



BRAINSTORMING DAY BY DAY

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ГОТУЄМОСЬ
ДО ЗНО

ПЕРША ЧАСТИНА "READING"

Типи текстів: пропоновані для опрацювання тексти, що присвячені різним аспектам життя людини, дібрано з автентичної художньої та періодичної літератури. Вони містять певну кількість незнайомих учням та абітурієнтам слів, тлумачення яких зазвичай не подається.

Форми завдань: завдання з вибором правильної відповіді, завдання на встановлення відповідностей (добір логічних пар), запитання з відповідями, встановлення логічного порядку простого тексту, знаходження аргументів та висновків, встановлення зв'язків між інформаційними блоками, вибір назв абзаців тексту із запропонованих назв. Для кожного тестового завдання запропоновано декілька варіантів відповідей, з яких тільки одна правильна.

ДРУГА ЧАСТИНА "LANGUAGE USE"

Граматичні вправи: пропоновані завдання включають різноманітні вправи на закріплення лексико-граматичних структур. Вправи містять завдання на заповнення пропусків і завдання з розгорнутою відповіддю.

У завданнях на заповнення пропусків необхідно дібрати лексичні одиниці відповідно до контексту.

Комунікативна ситуація: у завданні з розгорнутою відповіддю слід записати власне висловлення у письмовій формі відповідно до запропонованої комунікативної ситуації. Усі письмові завдання супроводжуються спеціальними поясненнями, які визначають про що треба писати.

ГРАМАТИЧНИЙ ДОВІДНИК

До граматичного довідника включено всі граматичні правила у зручній формі — таблицях, із повним поясненням та зразками, які суттєво допоможуть під час виконання завдань розділу "Language Use".

TEXT 1

Decide if the following information is true or false.

Write T or F in the box next to each statement.

More apples are harvested in the United States than any other country in the world; the amount far exceeds that of France, the number two country in the world list.

It could be that this is why the word "apple" features in a whole range of American expressions including the famous old saying "American as apple pie". Something that is excellent can be in apple-pie order while a ridiculous assertion is apple sauce. A scheme or plan that can be overturned unexpectedly is an applecart.

Then there was the dance, the Big Apple, which was a big hit in the 1930's. This name was also given, by jazzmen, to the city of New York, and this name has continued up to the present day.

Apples are valued nowadays for their aid to digestion and their help in keeping teeth clean and healthy. Also an ordinary apple only contains 85 calories. Everybody knows an old proverb "An apple a day keeps a doctor away".

-
- A The United States is the world's leading country in the harvesting of apples.
 - B Although France is a prominent harvester of apples, the United States' harvest is much larger.
 - C The extent of the American harvest of apples may explain why apples are so popular.
 - D Many different American expressions are about apple-pie.
 - E To be in apple-pie order means to be in fair condition.
 - F Apple sauce can refer to an absurd statement.
 - G An applecart may be overturned unexpectedly.
 - H There are many schemes or plans that can be overturned.
 - I The Big Apple was the name given to Manhattan in the 1930's.
 - J Jazzmen gave the name Big Apple to New York City.
 - K Apples are worth a lot of money nowadays.
 - L Apples are a help to our digestion and in keeping our teeth clean.
 - M The Big Apple was a very popular dance.
 - N While an apple is good for our health it doesn't contain the large sum of 85 calories.

TEXT 2

Decide if the following information is true or false.

Write T or F in the box next to each statement.

Tepees were used as homes by the American Indian as he moved around looking for better buffalo hunting grounds and richer soil. They could be put up or taken down in minutes, so the Indian could be extremely mobile.

There were outside smokeflats at the top which could be adjusted by outside poles to let smoke out of the opening at the top: a kind of chimney system. There was a kind of double wall with dead air space for insulation in between; this was made by hanging a large piece of buffalo skin all around the inside of the tepee.

The tepee's poles were tied to the saddle of the horse, one on each side, when it was necessary to move. Its cover was rolled up and tied across the two poles, a kind of transportation called a drag or travois. On the drags could be carried various belongings and, sometimes, young children.

- A Tepees were the most convenient dwellings for American Indians.
- B The American Indians used tepees on the hunting grounds.
- C American Indians kept herds of buffalo.
- D The American Indians were primarily farmers.
- E The American Indians had to be mobile because of fear of the buffalo.
- F The design of tepees was not at all easy to understand.
- G The tepees greatly assisted Indian mobility.
- H Tepees could be made from buffalo skins in a few minutes.

TEXT 3

Decide if the following information is true or false.

Write T or F in the box next to each statement.

The word parliament comes from the French word "parlement". *Parler* in French means to speak. The UK parliament consists of the sovereign, that is the king or queen, the House of Lords and the House of Commons. Although the power of each of the three elements has changed considerably, this structure was in place by the 14th century.

In the Middle Ages, kings used to consult their barons and lords before making decisions. The situation changed in the 13th century, when Henry III decided he could make decisions by himself — although he still wanted the barons to help pay for his activities. After a particularly expensive and unsuccessful war, the barons rebelled. On defeating the king, they formed a council, or parliament. At first this was just a meeting of noblemen, but within a few years representatives of counties and towns were invited to join it. The full parliament, including the representatives of the "common" people, met when the king needed money and they discussed how to raise this through taxes. A reduced parliament of lords and barons discussed new laws.

The conflict between the sovereign and parliament did not stop after Henry III but continued in following centuries. In the 17th century, Charles I, who was then king, disagreed with parliament about how much power he should have. He thought he had been chosen to be king by God and therefore didn't need to consult parliament about taxes, foreign policy and other matters. Parliament disagreed. The result was a civil war which the parliamentarians won.

Charles was beheaded and Britain became a republic for 11 years. Although the monarchy returned in 1660, parliament's importance was clearly established by the end of the century.

Today parliament has two main duties. Its first is to make new laws, the second is to make sure the government's decisions are examined and discussed properly. Both houses are involved in these, although the House of Commons is more important.

The two houses also have separate responsibilities. The House of Commons makes decisions on taxes and public finance, while the House of Lords acts as the highest court of justice in the UK.

1. The word parliament comes from an old English word.
2. The members of the House of Commons are barons and bishops.
3. In the Middle Ages, the king needed a parliament to raise money.
4. The queen or king has little political power nowadays.
5. The House of Lords is responsible for creating new laws.

TEXT 4

Decide if the following information is true or false.

Write T or F in the box next to each statement.

Take fifteen unemployed young people and a celebrity chef, put them together in a kitchen for a year and sit back and watch the drama unfold. Jamie Oliver is the celebrity chef. His idea was "to train a team of unemployed kids with an interest in and a passion for food and to open a first class restaurant in London to be run by them".

Jamie Oliver is a phenomenon in the UK, where his TV series shows him in his trendy apartment, cooking fashionable recipes for his cool friends. He is also seen riding his scooter and going shopping at local markets. He became so famous for his lifestyle that the supermarket chain Sainsbury's offered him a fee of over two million pounds to star in their television adverts. They claim that this has resulted in a 20 % increase in their profits.

Cooking has always been part of Jamie Oliver's life. His father runs a pub and restaurant in Essex (South-East England), and, while he was growing up, Jamie helped out in the kitchen, where he gained valuable experience before going on to train as a professional chef and work in famous Italian restaurants in London.

Jamie Oliver is very rich because of his TV shows and adverts and his successful cookery books. However, he remains in touch with his roots, and his down-to-earth style and cheeky humour have made him popular with people of all ages. He wanted "to give a little back and help inspire others", so he decided to invest in a long-term plan to help disadvantaged young people to learn about the catering industry. He has also used his influence to raise money for the project.

His restaurant is called *Fifteen*, reflecting both the address, 15 Westland Place, London, and the number of novices he recruited. They were chosen from 1,000 applicants, and the whole process was filmed for a five-part documentary. It wasn't easy — the restaurant went over budget, and it looked as if the team wouldn't learn to be chefs in time.

Only ten students survived the training, and viewers saw some of the dramatic moments when individual students broke down, didn't turn up for work, burned food, or when Jamie discussed their progress using his characteristic direct approach.

But the restaurant did open and is still in business. All its profits go to a charity called Cheeky Chops, aimed at producing 30 professional chefs a year. Jamie invested £1.3 million in the venture and put his own house at risk to finance it. He wants to set up similar schemes in New York and Sydney. And Jamie's recipe for success?

1. In the TV series Jamie Oliver cooks in his new restaurant.
2. Sainsbury's supermarket chain gave Jamie Oliver 20 % of their profits.
3. Jamie Oliver trained people in a pub restaurant.
4. Jamie Oliver has decided to invest some of his money in helping other people.
5. He called his restaurant *Fifteen* to reflect the age of the young people he recruited.
6. TV viewers could watch the training of the chefs in a five-part documentary.
7. All of the original fifteen trainees became professional chefs.
8. Jamie Oliver received £1.3 million from the new business.
9. Jamie Oliver has the intention of opening more restaurants like *Fifteen*.

TEXT 1

Read a magazine article about childhood experiences.

Answer the questions by choosing from the people A-D.

The people may be chosen more than once.

Which person mentions ...

