменту времени. Первое неразрывно связано с настоящим (сейчас), а второе – с прошлым (тогда).

Общая таблица для глагола-связки TO BE и CAN

**Present**

|  |  |  |
| --- | --- | --- |
| Affirmative | Interrogative | Negative |
| I am big. ( I’m) He is big. (He’s) She is big. (She’s )  It is big. (It’s) You are big. (You’re) We are big. (We’re)  They are big. (They’re) | Am I big? Is he big? Is she big? Is it big?  Are you big? Are we big? Are they big? | I am not big. He is not big. She is not big. It is not big. You are not big.  We are not big. They are not big. |
|  | | is not = isn’t  are not = aren’t |
|  | | |
| Affirmative | Interrogative | Negative |
| I can swim. He can swim. She can swim. It can swim. You can swim. We can swim.  They can swim. | Can I swim? Can he swim? Can she swim? Can it swim? Can you swim? Can we swim?  Can they swim? | I cannot swim. He cannot swim. She cannot swim. It cannot swim. You cannot swim. We cannot swim.  They cannot swim. |
|  | | cannot = can’t |

**Past**

|  |  |  |
| --- | --- | --- |
| Affirmative | Interrogative | Negative |
| I was big. He was big. She was big. It was big. You were big. We were big.  They were big. | Was I big? Was he big? Was she big? Was it big? Were you big?  Were we big? Were they big? | I was not big. He was not big. She was not big.  It was not big. You were not big. We were not big. They were not big. |
|  | | was not = wasn’t  were not = weren’t |
|  | | |
| Affirmative | Interrogative | Negative |
| I could swim. He could swim. She could swim. It could swim. You could swim. We could swim.  They could swim. | Could I swim? Could he swim? Could she swim? Could it swim? Could you swim? Could we swim?  Could they swim? | I could not swim. He could not swim. She could not swim. It could not swim. You could not swim. We could not swim.  They could not swim. |
|  |  | could not = couldn’t |

## Оборот there + be

В английском языке широко употребляются предложения, начинающихся с оборота **there + be** со значением есть, имеется, находится, существует. Данный оборот употребляется, когда хотят сообщить о наличии или отсутствии какого-либо предмета или лица в определенном месте. Глагол to be употребляется в личной форме и согласуется в числе и с подлежащим, которое следует непосредственно за ним.

* Неисчисляемые существительные всегда согласуются с глаголом в единственном числе.
* Исчисляемые существительные в единственном числе употребляются с артиклем a / an.
* Cуществительные во множественном числе употребляются без артикля.
* Подлежащее в данном обороте часто употребляется с неопределенными местоимениями some, any, much, many, a lot of, few, little или другими словами со значением количества.
  + There is (not) much snow in the fields.
  + There is a park near our school.
  + There are some ways of solving this problem.
  + There was much noise in the street last weekend.
  + There were (not) many people at the cinema yesterday.
  + There was nobody at home.

###### Examples:

1. When they arrived, there lots of dogs on the contest ground. **BE**
2. I looked around but there nobody in my room. **BE**
3. It was a great journey though there some things I missed **BE**

very much while being in France.

1. There nobody in it but he felt the delicious aroma of fresh baking. **BE**
2. Inside there bits of wood, metal, and painted cloth. **BE**
3. There a small stream of water and some palm trees that gave **BE**

shade.

**Определение времени английского глагола по сигнальным словам**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Active** |  | **Signal words** |
| **Present Simple** | V1 / V1s | I often **write** e-letters to my granny and she **writes** back. I usually **don’t wait** long. | every day, usually, sometimes, often, seldom, always |
| **Past Simple** | V2 / Ved | I **wrote** a letter to her a week ago but she **didn’t write** back when she got it. | yesterday, 2 days ago, last year, when I was young,  in 2000. |
| **Future Simple** | Will V1 | I think I **will write** him a letter.  Your bag is so heavy. It **will help** you. | tomorrow, next year,  in 2 years, in 2050, I think  /believe.. |
| **Present Cont.** | am/is/are  +Ving | He is busy at the moment. He **is writing** a poem for the school play.  Next week **I am flying** to Paris. | now, at the moment, Look!, Listen!, these days, next week |
| **Past Cont.** | was/were  +Ving | When I came, he **was writing** something in his notebook.  While I **was writing** a note for my Mum, my twin-sisters **were playing** with toys.  I **wasn’t doing** my homework at 3 pm yesterday. | at 2 o’ clock yesterday, when he came, while |
| **Present Perfect** | have/has +V3 (Ved) | He has just **written** a letter for us.  We **haven’t written** the essay yet.  Look what **I have bought.** | already, just, yet, ever, never, lately, recently, so far, today, for, since |
| **Past Perfect** | had +V3 (Ved) | He **had written** this novel before he became famous. | already, yet, by 10 o’clock, before, when I came, for, since |

###### Examples:

1. It was about 6pm when I heard a knock on the door. It Jason, **BE**

my teenage neighbour.

1. That strange as Kate had never been fond of hiking. **BE**
2. Dana Miller was a bus driver in the city of Philadelphia. Her working

hours from 10.00 pm till 6.00 am. **BE**

1. That Monday a lucky day for her and she realised it as **NOT/BE**

soon as she came into the classroom.

1. Directly over the stage there boxes where the most noble fans **BE**

of the theatre had their seats.

1. It is a dynamic multicultural city, though there \_ so many historical **BE**

buildings in it.

1. She studied every magazine and newspaper that she find around **CAN**

the house.

1. “There’s another thing I understand,” I interrupted Jim. **NOT/CAN**

“My computer’s on but I always switch it off before leaving home.”

1. However, he was sleepy and remember who it was. **NOT/CAN**
2. Liz sandwiches **when** Carlos came into the kitchen. **MAKE**
3. **When** Dr. James slowly to work, he saw an accident. **DRIVE**
4. Kate sandwiches in the kitchen **when** Hugo came in. **MAKE**
5. **When** my mum me to the airport, she noticed that **DRIVE**

something was wrong with me.

1. He them the fire alarm equipment, **when** a siren started wailing. **SHOW**
2. One day, **when** Judy something in her room, her **DRAW**

mother came in holding a big shopping bag.

1. Yesterday, **while** I other students sat at the same table.

dinner in the cafeteria, four **HAVE**

1. I looked out the window. It hard and it was windy. **SNOW**
2. I come from England but now I live permanently in Québec, Canada.

**When** my parents me to Canada, I was fifteen. **BRING**

1. **When** he a good joke, he writes it down on a special card. **HEAR**
2. Hey, look what I !” a man sitting several metres **CATCH**

upstream proudly showed us his bag.

1. “Look what I .” There were paints and brushes on the floor. **BUY**
2. "No, thank you, I what I need," answered Matilda **FIND**

showing a thick book of fairy tales.

1. “Good job,” Jane said, “We half of the park.” **CLEAN**
2. "When will I reach water?" he thought. "And I for ages." **NOT/EAT**
3. “And **I think** people even more amazing communication **CREATE**

devices in the near future.”

1. “But it you long! **I promise”. NOT/TAKE**
2. “We’re going to a different place today, Tim. It’s an animal shelter. **I’m sure**

you it.” **LIKE**

1. **I believe** the Cornish language . **SURVIVE**
2. “Look, I’ve got an old friend, Nick, whose father was interested in astronomy. His father died many years ago, and Nick keeps all his things in the attic.

**I think** he to sell us his telescope at half price.” **AGREE**

1. “I you, no problem,” she said, “But I need to know some **HELP**

details about your mum.”

1. A robot is a special kind of machine that follows the instructions

coming from a computer. A robot mistakes and it **NOT/MAKE**

never gets tired.

1. It’s a small device that receives telephone calls and sends text messages.

Other than that, my phone much. **NOT/DO**

1. “But unfortunately some people that **NOT/UNDERSTAND**

animals are not toys.”

1. It **often** , and Tina had to spend most of her time indoors. **RAIN**
2. They lived nearby and I **often** to stay with them for my summer holidays. **GO**
3. She worked at the biscuit factory and **often** Dana a small **GIVE**

bag of biscuits. Dana sweets and pastries very much **NOT/LIKE**

1. He a sandwich **at the moment** and was absolutely **EAT**

happy with the whole situation.

1. Vicki **looked** at the draft of the menu and Mary that her **TELL**

approach was totally wrong.

1. I didn’t know what to answer. My dad packing and **sat** down beside me. **STOP**
2. Her parents **smiled** but anything. **NOT/SAY**
3. Tim **woke up** later than usual. It was Sunday and he lots of plans for the day.

HAVE

1. He a wife and he **lived** in a very large house with **NOT/HAVE**

a housekeeper.

1. “And how did you chat or send your e-mails without computers?” he asked

his mother. She smiled: “We each other e-mails. And **NOT/SEND**

there **were** no networks.”

1. People turn fifteen only once in life and Anna wanted to have a great birthday party, with cake, candles and guests. “Guests? And what if nobody

comes,” Anna . **THINK**

1. She was standing at the doorway and looking at me angrily.

I what to say. **NOT/KNOW**

1. “I do care about it but I \_ what I can do to help the park,” **NOT/KNOW**

said Jane.

1. “I ,” Dad whispered back and a moment later he was **NOT/KNOW**

holding a little, silver fish.

1. She wait till the end of the lesson and turned to Linda **NOT/CAN**

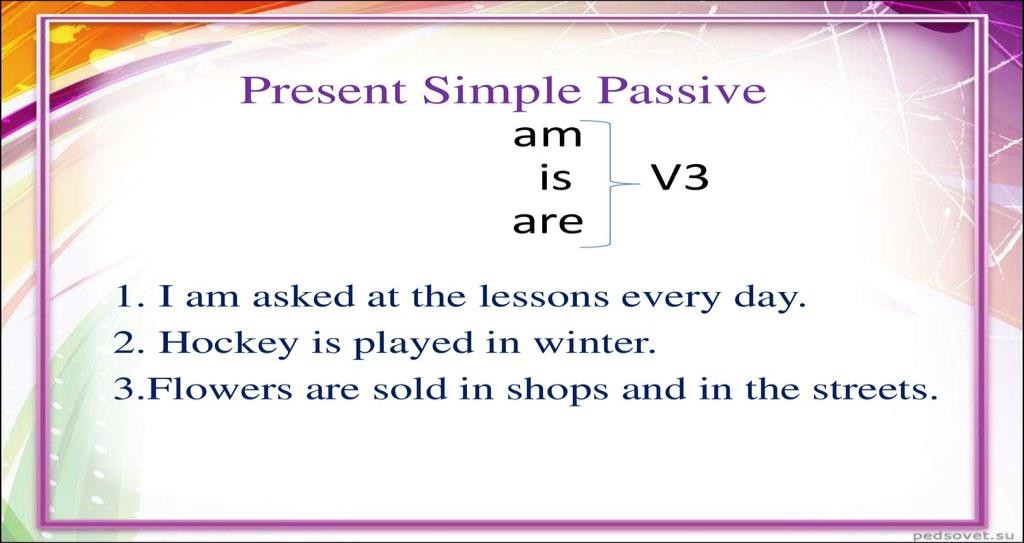
and Kate, who were sitting next to her.

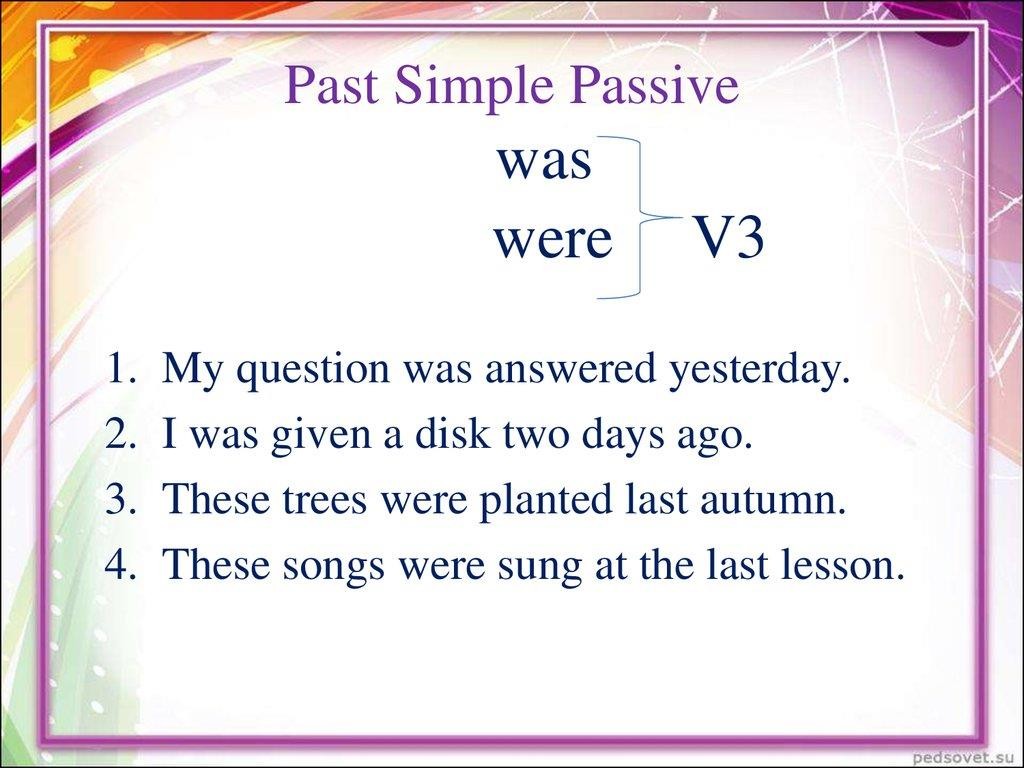
“Look, it’s my birthday this Saturday and I you yet. **NOT/ INVITE**

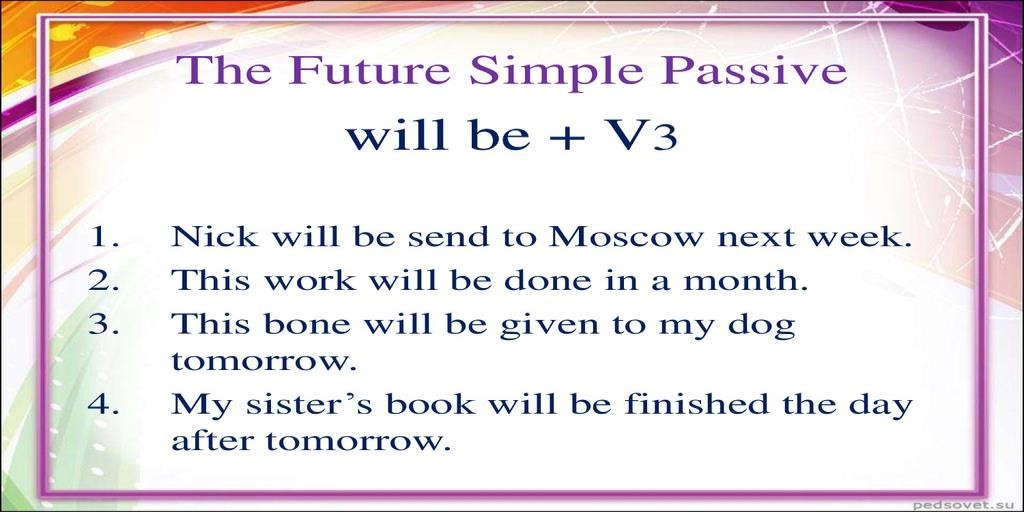
Will you come?” she said quietly.

“We Maths problems, can’t you see?” Linda didn’t **SOLVE**

even look up.

Passive Voice – Страдательный залог Present / Past / Future Simple





###### Examples:

1. Linda could see **diagrams** on the screen. **They** in **DRAW**

different colours which made them look complicated.

1. He put on a sweater, jacket, gloves, boots and a hat, and opened his front

door. **Everything** with snow. A cold wind blew inside. **COVER**

1. **The cake** with chocolates and jellies, and it had as many **DECORATE**

candles as the number of years Carlos had reached that day.

1. “**My car** was absolutely new! **It** only a week ago.” **BUY**
2. The pilot informed the passengers about the details of the flight.

Then **we** refreshing drinks. **OFFER**

1. It took the girls half an hour to make a list of guests.

**Each name** carefully on glossy paper. **WRITE**

1. One of them showed Tim and his mum round the shelter.

**Lots of animals** there. **KEEP**

1. The test was really long – **the tasks** on both sides of the page! **PRINT**
2. **The sky** with heavy dark clouds. But the weather didn’t **COVER**

didn’t make our parents change their plan.

1. **The poem** on the board, our new teacher read it and then **WRITE**

we discussed the poet’s message, choice of words and other poetical things.

1. Amazingly, **many of the houses** centuries ago! **BUILD**
2. **The company** ‘Imagination’. They **CALL**

focused on Internet technologies.

1. **The guitar** of wood, not plastic, and Dana liked the way **MAKE**

it sounded.

1. As a result, now **people** to walk around the monument but **ALLOW**

they can’t come up very close to it.