- 1) being particularly close to a family member?
- 2) his/her intention to act differently from a parent?
- 3) enjoying the fact that something was difficult?
- 4) a way of making sure that he / she did not leave anything out?
- 5) an act of great generosity?
- 6) an opportunity to be creative?
- 7) getting in touch with people who could be of help?
- 8) regret at what may have been missed?
- 9) someone who found something puzzling?
- 10) someone else making a decision with his/her well-being in mind?
- 11) learning to be more independent?
- 12) purchasing something which changed his/her life?
- 13) someone who is unpredictable by nature?
- 14) something which is no longer available?
- 15) something that was in short supply?

CHILDHOOD MEMORIES

Four successful people look back at significant events in their childhood.

A COLIN

When I was eleven years old, my dad inherited quite a large amount of money from a distant relative. It was typical of him that he decided to use the money to take a whole party of local kids to Disneyland in Florida for three days. Fortunately, I was able to go as well, which was tremendous. In those days, you had to buy tickets for each ride and so we made a checklist of them all and ticked them off one by one until we'd been on every one. They still had a donkey train and a canoe ride back then. My friend Eric bought a funny hat with his name on the front and then kept wondering how, all over Disneyland, random people knew his name and kept saying, "Hi Eric!" My family will never let me forget how I ordered a bowl of potato chips on room service at the motel, which cost them a staggering \$20. They were good chips, though!

B

Most teenagers' parents have normal jobs, you know like working in an office or being part of a company, but not my mum. She lives for her work and makes spur-of-the-moment decisions. When I was a teenager, it almost felt as if I was the parent and she was the child, as I tried to talk her out of whatever her latest scheme involved. You see, my mum's an archaeologist. She travels round the world finding exciting things in old ruins, and because she was always on the move, so was I! Sometimes I used to wonder if we'd ever settle down and lead a normal family life, but we never did, which is a shame really. Of course, now I'm going to make sure that I don't do the same to my daughter.

C

I suppose being twins, my brother and I were always regarded as a single unit and we did do everything together. From an early age, we were into inventing things, especially things which exploded like rockets, although I don't ever recall any actually leaving the ground. We were keen on Maths at school and bought a computer when we were eleven years old. It was the best time for getting into computers because there was very little software about in those days, so if you wanted to make the computer do anything, you had to write it yourself. Before long we were selling the stuff we'd written to software companies. I don't think we knew how to turn our interest into money at that stage, having no commercial experience. But we soon found plenty of people who did know, but who couldn't handle the technical side. We haven't looked back since.

D

When I was a teenager, my parents used to send my brother and me off on a week-long summer activity camp each year. Actually, we went to the same place five years running. I think it was because they wanted us to do something outdoors rather than have us sitting in front of a computer screen at home. And it was certainly challenging, if you consider we learnt to do things like climbing and caving. It wouldn't suit all kids, but for us it was great. We found out how to fend for ourselves and we met lots of people from around the world. I'm still in touch with some of them by e-mail even now. Looking back, I guess it cost my parents a lot of money, but as far as I'm concerned it was a good investment because it really broadened my horizons.

[illegible]

TEXT 2

Read the text.

Choose the best answer (A, B, C or D) which fits best according to the text.

ADVENTURES OF DON QUIXOTE

by Miguel de Cervantes

Once, long ago, in the small farming village of La Mancha in Spain there lived a rather quiet country gentleman. Now, like most of the country gentlemen in La Mancha, this country gentleman rose with the sun, loved to hunt, and spent most of his time caring for his estate. He was, however, different in one way. He loved to read. He read books about knights, battles, knighthood, quarrels, knights' armour, challenges, knights' ladies, and knights of old. All the books he read, in fact, had something to do with knights.

This gentleman read from dawn until the wee hours of the morning. He read so much in fact, that he began to neglect his farm. Not only that, his brain began to come loose with all these stories about knights. He became so entranced with knights and knighthood, that one day a wonderful thought occurred to him. He would become a knight. After all, he thought, there were few knights around these days, it seemed to the gentleman that there were a lot of wrongs that needed righting. Yes, he decided that's what he would do. He would become a wandering knight and travel the world with his horse, properly outfitted, of course, seeking adventures. There would be great risks and great dangers, but the gentleman was sure that he would win great honor and glory.

Once he decided to become a knight, he set about outfitting himself. Lying in a corner, he found some old and rusty armour that once belonged to a forgotten relative. He happily cleaned and polished it, whistling as he did so. As he cleaned away, he noticed that the helmet was missing a visor. Now this disturbed the gentleman. He couldn't very well go into battle with a helmet that didn't work. What could he do? Finally, the gentleman had an idea. He would make a new visor out of cardboard. Now, as you can imagine, a visor made out of cardboard could hardly be called protection. But nonetheless, the gentleman went right to work. He worked hard and long on his project and after almost a week it was finished.

The gentleman might have been on the road to adventure a lot sooner had he not decided to test his visor. But, unfortunately, he did. Taking his sword, he sliced at the cardboard visor a number of times to check its strength. The sword neatly cut through the visor, turning it into a pile of thin, little strips. A week to make! Needless to say, the gentleman wasn't pleased that he had destroyed his visor. He spent the next few days rebuilding the visor, and reinforcing it with strips of tin.

Once it was finished, he attached it to his helmet. Since he had no welding materials, he tied it to his helmet with two pieces of green ribbon. No knight had ever gone into battle with two green bows on his helmet, but it was the best the gentleman could do.

Now that his armor was ready, the gentleman went to inspect his horses. Unfortunately, there was only one horse in the barn and that horse was quite old. Its head sagged over, and its bones showed through its weary skin. To the gentleman, however, it was a mighty steed, stomping and snorting, anxious for battle. "I shall name you Rocinante", said the gentleman, "a fine and noble name".

Now that his horse had a name, the gentleman decided it was time that he too had a title. After all, he couldn't very well ride out into the countryside with his simple country gentleman's name. He thought and thought about a proper name for a knight. Finally, he decided to call himself Don Quixote. Like all good knights, he added the name of his town to his name and called himself Don Quixote de la Mancha.

All his preparations were complete, and Don Quixote was anxious to get on the road.

1. This country gentleman ...

- | | |
|---------------------|--|
| A rose with the sun | C spent most of his time caring for his estate |
| B loved to hunt | D all above |

2. One day a wonderful thought occurred to Don Quixote ...

- | | |
|-----------------------------|------------------------------|
| A He would become a farmer. | C He would become a knight. |
| B He would become a king. | D He would become a burglar. |

3. The gentleman was sure that he would ...

- | | |
|-----------------------------|-----------------------------------|
| A win great honor and glory | C travel the world with his horse |
| B become a wandering knight | D seek adventures |

4. He found some old and rusty armour ...

- | | |
|---------------------------|-----------------------------------|
| A scissors, helmet, knife | C spade, shield, lance and helmet |
| B spoon, fork, sword | D the lance, shield, sword, |

5. His visor was made out of ...

- | | |
|-------------|--------|
| A board | C iron |
| B cardboard | D wood |

6. He decided to test his ...

- | | |
|---------|---------|
| A horse | C visor |
| B sword | D house |

7. The gentleman decided to call himself ...

- | | |
|------------------------|-----------------------------|
| A Don Quixote | C Don de la Mancha. |
| B Quixote de la Mancha | D Don Quixote de la Mancha. |

TEXT 3

Read the text.

Choose the best answer A, B, C or D.

Frontier schools were every bit as rugged as the rest of frontier life. But the pioneers believed in education. Of all the possessions packed into their covered wagons, books were among those they valued most. When the first pioneer families settled in a new area, there were no schools of any kind. Young children were sometimes taught at home in spare moments by an older brother or sister. Or they would meet in a neighbor's home for lessons in reading, writing, and arithmetic. Their teacher was usually a pioneer woman with her own home and family to care for. Often her blackboard was the dirt floor, and her chalk was a long stick.

A school was put up when enough children lived in an area. Families worked together to gather the materials and build the school. Most schools were built of wood, but on the plains where wood was scarce, schools were built of sod. Both kinds of schoolhouses had dirt floors, unplastered walls, and few windows.

The schoolroom had no desks. Children sat in rows on hard, flat wooden benches without backs. Roxanna Rice, a pioneer girl in Kansas, described her early schooldays: "I remember the first school I attended, a room crowded full of big boys and girls. ...I and my brother, with another boy, occupied a bench with no back, near the stove. When the stove became too warm, we whirled around and faced the other side. The boy with us wore a paddle fastened around his neck. On the paddle were posted several letters of the alphabet and these were changed (by his parents) every day. How I envied that boy because his parents were making such pains with him".

Frontier schools, like frontier homes, had no electricity, no plumbing, and no running water. The schoolrooms were poorly lighted. The "restroom" was an outhouse, one for the boys and one for the girls. The "drinking fountain" was a bucket and dipper kept in a corner of the room.

"There wasn't any drinking water", one student explained, "so usually two kids went after it. You'd go to the nearest house with the bucket. It was quite a thing to do that. It was during classes, you see, and you got out of class. But you had to be good or *she* wouldn't send you. Then everybody who wanted a drink would line up and use the same bucket and the same dipper".

Pioneer children started their day long before school began. By four o'clock in the morning, many were already up doing their daily chores. One pioneer remembered what it was like. "I'd get up and get the cows in and milk them and get the horses and the hogs fed. Then we'd get ourselves fed. Then I'd stick my books and my lunch in a pail and go to school. Across the fields it was two miles, and I'd run all the way".

1. What was valued most in pioneers wagons?
 - A tents
 - B books
 - C instruments
 - D kettle

2. What did the teachers use at frontier schools?
 - A computers and calculators
 - B whips
 - C the floor, a long stick
 - D the desks and chairs

3. What materials were used to build the school?
 - A bricks
 - B wood and sod
 - C plastic
 - D concrete

4. Frontier schools, like frontier homes, had no ...
 - A benches without backs
 - B electricity, plumbing, running water
 - C dirt floors, unplastered walls, few windows
 - D stove

5. What does the word *she* in *line 34* refer to?
 - A teacher
 - B mother
 - C the person on duty
 - D your neighbour

Read the text.

For each of the questions choose the best answer A, B, C or D.

Did you ever wonder how cameras work?

You may be surprised to discover the answer — just like your eye!

Everything you see in the world is lighted for you in some way — by the sun, or by a lamp, or by fire. Light rays travel from these sources in straight lines. When these light rays hit something solid, like your big brother, they bounce off in every direction. Millions of rays bounce off his nose, his toes, and everything in-between. Whatever the light has bounced off — that's the picture you see!

How do you see the picture? Your eye is designed to receive these rays of light through a tiny opening. Only a narrow light beam entering this tiny opening can form a clear picture. Too much light coming in would cause a blur. The tiny opening is called the pupil. When it is dark out, the pupil opens a little to admit more light. When it is sunny, the pupil closes a little.

The camera has a tiny opening like the pupil. Light forms its picture in the camera the same way it does in your eye. A camera is a man-made eye. An eye is a natural camera.

Eyes and cameras can take pictures for you — but they can't keep them — not without help. The eye sends its pictures upside down to the brain. The brain interprets the pictures right-side up. Your memory stores the pictures, both new ones and old ones, so you can remember the way your teacher looked yesterday, and also the face of a friend from your old neighborhood, or how the yard looked when it snowed, or even the pony you glimpsed once from a car window. Like your eye, a camera can't keep the pictures it takes — not by itself. A camera needs film. Film makes a print of the camera's pictures so you can always look at them again. Film is the camera's memory.

1. What are the routes of light?

- A solid
- B square
- C straight
- D clear

2. People's eye is designed to receive these rays of light through ...

- A a wide hole
- B a narrow crack
- C a window
- D a pupil

3. Too much light coming in would cause ...

- A a spot
- B an injury
- C a disease
- D a picture

4. A camera is ...

- A a man-made organ of sight
- B a made-man eye
- C an organ of vision
- D a sight

5. What can't eye and camera do?

- A take pictures
- B make films
- C store the pictures
- D keep the pictures

Read the text.

For each of the questions choose the best answer A, B, C or D.

The planet Venus is almost the same size as Earth. For that reason, Venus is called the sister planet of Earth. For many years, astronomers, people who study planets and stars, thought that life might exist on Venus. They even thought that a human civilization might exist on Venus. A gigantic, dense cloud covers most of Venus's surface, and the planet cannot be easily seen. For a long time scientists could not take a clear photograph of it.

Today, scientists know Venus is too hot to support life as we know it. Its cloud cover traps much of the heat the planet absorbs from the sun. Venus has the hottest average temperature for planets in our solar system.

Venus has other similarities to Earth. It has mountains, valleys, earthquakes, and volcanoes. It has formations from lava flows, which may have formed during a long-past time when Venus's volcanoes erupted.

Today information about Venus comes mainly from spacecraft. The vehicles have orbited the planet and inserted probes into its atmosphere. These probes have mapped the complete surface of the planet. They have explored the materials that make up Venus's surface and recorded the planet's surface temperature.

Venus is indeed a fascinating planet. There is still much on Venus to explore and discover.

1. What is the size of the planet Venus?
 - A It is about the size of the sun.
 - B It is the largest planet in the solar system.
 - C It is gigantic.
 - D It is about the size of Earth.
2. Which of the following is true of the planet Venus?
 - A Civilization existed on Venus long ago.
 - B Primitive life exists on Venus.
 - C Venus is covered by a thick cloud.
 - D The surface of Venus is liquid rock.
3. What is the climate like on Venus?
 - A It is extremely hot.
 - C It is much like the climate on Earth.
 - B It is extremely cold.
 - D It is hot and humid.
4. How does the cloud cover over Venus affect the planet?
 - A It traps the heat of the sun.
 - B It protects the life forms on the planet.
 - C It makes the climate cold and rainy.
 - D It prevents life from developing.
5. Which of the following does Venus have in common with Earth?
 - A It has a variety of climates.
 - B It has mountains and valleys.
 - C It once had a high civilization.
 - D Its surface cannot be seen from space.
6. What evidence is there that volcanoes have erupted on Venus?
 - A Dust and ash in the clouds.
 - B Volcanic ash on the surface.
 - C Deep craters left by volcanoes.
 - D Lava formations on the surface.
7. How do scientists collect information about the planet Venus?
 - A By orbiting the planet in spacecraft.
 - B Through powerful telescopes.
 - C With probes from spacecraft.
 - D By landing on the planet's surface.
8. What information about Venus has been gained in modern times?
 - A Samples of tiny life forms.
 - B Maps of the planet's surface.
 - C Photographs of the planet's surface.
 - D Samples of volcanic eruption.

Read the text.

For each of the questions choose the best answer A, B, C or D.

The sport of boxing has had a long history. It began 6,000 years ago in sub-Saharan Africa and spread to Egypt and Greece. Ancient boxing had no ring, no gloves, and few rules. In Greece, two fighters sat on stones and pounded each other on the head until one of them was knocked out.

Boxing became part of the Olympic Games in 688 B.C. In the games, boxers wore leather strips to protect their hands and wrists. Romans adopted the sport, and invented the boxing "ring". It was simply a marked circle that defined the field of action. Roman boxing was especially brutal and even deadly. In 30 B.C., the sport was abolished and disappeared for more than 1,600 years.

In seventeenth-century Europe, boxing made a comeback. At first it combined wrestling and bareknuckle fighting. Boxers grabbed their opponents, threw them to the ground, and hit them while they were down. There was little technique and few rules.

In 1719 James Figg, an expert fencer as well as a boxer, opened a boxing school in London. He helped boxers develop skill in sidestepping, counterpunching, and quick movements.

A set of rules were drawn up, and eventually boxing became so popular that English gentlemen took up the sport.

1. Where did the sport of boxing first begin?

- A in Greece
- B in sub-Saharan Africa
- C in Egypt
- D in Rome

2. How long has the sport of boxing been in existence?

- A about 2,000 years
- B about 688 years
- C 6,000 years
- D 1,600 years

3. Which of the following is true of ancient boxing?
- A Rules were created to protect the boxers.
 - B Boxers wore leather boxing gloves.
 - C Boxing in ancient Rome had rigid rules.
 - D Ancient boxing had few rules.
4. What happened when the Romans adopted the sport of boxing?
- A They began to use a boxing ring.
 - B They established a set of rules.
 - C Boxing became less dangerous.
 - D They entered the Olympic Games.
5. What had happened in the sport by the time it was abolished in 30 B.C.?
- A People had lost interest in it.
 - B It had become too difficult to compete.
 - C Most boxers had been killed.
 - D It had become very brutal.
6. How long did boxing disappear before it made a comeback?
- A For 30 years.
 - B For more than 1,600 years.
 - C For 6,000 years.
 - D Until the 1800s.
7. How was boxing conducted in 17th century Europe?
- A Important rules were developed, and the boxing became a gentleman's sport.
 - B Boxing combined the rules of wrestling and fencing.
 - C Boxers used bare knuckles, and the sport had few rules.
 - D Boxing was a deadly sport, and boxers were often killed during a contest.
8. What did James Figg contribute to boxing?
- A His school taught boxers new skills and techniques.
 - B He was an English gentleman who made boxing a popular sport.
 - C He taught young boxers how to fence and wrestle.
 - D He drew up a set of rules for boxing, which made the sport less difficult.

Read the text.**For each of the questions choose the best answer A, B, C or D.**

Bananas are widely believed to grow on trees: **this** is incorrect. The banana is a plant which finishes all its growth in one year, reaching a height of 30 feet. Bananas have a subterranean stem from which come large, green leaves. The plant reaches its maturity in about 18 months.

As the bunches of bananas mature and the fruit develops, they can be propped up with poles and covered with blue polyethylene bags. These prevent bruising, protect against the frost, and speed ripening by increasing heat and humidity.

Once the banana plant has produced its fruit, the mother plant dies and is replaced by pups (sucker plants). These grow next to the parent and make a new generation of banana plants.

1. Reference

- What does "**this**" in *line 1* refer to?
 - A The belief that bananas grow on trees.
 - B Certain beliefs about bananas.
 - C Widely-held beliefs about banana trees.
 - D The belief that bananas do not grow on trees.

2. Main Idea

- What would be the best title for the *first paragraph*?
 - A Beliefs about banana plants.
 - B The growth of a banana plant to maturity.
 - C A year in the life of a banana plant.
 - D Banana plants: from birth to maturity.