1. Today **Facebook** by over a billion people. **USE**

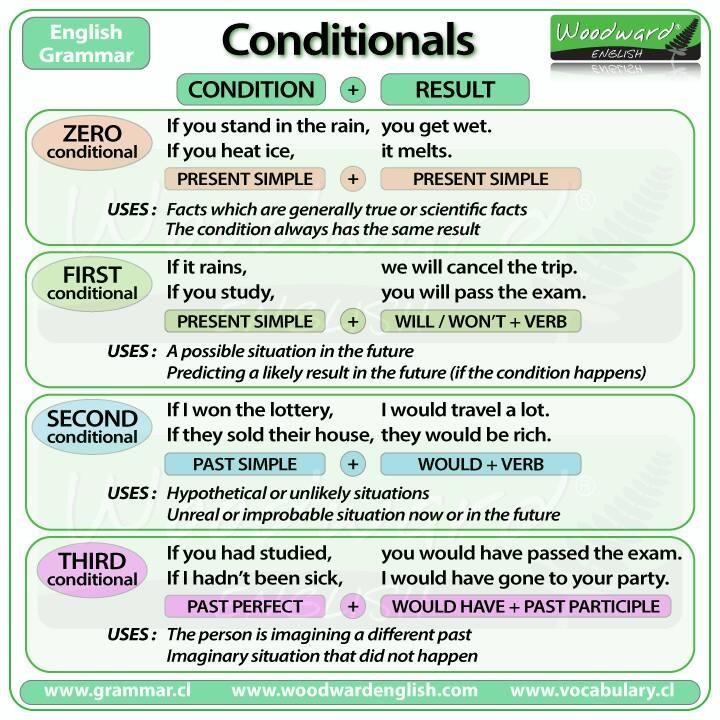
Предложения с I wish в английском языке

|  |  |  |  |
| --- | --- | --- | --- |
| **Время глагола** | **Значение** | **Пример** | **Перевод** |
|  | Сожаление о |  | Мне жаль, что ты **не** |
|  | невыполненных |  | **учишь** английский |
|  | действиях, не |  | язык. /Хотел бы я, |
| **I wish + Past Simple** | произошедших событиях | I wish you **studied** | чтобы ты **учил** |
|  | в настоящем (редко в | the English | английский (но ты |
|  | будущем) времени. | language. | не учишь). |
|  |  | I wish I **knew** the answer. | Хотел бы  я **знать** ответ (но не знаю). / Жаль, что |
|  |  |  | я **не знаю** ответа на |
|  |  |  | это. |
|  | Сожаление о давно | I **wished** I **had** | Я **сожалел**, что я **не** |
|  | совершенных действиях, | **known** it before. | **знал** этого раньше. |
|  | прошедших событиях. |  | /Мне было жаль, |
| **I wish +** | Сожаление к тому, что |  | я **хотел бы знать**это |
| **Past Perfect** | получилось именно так, а |  | раньше (но не знал). |
|  | не иначе. |  |  |
|  |  |
|  |  | She **wishes** she **had** | **Хотела** |
|  |  | **worked** on that day. | **бы** она **работать** в |
|  |  |  | тот день (но она не |
|  |  |  | работала)./ Ей **жаль**, |
|  |  |  | что она **не** |
|  |  |  | **работала** в тот день. |
| **I wish would**  **+инфинитив** | Негативное отношение к каким-либо действиям, событиям; желание  изменить их в будущем. НЕ | I wish you **would stop** writing to me! | Когда же  ты **прекратишь**  **писать** мне! / Жаль, что ты **не** |
|  | сожаление, а недовольство, |  | **прекращаешь** |
|  | неприятие, раздраженность. |  | **писать** мне. |

###### Examples:

* 1. “I wish people about the environment more.” **CARE**
  2. Liz thought, “I wish I cancel the party but I can’t – it’s too late.” **CAN**
  3. "I wish the weather more cheerful!" said Edmund. **BE**
  4. “I wish I my work as much as you enjoy yours,” **ENJOY**
  5. ”I wish all children reading so much,” the librarian said. **LIKE**
  6. I wish I as much free time now. **HAVE**
  7. “I wish I who he was.” **KNOW**
  8. “I wish we a class for girls only,” Tina thought. **HAVE**
  9. I wish all people foreign languages. **SPEAK**
  10. “I wish you more time with your classmates.” **SPEND**
  11. "I wish Roxy some tricks”, Robbie thought. **KNOW**
  12. “I wish I a pair of woolen socks. But I left them at home.” **HAVE**
  13. “I wish I what is going on,” Steven said to himself **KNOW**

**Условные предложения в английском языке**



###### Examples:

1. “If the box was mine, I \_ you to touch it whenever **ALLOW**

you wanted,” I answered.

1. “If it goes on like this, mum us a great dinner,” he said. **COOK**
2. “No, I don’t. I wouldn’t ask you if I .” **KNOW**
3. “If I don’t invent a very good excuse, she my parents.” **CALL**
4. “But if there no computers, I wouldn’t be able to **BE**

communicate with my friends who live far away from me,” Michael replied.

1. “If you are late again, you your job.” **LOSE**

Martin was afraid of losing his job.

1. “If you go on like this, you a chance to take part in **HAVE**

the Dance Competition next month.”

1. If we didn’t have robots, our life less comfortable and **BE**

more dangerous.

1. “And what will we do if it ?” my brother asked quietly. **RAIN**
2. “Ok. I you the bear if you want”, said Dad. **BRING**

###### Придаточные предложения времени

Отвечают на вопросы: *when? когда? since when? с каких пор? how long? как долго?* Соединяются с главной частью союзами:

|  |  |
| --- | --- |
| * when – когда, * while – в то время как, * as – когда, в то время как, * after – после того как, * before – до того как, | * till, untill – пока, до тех пор пока, * as soon as – как только, * и др. |

**Примечание: в придаточных предложениях времени НЕ употребляется будущее время, вместо него используется настоящее. Важно это учесть, т.к. в русском языке в аналогичных конструкциях употребляется будущее время.**

|  |  |
| --- | --- |
| **I’ll call you back when I return.** | Я перезвоню тебе, когда вернусь. |
| **When I meet my colleague, I’ll tell him**  **about this story.** | Когда я встречу своего коллегу, я  расскажу ему об этой истории |
| **After the rain stops**, they’ll go to the  supermarket. | После того, как дождь кончится, они  пойдут в супермаркет. |

###### Examples:

* 1. "Let me think about it. I you a call **when** I decide **GIVE**

what to do." But Dylan had already decided what to do.

* 1. “Ok-ok, just a second,” laughed Jeff picking up another doughnut and

retreating through the other door. “I **as soon as** I am ready.” **COME**

* 1. “**When** the walls in those colours, **PAINT**

the room will look cheerful.”

* 1. “Mum will be surprised **when** she the news.” **LEARN**

#### Согласование времён в английском языке Прошедшее согласование

В предложениях с прошедшим временем глаголов в главных частях придаточные тоже требуют прошедших времён.

Если действие дополнительного придаточного предложения:

* + 1. одновременно с действием главного, то **глагол** придаточного предложения стоит в **Past Simple** (при переводе такого предложения на русский язык **глагол** употребляется в **настоящем времени** ):
       - I thought that he went to school. Я думал, что он ходит в школу.
       - She said that she liked History. Она сказала, что она любит историю.
       - He knew that she was cheerful. Он знал, что она веселая.
    2. предшествует действию главного, то **глагол** придаточного предложения употребляется в

**Past Perfect** ( при переводе на русский язык **глагол** употребляется в **прошедшем времени**)

* + - * He said that he had seen that film. Он сказал, что видел этот фильм.
      * He thought he had signed the document Он думал, что подписал документ
    1. следует за действием главного, то **глагол** придаточного предложения употребляется в

**Future-in-the-Past** ( в русском языке соответствует будущему времени)

* + - * She knew that I would help her. Она знала, что я помогу ей.

**Examples:**

1. Inside the second package were glow-in-the-dark pyjamas! Judy said she

to try them on immediately. **WANT**

1. Tim told his mother that he to go to the shelter again, **WANT**

not only to watch but also to help the volunteers.

1. I asked my new friends what they **usually** for entertainment **DO**

in such a cold climate.

1. One of my classmates said that the tradition him to **HELP**

pass his exams **last summer.**

1. Hugo understood that he her many times in different TV programmes. **SEE**
2. When we got there, we discovered that we to take **FORGET**

the fishing rods.

1. Steven was upset but he hoped that **one day** he Eliza again. **SEE**
2. He also said that she creative and **had** imagination and that **BE**

was why she had a good chance of succeeding in the job.

1. She believed that it her keep fit and **gave** her extra energy. **HELP**
2. But his mother said that they out of the water till the sea **STAY**

calmed down.

Грамматические правила, которые иногда встречаются в заданиях: **- Gerund ( Герундий)**

- Tag questions (Разделительные вопросы)

**-Question to the subject (Вопрос к подлежащему)**

* **Глаголы, после которых употребляется только герундий:**

hate (ненавидеть), enjoy (получать удовольствие) , deny (отрицать) and etc.

* + can’t stand — не могу терпеть

*I can’t stand his smoking in the room. — Я не могу терпеть, когда он курит в комнате.*

* + to be worth — стоить чего-либо

*This place is worth visiting. — Это место стоит посетить.*

* + it’s no use — бесполезно

*It’s no use trying to escape. — Бесполезно пытаться сбежать.*

Example:

The boys spent most of the day wandering around Times Square. They

enjoyed all the people and the street performers. **WATCH**

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

## Вопрос к подлежащему:

Вопрос к подлежащему можно задать при помощи слов:

1. **Who?** (когда речь идет о живых существах)
2. **What?** (для неживых, например, к вещам, растениям, природе и пр)

Нет необходимости менять порядок слов в предложении и не нужно добавлять вспомогательные глаголы — do/does, did и пр. Это означает, что английское предложение должно быть построено так, будто на месте who/what стоит he/she.