3. Scanning

- Why are blue polyethylene bags mentioned in *paragraph 2*?
 - A They are used to prop up bananas.
 - B They protect growing bananas and speed ripening.
 - C They help increase heat and humidity and so prevent bruising.
 - D Bunches of bananas are always covered with them.

4. Skimming—General Idea

- What is the main idea of *the last paragraph*?
 - A How the banana plant produces its fruit.
 - B How a sucker plant is called a pup.
 - C The death of mother plants.
 - D The growth of sucker plants.

5. Prediction and Inference

- The next sentence *after the passage* is most likely to be:
 - A The old banana plants are chopped up and used as manure.
 - B Chicken manure can now be used to feed all kinds of banana plants.
 - C Bananas are used in dessert recipes all over the world.
 - D Bananas are grown all over South and Central America.

6. Restatement

- Another way of expressing *the last sentence* is:
 - A Sucker plants grow beside the parent plant and create new banana plants.
 - B A new generation of parent plants grows next to the sucker plants.
 - C Growing next to the parent plant helps sucker plants make a new generation of banana plants.
 - D Parent plants have sucker plants growing beside them; two generations of plants thus grow together.

TEXT 8

Read the text.

For each of the questions choose the best answer A, B, C or D.

The first English settlers in America soon discovered that they had to learn to make the best of indigenous foods. They had brought wheat and rye seeds with them but these were difficult to grow in fields still tufted with tree stumps after the colonists' amateurish clearing operations. Maize, on the other hand, was easy.

From the North American Indians they learned not only how to grow it but how to cook **it** in a dozen simple and enjoyable ways—as porridge, flatbread, and a kind of frumenty. They were pleased, too, to recognize their friend the turkey (the Indians' turkee). From the Indians the settlers discovered not only what was edible, but how to cook **it**; one example is the seacoast clambake, a way of cooking clams and corn. Another cooking technique discovered was the barbecue, which seems to have filtered north from the Caribbean where the Carib Indians salted and smoke-dried meat over a fire of animal hides, a technique they called boucan.

1. It can be inferred from the passage that the first settlers ...

- A enjoyed the taste of indigenous foods.
- B had come to America well prepared for farming.
- C were amateurs when it came to planting crops.
- D were dependent on the North American Indians for everything.

2. What does the first "it" refer to?

- A Wheat.
- B Rye.
- C Maize.
- D Porridge.

3. It can be inferred from the passage that ...

- A the seacoast clambake was a very English way of preparing clams.
- B the seacoast clambake and the barbecue were new ways of cooking for the settlers.
- C the barbecue was brought over from the Caribbean by the Carib Indian
- D the barbecue gets its name from a kind of smoke-dried meat.

4. The best title for the passage would be ...

- A The foods and cooking techniques of the North American Indians
- B Carib Indian foods and cooking techniques.
- C Difficulties encountered by the English settlers in growing crops in North America.
- D The new foods and cooking techniques used by the settlers.

5. It can be inferred from the passage that ...

- A the first settlers were expert at cutting down trees.
- B the first settlers preferred English cooking.
- C the first settlers and the Indians both valued the turkey.
- D the Indians and the first settlers enjoyed cooking food together.

6. What does the second "it" refer to?

- A Turkey.
- B The seacoast clambake.
- C All the new food.
- D Salted meat.

Which sentence in a passage is unnecessary because it does not fit in with the rest of the passage? It is, for one reason or another, irrelevant; it does not continue or develop the main idea of the passage.

1. The first officially recognized dragon sightings were on the South Island of New Zealand. But, although photographs were published in the international press, the world at large either ignored or disbelieved the reports. The local population tolerated the dragons until they began to make serious problems for the sheep industry. After considerable debate it was decided to bomb and napalm the small dragon colony. Subsequently under pressure from the dragons much of the southern tip of the South Island was deserted. Eventually the dragons were forced out by a policy of petty harassment. The beasts retired to Stewart Island where they descended in force at night without warning, destroying all human habitation.
2. It was Freud who established the concept of the unconscious. He directed the attention towards the period in a person's development when the conscious was in its most dynamic relationship with the unconscious, during infancy and childhood. Most people conceive of this period in their lives as, in many respects, the least troublesome and problematical. It was, for him, during this period of early childhood that the Ego is called upon to decide between the demands of the Id and those of external reality. The stable personality would be the personality which resolved the conflict. Stability, in so far as it ever could be attained, would lie in the resolution by the Ego of the conflicts within the mental structure.
3. In 1969 the Apollo 11 capsule splashed down in the Pacific Ocean at the end of one of the most spectacular missions of exploration ever undertaken by man. Three American astronauts had just returned from the moon. Their real life adventures rival those of fictional heroes from the age of the comic strip. Two of them, Neil Armstrong and Edwin Aldrin, had secured a place in history by becoming the first men to set foot on the dusty surface of the moon. Ten years before no one had reached more than 40 kilometers above the surface of the earth. The exploits of the spacemen who conquered the 380,000 kilometers between us and the moon match those of the greatest explorers of the past.

4. In any science a good general theory is the handiest tool possible. Not only does it link many seemingly random facts into one coherent framework, but it also acts as a powerful aid to prediction. Making predictions has become one of the leading growth industries of the twentieth century. For instance, if you wanted to find out whether there is a planet beyond the known series, you could ask several hundred astronomers to keep their eyes open at night. But it would be more fruitful to turn to gravitational theory, which predicts that if there was a further planet out there it would cause detectable movements in the orbit of some other known planets. Indeed that is exactly how Leverrier predicted in 1846 that a planet would be discovered: Uranus.
5. The princes owed their power and wealth to a monopoly of new implements of war-long rapiers of costly bronze, huge shields and light horse-drawn war-chariots. The social implications of this armament are disclosed by Homer's epic poems. Whether it was Homer who actually wrote the "Iliad" and the "Odyssey", however, is a matter of some dispute. Battles resolved themselves into single combats between richly-armed champions who arrived in chariots. These decided the issue; the infantry were mere spectators. In fact, only the few could afford the long blades of bronze and the chariots, so that the masses were militarily worthless.
6. The very existence of the market sometimes endangered whole cities. The food stores of the great merchants, the waste material of the slaughterhouses, and the refuse flung aside by everyone all these were a haven for the omnivorous black rat. When, in the crowded conditions of the market place a diseased rat paused to scratch itself, displaced fleas might find some new home on some passing human. By the thirteenth century rats, those deadly carriers of pestilence, infested most of the new towns of Europe. A bite from an infected flea could bring plague or typhus, and a killer epidemic could easily result. When this happened, people died by scores, sometimes by hundreds, occasionally by thousands.

PARAGRAPHS

TEXT 1

Read the article and choose the best answer A, B, C or D to answer questions 1-4.

1. Ann White doesn't look like a teenager who's been to hell and back, but the 17-year-old has just spent three months in a dark and dirty nineteenth-century house with the rest of her family. For all this time, Ann didn't have a hairdryer, CDs or her own clothes. She was forced to wear shapeless dresses and was sent to bed at 8 p.m. every night. Ann wasn't being punished, and she hadn't committed a crime. In fact she and her family were taking part in a television documentary called 1900 House. The documentary was an experiment to see how much everyday life has improved over the last 100 years. For three months, the Whites agreed to turn back the clock and only use household appliances, cook food and wear clothes that were available in 1900. A film crew visited regularly to record how the family coped with their change of lifestyle.
2. So what was life like in 1900? "It wasn't too difficult to be a child then", says Ann. "My 12-year-old twin sisters and 9-year-old brother had a great time — they just kept on being children. But it was more difficult for me. Girls didn't stay at home if they were old enough to find a job as a maid. If they did live at home, they were trying to find someone to marry". Ann spent some of her time helping her mother with the household chores, but most of the time she was bored. "In Victorian life I felt left out", she explains. "There just wasn't enough for teenagers to do. Seventeen-year-old Victorian girls had a really tedious time".
3. Then there were the clothes. Ann had to tie her hair back, wear no make-up and only had three outfits. "All I could put on was a blouse that hadn't been washed in two months and a long skirt", she says. "You couldn't go through your wardrobe and think, I'll wear this or that today". But most of all she wanted her hair gel, shampoo and make-up. "I feel stupid that those things were important, but I was used to using them everyday". She also felt permanently dirty. The house was covered in a layer of coal dust from the coal fire, and they were only allowed one bath every other day. "If you had a bath at night you'd wake up in the morning with dust on your skin. It was awful", she said.

4. Fortunately, Ann has a strong character, so she didn't give up. But did the experience change her? "When I look back, I think it made the family closer", she says. "We communicate better now because we couldn't run away from problems; we had to deal with them. And after the experience, my parents said how much more grown-up I had become. I think we all matured".