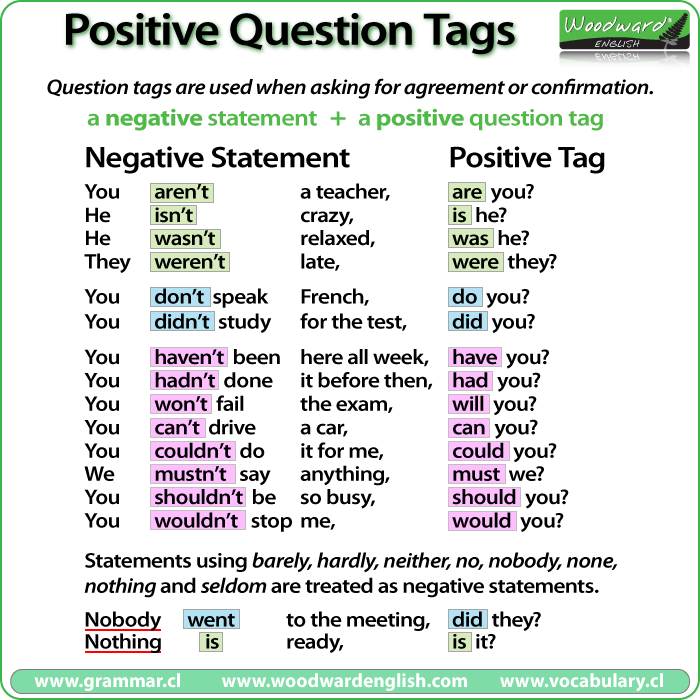
|  |  |
| --- | --- |
| Who lives in London?  Who is reading the book now? Who has a dog?  Who played football yesterday? | What is there on the table?  What appears in the sky every day? What happened? |

###### Examples:

1. “You are late again, Paul. What \_?” **HAPPEN**
2. “Are there any crocodiles? Who care of the lions?” **TAKE**
3. “Who a pie?” her mother asked. “I can smell it. **MAKE**

How soon is it going to be ready? I’m very hungry.”





Example:

1. “We should start with the list of guests and with the programme for the event.

You who you want to invite to your party, **haven’t** you?” **DECIDE**

“No,” answered Mary, “I haven’t.”

1. Grandma something nice for me, **hasn’t** she?” **COOK**
2. “Oh, it’s ok,” said Kate, “Come in! You me in the kitchen, **HELP won’t** you?”

# Practice:

1. It was about 6pm when I heard a knock on the door. It Jason, **BE**

my teenage neighbour. He looked cold and upset. “What’s wrong, Jason?”

“I \_ my key and I can’t get into my house.” **LOSE**

“Come in. Today’s not a day for long walks, or long waits,”

I looked out the window. It hard and it was windy. **SNOW**

The weather was getting every hour. **BAD**

Jason off his coat and boots. **TAKE** His were wet and I gave him a pair of socks to change into. **FOOT** A cup of hot tea and some biscuits soon made the boy feel warm.

“Where are your parents, Jason?”

“I . **NOT/KNOW**

I can’t call them because of this,” he pulled his phone out of his pocket and

showed it to me – the screen and the phone was **BREAK**

obviously dead. Jason focused on the food again. He took his biscuit and said: “I wish my mum could make biscuits like this.”

FOUR

1. By today’s standards, my mobile phone is pretty basic. It’s a Nokia. It’s a small device that receives telephone calls and sends text messages.

Other than that, my phone much. Most of my **NOT/DO** friends wish they smartphones because they are cool **HAVE** and trendy. They say the thing about a smartphone is that you **GOOD** ‘can do everything with it!’ That’s right, smartphones have many more

functions than a simple phone, however, not all of them are needed. In

everyday life, smartphones mainly for checking **USE**

social networking sites, replying to emails, and playing games. Grown-ups as

well as like playing games. Anyway, I prefer my good **CHILD**

old Nokia. It’s my mobile phone. When I bought **ONE** it, it didn’t cost very much. And I am not afraid anyone will **I** ever steal it. It’s also very reliable. Yesterday I dropped it. It \_ **FLY** down the staircase and hit the wall. I thought that the end of it. **BE** But nothing of the kind – it still works properly!

1. Kate called me early in the morning. It was the \_ day of **TWO**

holidays; I felt angry with her for waking me up.

“What ?” I didn’t sound very polite, but she paid no **HAPPEN**

attention to that.

“Oh, nothing! I want to go shopping today and wondered if you wanted to

go with .” **I**

“No, I don’t want to.”

“But it you long! I promise”. **NOT/TAKE** My first impulse was to say “no” – unlike most I hated **WOMAN** shopping. But Kate sounded so unhappy that I felt sorry for her.

“Ok, what do you need to buy?”

Kate’s voice cheerful again. She excitedly explained **BECOME** to me that she to buy a pair of hiking boots and a raincoat. **WANT** That strange as Kate had never been fond of hiking. **BE**

“I want to take up hiking as a new hobby,” went on Kate. “Bob Smith says that it’s very exciting.”

Now I knew what was going on. Bob Smith, the captain of the school

baseball team, was the boy in our school. All the **POPULAR**

girls wanted to attract his attention.

1. Emma lived in a big city and worked for a large company. Her days

were usually very busy – she hardly find half an hour for lunch. **CAN** However, at weekends she bored and lonely. Emma had **FEEL** moved to the city because of her job. Only two months before she had

thought she was the girl in the world. She had got a job **LUCKY** most of her friends could only dream about. It was her \_ \_ **ONE** full-time job. The company ‘Imagination’. They **CALL**

focused on Internet technologies. Emma much about **NOT/KNOW**

the Internet but her boss said that it didn’t matter.

He also said that she creative and had imagination and that **BE**

was why she had a good chance of succeeding in the job. When Emma told her friend, Lucy Pitt, about the new job, Lucy said: “I’m very happy that you

a good job. But I also feel very sad about it because **FIND**

you’ll go to the city and will forget about your friends.”

“I wish we could always be together but it’s impossible,” Emma said.

“I promise that I to visit you as soon as I can.” **COME**

1. It was a cold January day in York, Pennsylvania. Dr. James turned on the television to check on the weather. The weatherman said that it was going to

stay cold for several days. According to him, the roads **BE**

very dangerous because of the snow and ice and he strongly recommended

staying at home if at all possible. Dr. James stay at **NOT/CAN**

home. He worked in a hospital and there were patients waiting for him there.

He put on a sweater, jacket, gloves, boots and a hat, and opened his front

door. Everything with snow. A cold wind blew inside. **COVER**

“Wow,” Dr. James said. “The weatherman was right! I wish I

a reindeer instead of my old car.”

HAVE

When Dr. James slowly to work, he saw an accident. **DRIVE** He stopped and to the damaged car. There was a man **RUN** and two inside. **CHILD**

“Is everyone okay?” Dr. James asked.

“Yes, yes, we are fine,” answered the man. “I 911 already. **CALL** They are coming to help . It looks like we won’t get to **WE** school today.”

1. Jane liked going to the park with her mum. One day when they were there, she said, “There is so much rubbish on the ground.”

They looked around. There were old , waste paper and **BOX** cans on the ground. Several benches . **BREAK** “You are right,” her mum said. “I wish people about **CARE** the environment more.”

“I do care about it but I \_ what I can do to help the park,” **NOT/KNOW**

said Jane. Jane and her mum went home. In the evening she painted a picture

of the park. At the top of the picture she “PLEASE KEEP ME CLEAN”.

WRITE

The next day Jane and her mum went to the park than usual. **EARLY**

Jane taped her picture onto a big rubbish bin and started picking up rubbish. Some children ran over to see what was going on. They decided to help Jane. Soon all the rubbish was in the bags.

“Good job,” Jane said, “We half of the park. If we come **CLEAN**

and complete the other part tomorrow, the whole park **BE**

clean and tidy.**”**

1. Dana Miller was a bus driver in the city of Philadelphia. Her working

hours from 10.00 pm till 6.00 am. It was a hard job and very **BE** few worked as bus drivers in those days but Dana loved **WOMAN** her job very much. One of her regular passengers was a guitar player.

Every Friday night he got on the bus carrying his guitar. The guitar

of wood, not plastic, and Dana liked the way it sounded. **MAKE**

“You should come to see our show,” the guitarist kept saying to Dana.

“I it one day,” Dana promised each time, but she never **SEE** said when exactly she . Another passenger who often **GO** used Dana’s bus was a Biscuit Lady. She worked at the biscuit factory and

often Dana a small bag of biscuits. **GIVE** Dana sweets and pastries very much, but she could never **NOT/LIKE** resist those biscuits – they were so fresh and tasty.

“How was night?” Dana’s husband liked to ask her when **YOU**

she came home.

“Good music, good food and a great view of the city,” she cheerfully

answered. “I wish I my work as much as you enjoy yours,” her **ENJOY**

husband said,“ but I’m going to have just another boring day at the office.”

1. After school, I decided to go to university. I St Andrews University in Scotland. At that time I much about the University but when I arrived there, I liked it at once. Now

CHOOSE NOT/KNOW

I'm in my last year and I wish I stay here forever! **CAN**

St Andrews University is a truly special place. It \_ 600 years ago and it is one of the oldest universities in the English-speaking world. It has many traditions – for example, the ‘May Dip’. It is held on

BUILD

the of May every year. All the students run into the **ONE**

North Sea at sunrise to celebrate the coming of spring and for good luck!

One of my classmates said that the tradition him to **HELP**

pass his exams last summer.

For me the ‘May Dip’ was the experience of my life! **COLD**

Because the weather is famously cold, St Andrews students designed

own uniform which consists of a warm jacket, jeans and **THEY** boat shoes. The uniform us all look the same, but it **MAKE** is the only way to keep warm!

1. Mr. and Mrs. Wormwood were our neighbours. They had two

. **CHILD**

Their son Michael from the other children very much, **NOT/DIFFER**

but their daughter Matilda was a brilliant child.

By the time she was five, Matilda was able to read very well. She studied

every magazine and newspaper that she find around **CAN** the house. Actually, she read \_ than most school pupils. **WELL** One afternoon when the parents were out of the house, Matilda put on

dress and shoes and went to the library. **SHE**

The librarian was surprised to see such a small child. "Are you here for the

time? Would you like me to find a nice book with lots **ONE**

of pictures for you?" she asked.

"No, thank you, I what I need," answered Matilda **FIND** showing a thick book of fairy tales. Then she added, “I \_ **COME** for a new book as soon as I finish this one”.

1. It was an early morning. Ben jumped out of his bed as soon as the

rays of sun came into the room. He grabbed his backpack **ONE**

and started to pack. Ben put in some of his favourite things to take with

on the trip to Grandpa’s. He put in his favourite book, **HE** his kite and his teddy bear. Soon everything and **PACK** he started to get dressed. Visiting Grandpa had always been the \_ **GOOD** part of his summer vacation. Together, they went fishing and watched

football matches. Ben’s granddad him how to repair **TEACH**

bikes and other things. Ben’s mum entered his room. “Grandpa’s here,” she

said with a smile. Ben told her that he ready to go. He grabbed **BE**

his backpack and ran into the kitchen where Grandpa his tea.

“Ready, big guy?” asked Grandpa. “Will you have breakfast before we leave?”

DRINK

“No, I hungry”, Ben answered, “I’ll have breakfast at your **NOT/BE**

place. Grandma something nice for me, hasn’t she?” **COOK**

1. When you look at this lovely house in the Welsh countryside, you may think it's a picture from J.R.R. Tolkien's book ‘The Hobbit’. In fact it's a real

house designed by a real person. When Simon Dale’s wife, Jasmine, said:

first son was born, **THEY**

“I wish we in the country. It would be so good for the baby”. **LIVE** However, they enough money to buy or rent a house **NOT/HAVE** in the country so they decided to take matters into their own hands.

The house by Simon himself, with a bit of help from **BUILD**

his friends. The result is impressive. The home is made of natural materials, such as wood, stone and mud. It uses solar panels for energy and its water

from a nearby spring. **COME**

It took Simon four months to complete his fairytale home. He managed to

create a modern wooden eco-home – one of the \_ houses you can imagine.

WONDERFUL

Simon Dale said, “I working on a new house of the **START** same eco-style. My house will be smarter than the first one. **TWO** My son five now and I hope to celebrate his tenth birthday in **BE**

a new house.”

1. Harry’s class was going on an excursion to the firehouse. Harry

proud because his Uncle Jim, a fireman, was going **FEEL**

to show the children around the place. Naturally, the first thing Harry’s

classmates wanted to see was the huge fire truck. There \_ **BE**

eight vehicles at the firehouse at that moment. Uncle Jim explained how the trucks got water and even let the kids get inside the truck.

“Have you ever fought a fire ?” a red-haired boy asked. **YOU**

“Yes, many times, unfortunately,” Uncle Jim answered. “I wish people

more responsibly when they used electrical devices at **BEHAVE**

home or had picnics outdoors. But they often **NOT/THINK**

anything can happen to them. Please remember that you \_ **NOT/MUST** make fires in the woods. There is dry grass and dry \_ **LEAF** on the ground. They start to burn very easily. And there is nothing

than forest fires!” **DANGEROUS**

The children promised not to make any fires in the woods and Uncle Jim

went on with the tour. He them the fire alarm equipment, **SHOW**

when a siren started wailing.

1. It was a great day yesterday. My friends and I \_\_ to see **GO**

a performance at the Bolshoi Theatre. You certainly know that the Bolshoi

Theatre is the theatre in Russia and probably in the world. **FAMOUS** But not everyone the history of the Bolshoi Theatre. **KNOW** According to historical documents, it in March 1776 when **BEGIN** Prince Pyotr Urusov was granted Royal permission to build a public theatre

in Moscow. Catherine II, Empress of Russia, was fond of arts. She

having a new theatre in her country. The original **NOT/MIND**

building of the theatre had a hall with almost 1,000 seats, a stage and an

orchestra pit. Directly over the stage there boxes where the most **BE**

noble fans of the theatre had their seats. The theatre has changed several

times during history. The building we can see today opened **IT** in 1825. It by architect Andrei Mikhailov who was also **DESIGN** the architect of the Maly Theatre.

Since that time, the building has been rebuilt and renovated several times.

Now it looks beautiful from the inside and outside. If I the opportunity to go there more often, I would do it every week.Judy was afraid of the dark. At night she always \_ the lights on. Judy couldn’t explain what exactly she was afraid of. She

HAVE

**LEAVE**

in monsters or in ghosts. She was one of those **NOT/BELIEVE**

rare girls who never screamed when she saw spiders, and frogs. But everyone in her family knew that a dark room was the

MOUSE

of her fears. **BAD**

One day, when Judy something in her room, her **DRAW**

mother came in holding a big shopping bag.

“Guess what I ,” she said to Judy. **BUY** “I have no idea. Is it for ?” Judy felt very curious about the bag. **I** Her mother pulled two packages from her shopping bag. In the first package

there were some very nice slippers. They from soft, **MAKE**

pink fabric and had bright flashing lights. Inside the second package were

glow-in-the-dark pyjamas! Judy said she to try them **WANT**

on immediately. Amazingly, she felt safe all through the night. In a few days the lights stopped flashing but Judy realised she didn’t feel afraid of the dark any more.

1. Mary’s birthday was on Saturday and she decided to arrange the party

all by herself. At first, making a party to celebrate her \_ **FIFTEEN**

birthday looked like an easy thing to do. But when Mary started planning the event, a lot of questions came up. And the main problem was that she

what to start with! Mary called her cousin Vicki and **NOT/KNOW** asked if she help with the arrangements. **CAN** Vicki was a year and more experienced in arranging parties. **OLD** Vicki agreed and went to Mary’s house at once. When Vicki arrived, Mary

a menu for the party. Vicki looked at the draft of **DESIGN** the menu and Mary that her approach was totally wrong. **TELL** “We shouldn’t start with the menu,” she said, “We should start with the

list of guests and with the programme for the event. You who you want to invite to your party, haven’t you?”

“No,” answered Mary, “I haven’t.”

It took the girls half an hour to make a list of guests.DECIDE

Each name carefully on glossy paper. **WRITE** “It looks fine,” said Vicki, “But there are too many of . Don’t **THEY** you think so?”

1. Tom woke up relatively early. But he at once **UNDERSTAND**

that he was not the first awake. There was somebody in the kitchen already. Tom went out to inspect, and found that his dad was there – he

vegetables. It was rather strange – everyone knew that **CUT**

dad cooking. **NOT/LIKE**

“I wish I what you are doing,” he said. **KNOW** Dad gave a smile and answered “Wait and see.” **HE** He pulled out a juicing machine from the cupboard. Nobody had used it for

ages and the machine with a thin layer of dust. Tom’s **COVER**

dad washed it and turned it on. Then he put a handful of carrots inside.Next

he added cucumbers and . Dad made three large cups **TOMATO**

of the stuff. He took one and drank it. He handed the cup to Tom. To his surprise the juice tasted really good.

“You don’t eat enough vegetables,” his dad said. “If you don’t like eating them, you’ll probably like drinking them.” Tom nodded. It was definitely**TWO**

than the stewed vegetables his mum cooked almost **GOOD**

every day.

1. It was the middle of November and Tina felt down and depressed. Late

autumn was the season of the year. **BAD** It often , and Tina had to spend most of her time indoors. **RAIN** Because of this, she really welcomed the changes in her school routine. The

school administration introduced a new class - a dance class. But not

everyone was happy! The boys said that it a waste of time. **BE** They often missed the class and, when they attended, they \_ **NOT/LISTEN** to the teacher’s instructions but tried to make fun of everything.

“I wish we a class for girls only,” Tina thought. **HAVE**

The Junior Dance Competition every year. It was a spectacular show.

in their town **HOLD**

“Your dancing every day,” the teacher said one day. **IMPROVE** “If you go on like this, you a chance to take part in **HAVE** the Dance Competition next month.”