From *The Independent* on Sunday

1. What did Ann White do?
 - A She acted in a 19th century play.
 - B She lived with a family which is not her own.
 - C She took take part in a social experiment.
 - D She modelled clothes for a TV drama documentary.
2. What does Ann say about life in 1900?
 - A Children hadn't a hard time.
 - B Girls usually found work outside the home.
 - C Married children usually lived with their parents.
 - D It was the best time in Ann's life.
3. What did Ann miss most?
 - A Her modern clothes.
 - B Having cold baths.
 - C Her hair gel, shampoo and make-up.
 - D Living in a clean house.
4. What effect did living in the 1900 house have on Ann and her family?
 - A Ann has become more difficult to live with.
 - B The family appreciate living in the modern world more than before.
 - C The family have more problems now than they did before.
 - D Ann has become a little older and wiser.

Read the article and match headings A-H to paragraphs 1-7.

There is one heading you don't need.

1. Many large companies are thinking about the future. In particular they're thinking about how you are going to live. They are designing a home for the future that is both simple and convenient. This home is called the 'smart' house as it responds to your individual needs. Any questions? Let's see if the smart house has got the answers.
2. You will have an automated wardrobe, just key in the weather and the type of clothes you want to wear to the built-in computer, and it will suggest an outfit for you. It will even clean your clothes with a steam cleaner.
3. You will have an automated kitchen. All your appliances will be intelligent. A camera in the fridge will send a list of ingredients to the cooker's computer, which will suggest a recipe for you to cook. The smart fridge will even write a shopping list and order your food for you. Your work surface will connect with your appliances so they won't need cords to work. And you won't be able to burn yourself on the cooker as it will only heat up the area which is covered with pans.
4. The lounge will be the centre of the smart home, as it is today, but it will also be automated. It will have a big glass table in the middle. The table is in fact an e-table, a powerful central computer programmed for each family member's tastes and moods. It will know what music you like, what TV programmes you watch and even what pictures you want to see on the walls.
5. The house will have a robot that knows each family member individually. It will greet you at the door and will know if there are intruders in the house. It will help you to plan your schedule or communicate with other members of the family, and it will also find and print out information for you.

6. The bathroom mirror will monitor your health and skin condition, telling the taps to dispense the right kind of water for your skin. Your toilet will analyse your urine and email your doctor if the results are worrying, and the air conditioner will kill the flu bug and other viruses.
 7. The building's computer will monitor the house's solar batteries and tell you how much power you are consuming. The air conditioning system will recycle waste energy to cool or warm the air, and water will be supplied from recycled rain water. Of course, at the end of the day, you can still do something traditional. You can switch off the TV and turn out the lights.
-

- A How will I be able to relax?
- B What effect will it have on the environment?
- C What type of houses are companies designing for the future?
- D What am I going to put on?
- E How am I going to feed myself?
- F How much will a new house cost?
- G What happens if I'm not well?
- H How will I organise myself?

Read the text and choose the most suitable heading from A-E for each part of the article. There is one extra heading which you don't need to use.

1 ...

You don't see many birds in winter. Most have left your area. Those that stay are not as active. Activity uses energy that is needed to keep warm.

The worst problems for birds in winter are getting enough heat and holding on to the heat once it is made. These are problems for all birds. But it is especially true for very small ones. They cannot find enough food. The weather stays so cold for so long that they cannot eat enough to keep alive. But birds have many ways of fighting the cold.

2 ...

You shiver to keep warm. The heat that you make is made mostly in your muscles. The muscles make more heat when they are active.

So one way of keeping warm is to move about, use your muscles. Another way is to shiver. When your body needs heat, the muscles tighten and loosen quickly. They become active. Just as you shiver to keep warm, so do birds.

3 ...

When it's cold, temperatures go down and down. When it's 10° below zero and the wind is blowing 30 miles an hour, the temperature feels like 63° below zero. The wind makes air seem even colder. Yet birds survive. They keep alive by eating, and by shivering. They shiver without stopping. They just perch and shiver. They make as much heat as possible. They stay still so they use as little as possible.

Shivering helps a bird to make four or five times more heat than it would make if it were not shivering. The only times birds leave a perch is to look for more food. Shivering is only one way that birds keep alive during very cold weather.

4 ...

Another way that birds reduce the amount of heat they need is by lowering their body temperature. You and I are not able to do this. Humans need to keep their body temperature at 98.6° , or very close to it. When a bird is active, its body temperature is 104° , higher than your temperature. But when a bird rests or sleeps its body temperature drops. The bird can survive even when its temperature has dropped some 20 degrees, to about 84° . Birds can store up only a small amount of food. Their bodies aren't large enough to hold much. So one way of stretching the amount of food is to lower the body temperature. Lower temperatures mean that food is used more slowly. Birds can "turn up the thermostat" in the morning. In a few minutes their body temperature is once more at 104° . Then the bird becomes active.

- A Changing temperatures.
- B The reaction of human's body on cold.
- C The process of warming.
- D The worst problem for birds.
- E The change of the beating.

Read the following short texts, then match the headings to the texts.

- 1 ... Check out the Planet Earth Club which is the place to be seen these days. Actors, musicians and agents have found the deal meeting place. Taking photographs is not allowed so don't even think of taking a camera to prove to your friends that you were in this exclusive club.
 - 2 ... Among the latest best-selling novels, the one that's causing the biggest storm is Jackie Dickens' "Fashionable Scandals". The book has been in the top ten bestsellers for more than a month now. Jackie's publisher couldn't have been more pleased with her work. The novel reveals the scandals and drama backstage in today's fashion shows.
 - 3 ... Staying in an Alpine village is the ultimate in glamorous holidays. Every winter they're considered the place to be. Trendily-dressed skiers frequent the smart cafes where they exchange advice on skiing techniques whilst sipping their brandies.
 - 4 ... We can see a return to the brightly coloured furnishings of the sixties. So decorate your house in the style that has always been associated with "Le Corbysier". This will undoubtedly win your friends' and associates' admiration. More and more interior decorators are advising their clients to adopt this unforgettable style.
 - 5 ... These totally wicked sounds have created a huge commotion on dance floors around the country. Ravers join together to enjoy the hypnotic and mesmerizing beat. It is definitely catching on all over Europe.
 - 6 ... V.I.P.s usually expect luxurious treatment. Aromatherapy is really gaining ground along with the use of healing crystals among famous people, such as Vanessa Balladur and Cindy Baldwin. The guru of acupuncture, James Canova, can barely cope with the demand for appointments from the rich and famous who are keen to experience the benefits of his treatment.
-

- A The book on everybody's reading list
- B The latest music craze
- C Fashionable eating places
- D On holiday with the rich and famous
- E Interior trends
- F Trendy treatment

Read the following article and choose a suitable heading from the list to match each paragraph.

1. ...

The study of weather is called meteorology. Meteorologists look at the atmosphere and measure the temperature, pressure and humidity, and find out in what area the rain is going to fall.

2. ...

Meteorologists learn that certain cloud formations are typical of certain types of weather. The direction and strength of winds is measured accurately with special equipment. Weather forecasters work out which way the weather will move and when by determining the direction of the wind.

3. ...

Scientists have positioned permanent weather stations in the Arctic and in the North Atlantic Ocean to help forecast the weather. At least 3,200 ships help the prediction of the weather by reporting regularly on their local weather conditions.

4. ...

Knowing what the weather is all over the globe helps forecasters predict long-term weather conditions. Weather satellites are sent into space to broadcast pictures of the Earth's cloud cover. From space, entire weather formations can be seen easily. More importantly the satellites are also able to show the positions of hurricanes and cyclones. We can therefore be giving warning to prepare for coming storms.

5. ...

It is vital for some professions to know what the weather will be both long and short term. For instance, people who spend months at sea need to be prepared for adverse weather conditions so they can change their route accordingly. Farmer whose livelihood depends on making the most of their land need to know both what to plant and when to harvest and this is directly linked to weather conditions.

- A The importance of weather forecasts.
- B Meteorology and meteorologists.
- C Weather satellites.
- D Wind and clouds.
- E Weather stations.

TEXT 1

**Read the text. Seven sentences were moved from it.
Choose from the sentences A-I the one which fits each gap.
There is one extra sentence you don't need to use.**

Daedalus was an ingenious artist and was not discouraged. "Minos may control the land and the sea", he said, "but he does not control the air. I will try that way".

He called his son Icarus to him and told the boy to gather up all the feathers he could find on the rocky shore. As thousands of gulls soared over the island, Icarus soon collected a huge pile of feathers. (1)..... The smallest feathers he pressed into the soft wax and the large ones he tied on with thread. Icarus played about on the beach happily while his father worked, chasing the feathers that blew away in the strong wind that swept the island and sometimes taking bits of the wax and working them into strange shapes with his fingers.

It was fun making the wings. The sun shone on the bright feathers, the breezes ruffled them. (2) Filled with excitement, he made another pair for his son. They were smaller than his own, but strong and beautiful.

Finally, one clear, wind-swept morning, the wings were finished and Daedalus fastened them to Icarus's shoulders and taught him how to fly.

(3)..... He pointed out the slow graceful sweep of their wings as they beat the air steadily, without fluttering. Soon Icarus was sure that he, too, could fly. Raising his arms up and down, he skirted over the white sand and even out over the waves, letting his feet touch the snowy foam as the water thundered and broke over the sharp rocks. (4)..... He called Icarus to his side, and putting his arm round the boy's shoulders, said, "Icarus, my son, we are about to make our flight. No human being has ever traveled through the air before, and I want you to listen carefully to my instructions. Keep at a moderate height, for if you fly too low the fog and the spray will clog your wings, and if you fly too high the heat will melt the wax that holds them together. (5)..... .

He fastened the wings more securely to his son's shoulders. Icarus, standing in the bright sun, the shining wings drooping gracefully from his shoulders, his golden hair wet with spray and his eyes bright and dark with excitement, looked like a lovely bird.

(6)..... From time to time, he looked back to see that the boy was safe and to note how he managed his wings in his flight. (7) Plowmen below stopped their work and shepherds gazed upward in wonder.

- A When they were finished Daedalus fastened them to his shoulders and found himself lifted upwards where he hung poised in the air.
- B Daedalus then melted some wax and made a skeleton in the shape of a bird's wing.
- C Keep near me and you will be safe.
- D Daedalus's eyes filled with tears and turning away he soared into the sky, calling to Icarus to follow.
- E He told him to watch the movements of the birds, how they soared and glided overhead.
- F Daedalus watched him proudly but with misgivings.
- G It was fun creating a new device.
- H They flew across the land to test their skill before setting out across the wild, dark sea.

Read the text. Choose from the words A-I the one which fits each gap.

There are two extra words you don't need to use.

The English are said to be obsessed by the weather, and with the unpredictable weather that they have to face daily that is not surprising. And, of course, one's moods are bound to be affected by its constant change.

One might feel (1) for days if the sky is overcast, and the sun fails to break through the clouds. In just the same way, rain can put you in a (2) Although the winter is not normally very cold, it is the damp that makes you (3)

However, when the sun shines your mood lifts. A rainbow after a storm can make you feel extremely (4) A spring breeze can be (5) and a sunny day can make you feel (6)..... . "There's nothing like an English summer to (7) With clear blue skies and cotton wool clouds you can feel on top of the world.

-
- A on top of the world
 - B depressed
 - C normally
 - D optimistic
 - E lively
 - F moody
 - G bad mood I refreshing
 - H cheer you up

Read the text. Choose from the words A-H the one which fits each gap. There is one extra word you don't need to use.

As a tourist the fastest and perhaps the most comfortable way to travel long distances is (1) You can sit back and relax, read, or even watch a video. Of course you have to pay more money and run the risk of being delayed. Some people refuse to fly for fear of (2)..... . However, according to statistics it's a safe way to travel.

Travelling by ship is often the cheapest form of travel. Unlike other means of transport you have the chance to move around on or below deck. Large ships often have shops, T.V. lounges and restaurants so there's plenty to do. However, a sea (3) is the slowest way to get to your destination and should be avoided if you suffer from sea (4)

Perhaps the most convenient way to travel is (5) , simply because you decide when and where to stop. You have the freedom to organise your own timetable so there's no danger of missing appointments. However you may need somebody else to help share the driving, a good map reader and petrol money. There is also the possibility that the car will break down or you will feel travel sick.

A train (6) is often the best way to see a country. You can sit back and enjoy the view or have a meal in the restaurant car. For long journeys you can reserve a bed in a (7) However, you may be delayed, or miss your connection. It's also not the fastest or cheapest way to travel.

-
- A voyage
 - B by air
 - C by car
 - D accidents
 - E journey
 - F sickness
 - G sleeping compartment
 - H travel

Read the text. Choose from the words A-H the one which fits each gap. There is one extra word you don't need to use.

Let's make a short history of youth street fashion.

In the early 1960's (1)..... was born. Full employment made it both possible and fashionable for young people to look very smart. Many (2) had short neat (3) and bought expensive tailor-made suits. They were known as mods. However, fashion changed very quickly and by the late 1960's the (4) were appearing. They had long hair and wore loose, (5) clothing. They believed in peace and love. Youth fashion changed again in the mid 1970's. Many youngsters began listening to extremely loud, violent music. Punk had arrived. Spiky hairstyles in wild colours, scruffy T-shirts and leather trousers became trendy. Things changed once again in the early 1980's. Sporty designer labels and expensive trainers became popular. Hairstyles returned to being short and neat. The casual look was (6) By the early 1990's fashion was again repeating itself. The (7) was taking over. The followers of fashion were growing their hair, buying loose, untidy clothes and looking remarkably similar to the hippies.

- A youngsters
- B punk
- C first hippies
- D grunge look
- E youth street fashion
- F brightly-coloured
- G haircuts
- H fashionable

Read the text. Choose from the words A-H the one which fits each gap. There is one extra word you don't need to use.

Different types of powerful weather systems affect different parts of the world. A whirlwind is a tall column of air that spins very rapidly. The air circulates inside the column at a terrific (1)..... — about 600 km/h and the whole column moves at 60-70 km/h. A severe whirlwind is called a tornado. This (2) ... wind can destroy everything in its path and usually (3) on the plains of North America. Hurricanes or typhoons are violent (4) which normally occur in the Caribbean, China Seas and western parts of the Atlantic and Pacific Oceans. They consist of ferocious winds and torrential rain and cause (5) damage to homes and property.

A drought can occur when there is a long period of time with no (6)..... . Harvests can fail and people can face (7)..... Areas of The Third World in Africa and Asia are most frequently affected by serious droughts.

-
- A storms
 - B starvation
 - C speed
 - D occurs
 - E rainfall
 - F fierce
 - G extensive
 - H weather

TEXT 6

Read the text. Choose from the words A-H the one which fits each gap. There is one extra word you don't need to use.

They're creepy. They're (1) They feast on flies and crickets. Most people find them (2) and often go to war trying to keep them out of their home and lives. However, there are people who find them fascinating and even keep them as pets.

There are over 40,000 different (3) of spiders. Remember: spiders are not insects, although many people think they are. Ask your friends, and if they say spiders are insects, give them a surprise. Spiders are (4)! Insects have six legs, and arachnids have eight. Arachnids also have a two-part body and two pinchers. They don't have antennae, but instead have bristly hairs on their body and legs, which are used to pick up signals and messages — spiders can taste things with their feet!

Spiders live everywhere, from the tops of mountains to the bottoms of caves, wherever there is food.

Most spiders catch their own food and most eat insects, woodlice and centipedes. Larger spiders, such as tarantulas, can catch and kill birds, lizards and snakes.

Only half of all spiders can spin webs, which they use to catch prey. Other spiders have to hunt or lie waiting for their food. Spiders don't get stuck in their webs because they have special claws on the ends of their legs, which they use to move across the web without touching the sticky areas. Some spiders build webs which can be up to 1.5 metres in diameter!

Only a few spiders are harmful to humans. In Europe there are no (5) spiders, but in Australia and in the USA, people learn to live with some of the most dangerous spiders, including the black widow. The world's most poisonous spider is found in Brazil and is called the Brazilian huntsman. There is an antidote for this spider, and the number of people who die from their bites is very low.

So most of spiders are not (6) and you might seriously consider having a spider for a (7) They can be useful at home, for they kill flies, they don't need much space and they aren't too noisy.

A crawly

B pet

C poisonous

D species

E arachnids

F dangerous

G disgusting

H spider

PRESENT ACTION

(Present Simple, Present Continuous)

EXERCISE 1 Choose the correct answer.

- He should take ... a sport and then you would get more exercise.
A off B up C down
- I'm trying to work! Could you please turn your music ... ?
A down B in C out
- Just ask and I'm sure the other children will let you join ...
A out B up C in
- The referee sent David ... for arguing with him.
A off B down C up
- This is my favourite song! Turn it ... !
A off B out C up
- A mobile phone rang, but the musician just carried ... playing.
A on B up C in
- We can't afford to eat ... very often.
A off B up C out
- We've decided to become a vegetarian and give ... meat.
A up B off C out

EXERCISE 2 Write one word in each gap.

- We were waiting outside the stadium a long time before they finally let us in.
- I've got that concert DVD — it's fantastic!
- I ran all the way home and I was just time for my favorite programme.
- Everyone clapped when the singer came stage.
- At the cinema, Mum sat on the right, Dad sat on the left and I sat ... the middle.
- Ed doesn't want to become a professional footballer. He just does it fun.

EXERCISE 3 Complete by changing the form of the word in capitals when this is necessary.

- What's the name of that you were singing earlier? SING
- I don't think I've got much talent, to be honest. MUSIC
- My dad used to be really fit and was on his college team. ATHLETE
- Did you ever play in the street with other local ? CHILD
- Alan is studying to be an , but I don't think he's enjoying it. ACT
- They have a wonderful of old toys at the museum in town. COLLECT
- My grandad loves to and we often go out on his boat. SAIL
- You have to practise a lot if you want to work as a MUSIC

PAST ACTION

(Present Perfect, Past Simple, Past Continuous)

EXERCISE 1 Choose the correct answer.

1. When you rang, I ... my bike.
A cleaned B was cleaning
C used to clean D clean
2. At my last basketball club, we ... every Saturday for three hours.
A were training B training
C train D used to train
3. I really ... the meal we had at your house last Tuesday.
A was liking B liked
C like D am liking
4. We ... to the beach every day when we were on holiday.
A went B were going
C go D used to going
5. I broke my leg when Tony and I ... for the school sports day.
A practised B used to practise
C were practising D are practising
6. Leon never ... about it, but he was once a world champion skier.
A talks B is talking
C was talking D talk
7. I ... like golf, but now I really like it.
A don't use to B don't used to
C didn't used to D didn't use to
8. Denise ... at the stadium until she finds a better job.
A works B is working
C used to work D was working

EXERCISE 2 Match the two halves of the sentences.