Tina imagined herself wearing a beautiful dress and elegant shoes on her

. She decided it was something she’d like to try. **FOOT**

1. Tim liked going to the zoo. One day his mother said:

“We’re going to a different place today, Tim. It’s an animal shelter. I’m sure

you it.” **LIKE**

The place was much than a zoo, but clean and well kept. **SMALL**

There were volunteers in special uniforms. One of them showed Tim and his

mum round the shelter. Lots of animals there. **KEEP**

Cats and dogs made up most of the population, but there were also horses,

monkeys, and other animals. Each of the animals had **FOX**

its own story written on a sign next to its cage or enclosure. All the stories

were sad – the animals had either been abandoned by \_ **THEY**

owners or saved by the animal police from cruel treatment.

‘If people more responsible for their pets, we wouldn’t **BE**

have so much work here,” the volunteer remarked.

“But unfortunately some people that animals are **NOT/UNDERSTAND**

not toys.”

Tim’s mother thanked the volunteer and a donation. **MAKE**

Shelters always needed money to pay for the animals’ food and medical

care. On the way home Tim told his mother that he to go to the shelter again, not only to watch but also to help the volunteers.

WANT

1. Kathy looked at her new room’s white walls. “They’re so plain.”

“Don’t worry,” Dad said, “If you don’t like them, we

the walls any colour you like.”

MAKE

“Do you want pink?” Mum suggested. Kathy her head. **SHAKE** “No, pink is either for or for silly girls who like Barbie **BABY** dolls. I’m neither of those.”

Her parents smiled but anything. **NOT/SAY** “But what colour to choose? I wish we ask a designer for **CAN** professional advice,” said Kathy.

“Oh, no! It’s out of the question!”said Kathy’s mother firmly.

“A designer’s advice is much than we can afford.” **EXPENSIVE**

“Ok. It was just an idea.”

“Getting back to the wall colour, why not make your room yellow or orange?”

Dad suggested. “When the walls in those colours, **PAINT**

the room will look cheerful.”

“Yes!” Kathy definitely liked the idea. “We’ll make three walls yellow, but

the one will be orange.” **FOUR**

The next day, when Kathy came back from school, her Dad said:

“Look what I .” There were paints and brushes on the floor. **BUY**

“Everything’s ready for us to start.” He smiled and handed Kathy the brush.Veronica loved autumn. It was her favourite season. There were many

good things about it. She loved the smells, the changing \_, **LEAF**

and the cool breezes.

There also apple pies, apple doughnuts and pumpkin pies. **BE** For Veronica, pumpkin pies were the , especially when **GOOD** her mother cooked them. Veronica had never tried to make a pie , **SHE** but she knew how, as she had seen how her mother made it many times. One

day, on her way from school, Veronica a pumpkin and **BUY**

decided to cook it. She tried to do everything the same way her mother

usually did. Veronica was in the kitchen and the **NOT/HEAR**

door bell. Her mother had to use her key to enter the house.

“Who a pie?” her mother asked. “I can smell it. **MAKE**

How soon is it going to be ready? I’m very hungry.”

When the pie was ready, Veronica put it on the table. The pie looked nice:

it with nuts and coloured sugar. Veronica’s mother **DECORATE**

had a large piece. She smiled and said that she it very much. **LIKE**

1. Bella was a good student. She learning but she **ENJOY**

always started to feel very nervous when she had to write tests.

That Monday a lucky day for her and she realised it as **NOT/BE**

soon as she came into the classroom.

“Oh, no! I all my pens at home.” She turned to Jenny: **LEAVE**

“Have you got a spare pen?”

“Let see,” Jenny opened her bag and pulled out a pen. **I**

“I’ve got this one. But it’s green.”

“Give it to me anyway,” Bella said. “If I don’t find a proper pen, I

in green ink. I hope it won’t affect my grades.” **WRITE**

When the teacher handed out the tests, Bella felt even than she had felt before. The test was really long – the tasks

BAD PRINT

on both sides of the page!Bella did the first task quickly, but the \_ **TWO**

one was a real problem. Bella got panicky. Time ticked on but she

concentrate on the tasks. **NOT/CAN**

1. It was a hot summer day. Tom and his mum were heading to the beach. Tom was only wearing shorts and a pair of sandals on his but he felt hot anyway. When they came to the beach, they found out that

FOOT

the sea calm – powerful waves were breaking on the shore. **NOT/BE** Mum in hesitation. **STOP** “It’s fine. I can easily swim in these waves,” Tom wanted to demonstrate

his swimming skills. But his mother said that they out of **STAY**

the water till the sea calmed down. Sitting close to was a boy **THEY**

about Tom’s age. He was alone because his parents to buy some sandwiches. He came over and said his name was Gary. His

LEAVE

shoulders with protective suntan lotion, but they **COVER**

looked red anyway.

“It’s getting every minute,” said Gary. “How about a swim?” **HOT**

“No way,” Tom’s mother was definitely against the idea and Tom had to obey. “As you like,” Gary said and headed for the water.

The wave hit him hard and he lost his balance. Everything **THREE**

was happening very fast – Gary fell down and went under the water. Fortunately, Tom and his mother were close enough to get him out in time.

1. Cindy liked parks. She took long walks in the nearby park almost every

day. Her classmates, however, her interest **NOT/SHARE**

and Cindy usually walked alone. Cindy’s parents worried that she

no friends. **HAVE**

“I wish you more time with your classmates. Don’t you **SPEND**

feel bored in the park?”

“It’s ok, Mum, I just feel much alone than with people **GOOD**

who can’t understand me,” Cindy usually answered. “Parks are a lot more fun to spend time in than hanging out in a shopping centre.”

And her mother didn’t know what to say.

One day, Cindy returned from the park very excited.

“Guess, who I met in the park!” she said, and she told her parents the whole

story. “I along the central avenue when I saw a **WALK** group of people. They \_ students of the Biology faculty of **BE** the university. They told about the plan to rearrange the park. **I**

A large lake is going to be made in the centre. There will be wild animals

there like hares, squirrels and even . Yesterday, **FOX**

the plan by the City Council and work starts **APPROVE**

tomorrow. I want to join the volunteer team!”

1. The camel was very thirsty. His last drink had been weeks ago. His

feet sank in the hot sand and he hardly move. **CAN** "When will I reach water?" he thought. "And I for ages." **NOT/EAT** It was obvious that if the camel didn’t find any water and food soon, he

. He made a few steps toward another dune. It was **DIE**

to walk along the top of a hill, than along the bottom. **EASY**

At last he something green in the distance. Was it **SEE**

a mirage or an oasis? He hoped for the best and the hope helped **HE**

move faster. Soon, that distant green colour turned into real trees and grass.

There a small stream of water and some palm trees that gave **BE** shade. Their wide could protect the camel from the sun's rays. **LEAF** Though the sun , it didn’t burn anymore. Unfortunately, **SHINE** it was impossible to stay there forever. A short rest and the camel had to

move on towards his destination.

1. Susan’s father often had to go to different countries on business. That

evening, he came home \_ than usual. He looked tired. **LATE** Susan that the next week her father was going to China **KNOW** to discuss a new project.

At dinner, her father asked Susan if she to go with him. **WANT**

It was a bit unexpected but Susan liked the idea at once.

It was her birthday in a few days. And Susan thought **SIXTEEN** it fun to celebrate it abroad. However, there was one **BE** thing she wanted to clear up before the trip: “Are you going to be busy from

morning till night? I to sit in the hotel all the time alone.” **NOT/WANT**

“You won’t have to,” her father reassured Susan. “I all the project papers already. So, while our partners are studying them, we’ll have plenty of time for sightseeing.”

“Great!” Susan ran up to her room to pack.PREPARE

“Remember to take some comfortable shoes. Otherwise your \_ **FOOT**

will hurt after the long excursions.” Her father’s advice was always

practical. Half an hour later everything in **PACK**

a suitcase and Susan called her best friend to tell her the news.

1. As a child, Steven lived in a village. Outside the village there was a house where a strange old woman and her granddaughter Eliza lived. The

often played together. **CHILD**

One day, Eliza unusually sad. When Steven was about **BE**

to leave, the old woman said, “I know you are friends. But never come to our house again. Never ever!”

The girl took the boy to the gate. “Will you miss me?” she asked.

The boy said, “Yes, I will!” To his surprise, the girl said, “But I won’t!

I to see you anymore!” She closed the gate. **NOT/WANT**

The next day the girl for the city. Steven was upset **LEAVE** but he hoped that one day he \_ Eliza again. Five years **SEE** later Steven became a student and moved to the city. He rented a small

apartment on the floor. **ONE** One day, when he to the university, he saw Eliza. **WALK** She was sitting on the bench in the park with an ice-cream in her hand. He

ran up to her and said “Hello! It’s nice to see you again!” But Eliza looked

up at , stood up and walked away. **HE**

“I wish I what is going on,” Steven said to himself, **KNOW**

and decided to start his own investigation.

1. I remember my uncle Thomas very well. My mum says I can’t because I was a little girl, only three at the time. But my memories of him are still very vivid. Uncle Thomas was a sailor. When he returned from his

last trip, he brought several large with him. Inside there **BOX**

bits of wood, metal, and painted cloth. “What is it for?” **BE**

I asked my uncle. He \_ me a broad smile and said: **GIVE**

“Have your breakfast first and then come to the backyard. You

everything with your own eyes.”**SEE**

When I came to the backyard, Uncle Thomas an **READ**

instruction manual. It took all his attention because the manual

in Spanish, a language my uncle didn’t know very **WRITE** well. All in all, it took a couple of weeks to assemble the **HE** object from the parts. To all my questions he said that it was a machine that

fly like a bird. I was probably the only one in the family **CAN**

who took his words seriously. They could never believe that soon we were

going to see one of the \_ airplane flights in the country. **ONE**

1. Robbie's dog Roxy was smart. At least Robbie so. **THINK**

Robbie had found him on a street. The puppy looked cold and unhappy.

Robbie took the puppy home and fortunately his mum it. **NOT/MIND**

One day Robbie saw the ‘Dogs' contest’ advert. According to it, all dogs that were able to perform tricks could participate.

"I wish Roxy some tricks”, Robbie thought. “But Roxy **KNOW**

can’t perform any.”

He decided to take Roxy to the contest anyway, not as a participant but as a

viewer. When they arrived there lots dogs on the contest ground. **BE**

The collars of some dogs with medals. **DECORATE**

The contest started, and the judge threw a ball. Roxy suddenly pulled away

from Robbie and began running fast. He was the \_ dog **ONE**

to catch the ball and he didn’t forget to bring it back to the judge!

“The winner is the dog with no entry name on my list. Whose dog is this?” asked the judge.

“It’s dog." said Robbie. The judge handed Robbie a small **I**

symbolic medal and a certificate for free dog food.

“Congratulations! You\_ !” said Robbie to Roxy and **WIN**

gave him a big hug. “Let’s go home and celebrate. Mum will be surprised

when she the news.” **LEARN**

1. TIME is a weekly magazine published in New York. In 2010 the

magazine Facebook founder Mark Zuckerberg as **CHOOSE**

Person of the Year. Everything began in February 2004, when Zuckerberg was still a student at Harvard. He made an online platform to connect

college students. It helped to learn and socialise. Soon, **THEY** other joined Facebook and then it became popular **UNIVERSITY** with a much wider audience. Today Facebook by **USE** over a billion people. They play games, find friends, learn the news, and

share photos there. Not everyone, however, Facebook **THINK** is a good thing. My friend, Nicky, believes that I spend **GOOD** too much time online, on social networks.

“I wish you more time with your real friends,” he keeps saying. **SPEND**

Last Saturday when Nicky came to my place to discuss a school problem, I

online. He waited for a while but then left without **CHAT**

saying a word. And he \_ since then. I feel I’ll probably **NOT/CALL**

have to change my habits if I want to have real friends, not only virtual ones.

1. In 2010, a terrible earthquake hit the Haitian city of Léogâne. It was the

of January, my birthday. It was a normal day in the morning. **TWELVE**

I for my party when the earthquake hit. My first **PREPARE**

thought was that everybody was going to die. I **NOT/UNDERSTAND**

what was happening. It was the day of my life so far – **BAD**

I have never felt that scared! After the earthquake I asked my wife: "How are we going to go on living?"

"I have no idea", she said. "But we're lucky. Our house is still standing, and

thousands of people lost everything, even their ". **LIFE**

She was right. We had to help the others, so we decided to start a charitable

fund. At first we it the name of ‘Hope’ but then changed it. **GIVE** Now our fund 'Seeds for Change'. We work with **CALL** small farmers and provide people from rural areas with everything necessary

for farming. They say it helps them a lot. Their gratitude is the best award

for . If we manage to involve more people in our fund, **WE**

we \_ more impressive results in the future. **GET**

1. When I was little, I loved reading books written by Roald Dahl. They were my favourite choice of bedtime story.When Mum asked me what book

I wanted, I always a book by Dahl. Mum readily agreed. **CHOOSE** She said she reading him too in spite of the fact that **ENJOY** she was an adult and had a very serious job. In those years there \_ **BE** lots of Dahl's books in our home library. And to me he is still the best

children's author of the \_ century. **TWENTY**

Roald Dahl started as an adult writer. His first book in 1942. Later he began writing children's books. Many of the are based on Dahl's own childhood memories. Several of his books are now successful films, for example ‘Matilda’, ‘Charlie and the Chocolate Factory’PUBLISH STORY

and ‘Fantastic Mr Fox’. I'm sure you at least one of them! **SEE**

When you shop for children's books, Dahl is the choice. His books are entertaining and full of jokes. Roald Dahl is an author that you can never grow tired of. Now I read his books to my son. He is too

EASY

small yet and cannot read . **HE**

1. Martin and Jane were shopping. They were in the shopping centre in their city. In fact, it was their favourite place because itLARGE

was nice and not very expensive. The centre Dress **CALL** for Less. Unlike most , Martin liked shopping. Today he **MAN** felt really happy because he a shirt and a pair of **BUY** jeans. Jane was still in the changing room so Martin had time for a cup of

coffee in the lobby. It was the first time Martin had had a good look at the

building itself. The shopping centre building impressive. **BE**

The engineers had used advanced technologies to make it light, warm and

spacious. “Hi!” Martin Jane’s voice. **HEAR** “What are you having? Coffee? No, I coffee. Never. **NOT/DRINK** It’s not good for your health. ”

“Look, Jane, do you know the name of the architect of this building?” Martin interrupted her. Jane looked puzzled.

“I wish we change our life a bit,” went on Martin. **CAN**

“We probably spend too much time on things like shopping and miss more important things. When was the last time we visited a museum?”

Jane quietly sat down on the chair beside . **HE**

1. Dylan had a very old car. It was 20 years old. But the faded paint

made it look even than that. **OLD** It a shame to drive a car that looked like that and Dylan **BE** took it to a paint shop. There the car dark blue for $200. **PAINT** Dylan was very pleased with the new look. The only problem was that the

car stereo properly. Dylan managed to fix it himself. **NOT/WORK**

Then one day Dylan had a new problem – petrol. He could smell it while

he his car. Dylan asked himself “Am I driving a bomb? **DRIVE**

Could the car explode at any minute?”

He knew the car manual by heart. He had car problems at least once a

month, and he always found a way to fix himself. However, **THEY**

this time, it was a job for a mechanic. So he his car **TAKE**

to the closest service station. The mechanic said they the car to find out what the problem was. He told Dylan to come back in an hour. When Dylan came back, the mechanic said, "The problem is with the fuel pump. You need a new one. It costs $400."TEST

"Let me think about it. I you a call when I decide **GIVE**

what to do." But Dylan had already decided what to do.

1. Most people love jokes. A good joke can break the ice and make the conversation enjoyable. My friend’s hobby is collecting jokes. When he

a good joke, he writes it down on a special card. **HEAR** The cards in a box in his room. **KEEP** When I visit , I never miss a chance to read a joke from **HE** his collection. Yesterday’s joke was about famous detectives. Here it is.

One day Sherlock Holmes and Dr Watson went camping.They put up a tent,

made a fire and had a good dinner of meat and . **POTATO** That night, Holmes up and asked: "Watson, look up and **WAKE** tell me what you see." Watson said that he millions **SEE** of stars. "And what does it tell you?" Holmes went on his interrogation.

"Well, if we apply our deductive method, we’ll come to several conclusions.

Astronomically, there are billions of planets. My\_ conclusion **TWO**

is astrological – I observe Saturn in Leo. And, meteorologically, it’ll be a

beautiful day tomorrow. I wish we this kind of weather **HAVE**

more often in this country. And what does the sky tell you, Holmes?"

Holmes was silent for a moment and then said, "Someone our tent!"STEAL

1. English, Welsh, Scottish…all these languages sound familiar. But I'm

sure you of Cornish. **NOT/HEAR**

I wish I it, like my Granny does. Cornish is a Celtic language, **KNOW**

used in Cornwall, a county in south-eastern England. ago, when the Anglo - Saxons invaded Britain, many Celts moved to the

CENTURY

mountain areas. Some Celts even the country completely **LEAVE**

and settled in France. Speakers of Cornish stayed in the south-west. There

the language until the late 1700s. But the number of **SPEAK**

speakers got smaller and the language almost disappeared. At the beginning

of the century, academics became interested in Cornish **TWENTY**

and started to study the ancient texts. From those old documents they managed to restore the language! Nowadays, if you visit Cornwall, you will hear a lot of it. The language is offered as an option in many universities,

and students choose to learn it. Like I did. I think it’s the **THEY**

language I have ever learnt, but it’s interesting **DIFFICULT**

and it sounds very nice. I believe the Cornish language \_\_. **SURVIVE**

1. Jenny loved climbing. It was a strange hobby for a girl and her family

wanted her to stop it, but Jenny to anybody. **NOT/LISTEN**

"There are still several trees in the garden I haven’t climbed yet," Jenny said.