1. I waited outside the tennis club for ...	A fun, and I don't want to do it as a job
2. When you rang, I was in ...	B stage, with all the audience clapping
3. We finally got to the stadium just in ...	C time to see the match start
4. I just play football for ...	D a long time, but George didn't appear
5. I loved that film and when it comes out ...	E on DVD, I'll definitely get it
6. It's great to appear on ...	F the middle of cleaning my football boots

EXERCISE 3

Fill in the gaps with the forms of the verbs in brackets.

1. I (see) this film already.
2. John and Nina (had) their car for about a year.
3. She (not/take) her driving test yet.
4. Sue (be) a tour guide since she left university.
5.(you / ride) into town on your new car yet?
6. This new computer (make) my life a lot easier.
7. We (not/decide) what to get Lena for her birthday yet.
8. (Paul/ever/meet) a famous person?

EXERCISE 4

Choose the correct answer.

1. ... never played this game before.
A I've
B I
2. Max ... his room last night.
A has tidied
B tidied
3. ... here since 2011?
A Have you lived
B Did you live
4. Bill and I ... to the cinema three nights ago.
A have been
B went
5. It's the first time ... our flat, isn't it?
A you've visited
B you visited
6. They ... the baby a name yet.
A haven't given
B didn't give
7. ... to New York when you went to the States last summer?
A Have you been
B Did you go
8. ... an e-mail before?
A Have you ever sent
B Did you ever send

EXERCISE 5

Circle the correct word or phrase.

1. I think I've *heard* / *been hearing* that song before.
2. They haven't *arrived* / *been arriving* yet, but they should be here soon.
3. You've *written* / *been writing* that e-mail for over an hour.
How long is it going to take you?
4. Have you *talked* / *been talking* on the phone since eight o'clock?
5. Mary has already *invited* / *been inviting* Tom to dinner.
6. I've *read* / *been reading* an interview with Brad Pitt, but I haven't finished it yet.
7. Have the boys *played* / *been playing* computer games since this morning?

EXERCISE 6

Complete using the words in the box.

Already, ever, for, just, never, since, yet

1. I haven't listened to their new CD Is it any good?
2. We've been waiting for you over an hour. Where have you been?
3. Have you been to the UK before?
4. I'm afraid we've made plans for this weekend, so we won't be free.
5. Pedro has been having English lessons he was five years old.
6. It's strange that you mention the film Crash. I've been reading about it in the paper.
7. I've heard of a "sudoku". What is it?

FUTURE ACTION

(Present Continuous, will be, going to, Present Simple)

EXERCISE 1

Complete using will or shall and the verb in the box.

You may have to use some negative forms.

be, come, find, have, lend, live, take, visit

1. This year more than a million tourists our local area.
2. I'm sure we your bag soon. Where did you last see it?
3. you me some money until Monday?
4. Everything on the menu looks delicious. I meat balls, please.
5. One day people on Moon in special buildings.
6. There any problem with delivering your parcel next week.
7. I you to the railway station, if you like.
8. we at 8 to help you get things ready for a party?

EXERCISE 2

Complete using the correct form of *be going to* and the verbs in brackets.

You may have to use some negative forms.

1. When I grow up, I (play) guitar in a rock group!
2. My friends (start) going to the gym twice a week.
3. Ann (tell) her mum about what happened?
4. I (look) on the Internet for information about boxing.
5. No, Rita (invite) everyone from class — just her close friends.
6. Carina (be) ready on time or not?
7. Careful! You (break) something with that ball! Go outside!
8. I (lie down) for half an hour. Call me at eight o'clock.

EXERCISE 3 **Circle the correct word or phrase.**

1. James says he *is doing* / *will do* the washing-up after dinner.
2. I'm a bit scared because I *am seeing* / *will see* the dentist this afternoon.
3. What *are you going to do* / *do you do* this evening?
4. *Shall you tell* / *Will you tell* Seline I'm sorry about yesterday?
5. Dad *will grow* / *is going to grow* a beard, but my mum doesn't like the idea.
6. I have to revise tonight, we *are having* / *will have* an exam tomorrow.
7. I *am remembering* / *will remember* this day for the rest of my life!
8. *Do you go* / *Are you going* to the Carpathians next Christmas?
9. I'm sure you *are passing* / *will pass* your driving test. Don't worry.
10. If you want me to, I *will complain* / *am going to complain* to the manager.

EXERCISE 4 **Choose the correct answer.**

1. "Have you made plans for the summer?"
"Yes, ... to the United Kingdom".
A We'll go B We're going C We go
2. "We're moving house tomorrow".
"Really? ... you with the furniture".
A I help B I'm helping C I'll help
3. "Do you need this paintbrush?"
"Ah, yes ... it to me, please?"
A Do you pass B Will you pass C Are you passing
4. "What do you want to be when you grow up, Stevie?"
"... a scientist. That's what I want to do, anyway".
A I be B I'm going to be C I'm being
5. "John is a better player than Martin, isn't he?"
"Oh, yes ... the match tomorrow, I expect".
A He'll win B He wins C He's winning
6. "The weather has been terrible, hasn't it?"
"Yes, I think ... again later".
A it's going to rain B it's raining C it rains

EXERCISE 5 **Read and say if the verb refers to the present or the future.**

Mark: What are you reading, Claire?

Claire: Oh, it's a guidebook to Brazil. (1) *I'm going* there next month.

(2) My sister and I *are having* a holiday there.

(3) I'm really *looking forward to* it.

(4) We're *spending* three weeks in Rio.

(5) So I'm *finding out* about all the things we can do there.

EXERCISE 6

Put in the missing words. Use one word only in each space.

1. I don't want a steak. I think I the chicken.
2. There's a fireworks display tomorrow. Janet is to watch it.
3. We're at that table in the corner you join us?
4. I'm seeing the boss this afternoon.
But I must study this report before I her.
5. There will be drinks at the reception, but there will be any food.
6. The European heads of state are meet in Brussels on 3 October.
7. It's a lovely day we go for a walk?
8. My birthday on a Sunday next year.
9. My brother is engaged. He's married in June.
10. You won't be allowed to go to your seat after the play started.
11. Martin's got his coat on. I think he's to go out.

EXERCISE 7

Look at the answers below and write the correct answer in each space.

1. P1. Let's go to the carnival, shall we?
P2. Yes, good idea. I expect be fun.
A it'll be B it's C it's being
2. P1. Could I have a word with you, please?
P2. Sorry, I'm in a big hurry. My train in fifteen minutes.
A will leave B leaves C is going to leave
3. P1. Have you decided about the course?
P2. Yes, I decided last weekend for a place,
A I am to apply B I apply C I'm going to apply
4. P1. I'm trying to move this cupboard, but it's very heavy.
P2. Well, you, then,
A I help B I'll help C I'm going to help
5. P1. Is the shop open yet?
P2. No, but there's someone inside. I think
A it opens B it's about to open C it will open
6. P1. Do you mind not leaving your papers all over the table?
P2. Oh, sorry. I'll take them all with me when
A I go B I'll go C I'm going
7. P1. It's a public holiday next Monday.
P2. Yes, I know. anything special?
A Are you doing B Do you do C Will you do

PREPOSITIONS OF TIME AND PLACE

EXERCISE 1

If the word in *italic* in each sentence is correct, put T.

If it is wrong put F and write the correct word.

1. We first visited China *on* 2006.
2. My birthday is at the second *of* July.
3. Let's meet *on* five o'clock, shall we?
4. School starts again *in* September.
5. There's a party at Emily's *at* Saturday.
6. What do you want to do *on* the morning?
7. Let's go and see Grandma *on* Easter.
8. Where do you usually go *in* Christmas Day?

EXERCISE 2

Complete using *on, in* or *at*.

1. There are lots of people the restaurant.
2. The people who live number 54 are away on holiday.
3. You should go to the Louvre when you're Paris.
4. Gorillas live forests in Africa and eat fruit.
5. What does that sign the wall say?
6. What did Andrew say his letter?
7. Have you heard of the strange statues Easter Island?
8. Do you really want to spend the whole day the beach?

EXERCISE 3

Complete using the words in the box.

at, in, on, to

1. My aunt and uncle have decided to move New Zealand.
2. Do you want to go the theatre tomorrow?
3. We stayed a great hotel in Dubai.
4. Wait the end of the street and I'll come and meet you.
5. You can come my house for dinner, if you like.
6. Sam was walking the corner shop when he realised he'd lost his wallet.
7. We drove all night and finally arrived Lisbon at eight o'clock.
8. Did you leave your book the teacher's desk, so she can see it?
9. Look at those sheep that field over there.
10. It takes about six hours to fly Asia from here.

EXERCISE 4

Circle the correct word.