One day, she the apple tree in the yard, when she suddenly **CLIMB** slipped and fell down. Jenny a terrible pain and started to **FEEL** cry. Her mum came outside and saw that her hand was swollen and looked

dark. "I wish you some other hobby!" she said. **HAVE** "Jenny, please, promise that you'll never do this silly climbing **I** again!" Jenny nodded. Her mother took Jenny to the doctor. It turned

out that two of the bones . **BREAK** For the time Jenny had a cast on her arm, from her fingers **ONE** down to her elbow. For several weeks, Jenny had to have the cast on. It was

a huge relief to get it off, finally. At last she could get back to her favourite

which were running, swimming, and climbing. **ACTIVITY**

But now climbing was out – Jenny was determined to stick to her promise.

“If I break my promise, mum upset. And I don’t want **GET**

her to feel like this.”

1. A few days ago Kim’s family moved house. Kim had very mixed

feelings about it. On the one hand, she happy with her **FEEL**

new room. It was larger than the room she used to live in. Everything in this

room in Kim’s favourite colours and according to her **ARRANGE** taste. The flat was on the floor in an old brick building. **FIVE** From her window Kim could see the large garden, which now was covered

with bright yellow , and the tiled roofs at a distance. **LEAF** “I’d be very happy if I here,” Kim’s friend, Jessica, **LIVE** said when she visited her for the first time.

“And how is your new school?” she asked, still admiring the fresh

wallpapered walls with a few framed photos on . **THEY** “You new friends there, right?” **MAKE** These words made Kim feel nervous. “No, not yet.” she answered.

Then she said that she to her new school only the next **GO**

Monday and that the school looked nice and modern and there was a

swimming pool in it. What Kim her friend was that she was **NOT/TELL**

awfully afraid of going there and meeting her new classmates and teachers.

1. A robot is a special kind of machine that follows the instructions

coming from a computer. A robot mistakes and it **NOT/MAKE** never gets tired. Robots are all around . Robots make **WE** cars, explore dangerous places, clean things, answer telephone calls. Some

of them can even take care of and elderly people. **CHILD**

If we didn’t have robots, our life less comfortable and **BE**

more dangerous. According to the dictionary, the word ‘robot’ **MEAN**

‘compulsory labour’. The word ‘robot’ for the first **USE**

time in a science fiction play in 1920. The robot from that play was a

destructive machine that finally the human race. **DESTROY**

However, in real life, robots are still obedient to people. As for robots, the

most enthusiastic nation is the Japanese. By now they a quarter of the world's robots. And they have very ambitious plans for the future. The Japanese engineers think that soon robots 3,5 million workers in their country.

CREATE REPLACE

1. I was happy to take part in the exchange programme and to go to

college in Britain. An opportunity to spend two \_ in **MONTH**

London sounded fantastic. Our teacher told us that we **LIVE**

in a student hostel. It was going to be than staying **CONVENIENT**

with a host family as the hostel was very close to the college.

When we arrived in London, the thing we had was a bus **ONE** excursion round the British capital. Unfortunately, when we \_ **PASS** Westminster Abbey, it started to rain hard. We had to go down to the lower

level of our double-decker and we to enjoy the **NOT/MANAGE**

wonderful sights. Anyway, London is very impressive. People from all over

the world live there. Some of come as tourists, others choose **THEY**

this place to study or to work in. It is a dynamic multicultural city, though

there so many historical buildings in it. **BE**

Amazingly, many of the houses centuries ago! **BUILD**

1. I play the violin in the college orchestra. Last month we part in a music festival in France. I worried a lot before we left for France as I had never been away from home for so long. Mum tried to encourage TAKE

. **I**

She said that we well. And she was right. **PERFORM**

We performed very successfully. It was a great journey though there

some things I missed very much while being in France. **BE**

One of them was my favourite mug. Without it, neither tea nor soup tasted like at home. Another thing was the warmth. The floor in my room at home

\_ with a thick carpet. In our place in France the **COVER** floor was icy cold with no carpet at all. My were always cold. **FOOT** “If it goes on like this, I a cold,” I told my roommate, Cathy. **CATCH** “I wish I a pair of woolen socks. But I left them at home.” **HAVE** “You can take mine if you want,” said Cathy. I thanked her but her socks

were two sizes than I needed! **SMALL**

1. Jane was not an ordinary girl. She was an extremely popular person

due to unusual gift. She was very good at arranging all sorts **SHE** of and events. In fact, all the scripts and programmes **PARTY** for our school events by Jane. We helped her as **WRITE** much as we could but she always did most of the work.

Once I asked Jane if she could help me to make a surprise for my mum. Jane

at once. **AGREE**

“I you, no problem,” she said, “But I need to know some **HELP**

details about your mum.”

Jane asked me about what time my mum usually got up and when she went to bed,what food she liked and hated, what her favourite films, colours, and

flowers . **BE**

She asked me a lot of questions and I answer most of them. **NOT/CAN**

I felt uneasy but Jane laughed, “It’s a common thing. Unfortunately, we often do not notice even our own family – our parents, sisters and brothers.

If we other people better, we would understand them better. **KNOW**

And we would be much to them, wouldn’t we?” **KIND**

1. It started as a normal Monday morning. My alarm clock woke

up early in the morning. I had breakfast, brushed my teeth and **I**

outside to catch the bus. At school I noticed that something **RUN**

was different. I came up to my friend Laura and asked her: “What’s going

on? Why everyone so excited?” **BE** “Don’t you know?” she said. “All the teachers for **LEAVE** a conference. Only the headteacher and a few of the school staff are here.

The senior students will be teaching us today. They are only two or three

years than us. How can they possibly teach us?” **OLD**

However,she was wrong. Our substitute teacher,a student two grades above,

was very serious. He said that he some French poetry to us. **EXPLAIN** It was an unusual, but interesting French class. The poem \_ **WRITE** on the board, our new teacher read it and then we discussed the poet’s

message, choice of words and other poetical things. Probably because the teacher was almost the same age as us, we felt relaxed and spoke freely. He

also told us several amusing about the poet and his time. **STORY**

When the class was almost over, our substitute teacher invited us to attend the next session of the school literary society.

“I’m the Chairman of the society, ” he added,

“If you come, we a special welcome party for new members.” **HAVE**

1. Jeff woke up late. The house was very quiet and Jeff that he was alone there. He got up and headed to the kitchen. There

UNDERSTAND

nobody in it but he felt the delicious aroma of fresh baking. **BE**

A large bowl of doughnuts was on the table. It with **COVER**

a white kitchen towel but Jeff could not resist it and pulled out a doughnut.

When he was consuming his one, his grandmother **FIVE** appeared at the doorway. She light working trousers, **WEAR** a T-shirt, and an old straw hat. Jeff guessed that she had been working on

roses, in the front garden. **SHE** “Fine, you up at last!” said Granny, “But why are you **WAKE** still undressed? Go and wash and get dressed immediately!”

Jeff remembered that Granny had always been very strict about the morning routine. She never allowed her grandchildren to look untidy or avoid

brushing their . **TOOTH**

“Ok-ok, just a second,” laughed Jeff picking up another doughnut and

retreating through the other door. “I as soon as I am ready.” **COME**

1. Mike Fay is a famous biologist. He is well-known for his 2,000- mile

walk across Africa. It \_ him 455 days. His expedition **TAKE** started in 2001. It to draw attention to the African **ORGANIZE** forests.During his expedition Mike Fay made several films about the beauty

of the forests. He said they were the natural sights **WONDERFUL** he had ever seen. His films a success. Thanks to them the **BE** governments of several African countries agreed to create 13 national parks.

Mike commented that 26,000 square kilometres of the forest were saved for

the future and for our . At the moment Mike works **CHILD** for the National Geographic. Recently he several projects **COMPLETE** for the magazine. His job involves lots of travelling, which is sometimes not

very safe. Not long ago, Mike came face to face with an elephant which

attacked . Mike was injured but luckily not seriously. But **HE**

danger could never stop Mike.

“I wish everyone that life is a very delicate thing. **UNDERSTAND**

If we go on in the same irresponsible way, we all life **KILL**

on the planet, and ourselves too”.

1. Lucky, a big black cat, went missing shortly after our family moved to a new house. He was curious and enjoyed exploring the environment. It

often made us worry about . Mum often said : “I wish our **HE** Lucky \_ less curious. I feel better when he is in the house, **BE** safe and lazy.”

As we keep him at home, we made him wear a special tag. **NOT/CAN** Our address on it in large printed letters. Mum said: **WRITE** “If one day Lucky gets missing, the tag us find him”. **HELP** Lucky disappeared on the day after moving house. We **THREE** looked for the cat everywhere. We asked all our new neighbours about him.

We even asked all the in our district if they had seen him. **POLICEMAN**

But nobody had seen a cat that looked like our Lucky. In the end, we

hope. Two weeks later I was passing by our old house. **LOSE**

On the porch there was a cat that looked strikingly like Lucky. And it was Lucky! I grabbed him and brought him home.

“Mum, look who I !” I cried to mum. “The new owner **FIND**

told me the cat had been waiting for us in our old house. Nobody could inform us about him because the address on the cat’s tag is our old address.”

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