1. I'm meeting Andy *at / on* the cinema in an hour.
2. Have you seen the new building *at / in* front of the school?
3. My new job starts *in / on* the first day of August.
4. We're going to Martin's to see their new baby *in / on* Wednesday evening.
5. See if there are any tomatoes *at / in* the fridge, will you?
6. We'll all have computers connected to our brains *at / in* the future.
7. I don't feel like playing chess *at / on* the moment.
8. I think there's someone *at / in* the door. I'll go and check.

EXERCISE 5

Write one word in each gap.

When you travel (1) the other side of the world, jetlag is a real problem. You find yourself awake (2) the middle of the night and you feel like going to bed (3) the morning, just when everyone around you is getting up. Jetlag happens when you go (4) a country where the time is very different. For example, you might leave London (5) midday and fly (6) Los Angeles. The flight takes about eleven hours, so when you arrive (7) Los Angeles airport, your body thinks you're there (8) 11 pm. But Los Angeles is eight hours behind London, so you actually get there (9) 3 pm local time. So, (10) midnight Los Angeles time, your body (which still thinks it's (11) London says it's 8 am. It takes a few days for your body clock to change.

READING**True / False Tasks**

- Text 1 True — D, I, N. False — A, B, C, E, F, G, H, J, K, L, M.
Text 2 True — A, H. False — B, C, D, E, F, G.
Text 3 True — 3, 4. False — 1, 2, 5.
Text 4 True — 4, 6, 9. False — 1, 2, 3, 5, 7, 8.

Multiple Choice

Text 1

1 B; 2 D; 3 A; 4 A; 5 C; 6 C; 7 B; 8 A; 9 D; 10 D; 11 C; 12 B; 13 A; C.

Text 2

1 D; 2 C; 3 C; 4 D; 5 B; 6 C; 7 D.

Text 3

1B; 2C; 3B; 4C; 5A.

Text 4

1 B; 2 C; 3 B; 4 C; 5 A.

Text 5

1 C; 2 A; 3 A; 4 B; 5 D; 6 C; 7 B.

Text 6

1 B; 2 C; 3 D; 4 A; 5 D; 6 B; 7 C; 8 A.

Text 7

1 A; 2 B; 3 B; 4 D; 5 A; 6 A.

Text 8

1 C; 2 C; 3 B; 4 D; 5 C; 6 C.

Text 9

1. Subsequently under pressure from the dragons much of the southern tip of the South Island was deserted.

2. Most people conceive of this period in their lives as, in many respects, the least troublesome and problematical.

3. Their real life adventures rival those of fictional heroes from the age of the comic strip.

4. Making predictions has become one of the leading growth industries of the twentieth century.

5. Whether it was Homer who actually wrote the "Iliad" and the "Odyssey", however, is a matter of some dispute.

6. By the thirteenth century rats, those deadly carriers of pestilence, infested most of the new towns of Europe.

Headings + Paragraphs

- Text 1 1 C; 2 B; 3 C; 4 D.
Text 2 1 C; 2 D; 3 E; 4 A; 5 H; 6 G; 7 B.
Heading F is not needed.
Text3 1 D; 2 B; 3 C; 4 A.
Heading E is not needed.
Text 4 1 C; 2 A; 3 D; 4 E; 5 B; 6 F.
Text 5 1 B; 2 D; 3 E; 4 C; 5 B.

Gaps

- Text 1 1 B; 2 A; 3 E; 4 D; 5 C; 6 F; 7 H.
Text 2 1 B; 2 G; 3 F; 4 D; 5 I; 6 E; 7 H; 8 A; 9 C.
Text3 1. B; 2 D; 3 A; 4 F; 5 C; 6 E; 7 G.
Text 4 1 E; 2A; 3 H; 4 C; 5 F; 6 I; 7 D.
Text 5 1 C; 2 F; 3 D; 4 A; 5 H; 6 E; 7 B.
Text 6 1 A; 2 G; 3 D; 4 E; 5 C; 6 F; 7 B.

LANGUAGE USE

Present Action (Present Simple, Present Continuous)

- Exercise 7 1 B; 2 A; 3 C; 4 A; 5 A; 6 A; 7 C; 8 A.
Exercise 2 1 for; 2 on; 3 in; 4 in the middle of; 5 in; 6 for.
Exercise 3 1 singer; 2 musical; 3 athletic; 4 children; 5 actor;
6 collection; 7 sailing; 8 musician.

Past Action (Present Perfect, Past Simple, Past Continuous)

- Exercise 1 1 B; 2 A; 3 B; 4 A; 5 C; 6 A; 7 D; 8 C.
Exercise 2 1D; 2F; 3C; 4A; 5E; 6B.
Exercise 3
1 have seen; 2 have had; 3 hasn't taken; 4 has been; 5 Have you ridden;
6 has made; 7 haven't decided; 8 Has Paul ever met.
Exercise 4 1 A; 2 B; 3 A; 4 B; 5 A; 6 A; 7 B; 8 A.
Exercise 5
1 heard; 2 arrived; 3 been writing; 4 been talking; 5 invited;
6 been reading; 7 been playing.
Exercise 6 1 yet; 2 for; 3 ever; 4 already; 5 since; 6 just; 7 never.

Future Action (Present Continuous, will be, going to, Present Simple)

Exercise 1 1 Will visit; 2 Shall find; 3 Will you lend; 4 Shall take;
5 Will live; 6 Won't be; 7 Shall take; 8 Shall... come.

Exercise 2

1. Am going to play
2. Are going to start
3. Is... going to tell;
4. Am going to look;
5. Isn't going to invite;
6. Is... going to be;
7. Are going to break;
8. Are going to lie down.

Exercise 3

- 1 Is going; 2 I am seeing; 3 Are you going to do; 4 Will you tell;
- 5 Is going to grow; 6 Will have; 7 Will remember; 8 Are you going;
- 9 Will pass; 10 Will complain.

Exercise 4 1B;2C;3B;4B;5A;6A.

Exercise 5 1 F; 2 F; 3 P; 4 F; 5 P.

Exercise 6 1 'll have; 2 Is going to; 3 Will; 4 See; 5 Not; 6 Going to;
7 Shall; 8 Will be; 9 Going to be; 10 Will be; 11 Going.

Exercise 7 1 A; 2 B; 3 C; 4 B; 5 B; 6 A; 7 C

Prepositions of Time and Place

Exercise 1

- 1 F (in); 2 F (on); 3 F (at); 4 T; 5 F (on); 6 F (in); 7 F (at); 8 F (on).

Exercise 2

- 1 In; 2 At; 3 In; 4 In; 5 On; 6 In; 7 On; 8 On.

Exercise 3

- 1 To; 2 To; 3 At/in; 4 At; 5 To; 6 To; 7 In; 8 On; 9 In; 10 To.

Exercise 4

- 1 At; 2 In; 3 On; 4 On; 5 In; 6 In; 7 At; 8 At.

Exercise 5

- 1 To; 2 In; 3 In; 4 To; 5 At; 6 To; 7 At; 8 At; 9 At; 10 At; 11 In.

Умовні позначення:

S	— subject	(підмет);
P	— predicate	(присудок);
O	— object	(додаток);
N	— noun	(іменник);
V	— verb	(дієслово);
Adj	— adjective	(прикметник);
Adv	— adverb	(прислівник);
Cj	— conjunction	(сполучник);
Inf	— infinitive	(неозначена форма дієслова);
Pron	— pronoun	(займенник);
Sing	— singular	(однина);
Pl	— plural	(множина).

АРТИКЛЬ

ІМЕННИК

ПРИЙМЕННИК

ПРИСЛІВНИК

ПРИКМЕТНИК

ЧИСЛІВНИК

ЗАЙМЕННИК

ДІЄСЛОВО

ПРЯМА ТА НЕПРЯМА МОВА

ПАСИВНИЙ СТАН

МОДАЛЬНІ ДІЄСЛОВА

ДІЄПРИКМЕТНИК

ГЕРУНДІЙ

ІНФІНІТИВ

РЕЧЕННЯ

АРТИКЛЬ

АРТИКЛЬ	ВЖИВАННЯ	ПРИКЛАДИ
Неозначений a (an)	Вперше йдеться про предмет. У значенні числівника one	This is a book. I take a pencil
Означений the	Йдеться про вже відомий предмет. Є пояснення до предмета. Коли зрозуміло з контексту, який предмет мають на увазі	I bought the book yesterday. The book is interesting. Take the book which is on the table. Open the window, please
	1. Перед назвами океанів, морів, рік, заток, багаточисельних озер. 2. Перед назвами гірських масивів. 3. Перед назвами Землі та Місяця. 4. Якщо назва навчального закладу починається словами <i>school, college, university</i>	The Pacific Ocean, the Red Sea, the Nile, the Persian Gulf, the Great Lakes The Carpathian Mountains. The earth, the moon The college of art.
	5. Якщо перед іменником стоїть порядковий числівник.	The first chapter.
	6. Перед назвами війн (окрім світових війн).	The Great Patriotic War.
	7. Перед назвами країн, які складаються більш ніж з одного слова	The USA
Відсутній	1. Перед власними іменами, назвами континентів, країн, штатів та міст.	Ivanov, Moscow, England.
	2. Перед іменниками, що позначають речовини.	Snow, milk.
	3. Перед назвами днів, місяців, пори року.	In October, in winter, on Friday.
	4. Якщо перед іменниками стоїть займенник чи числівник.	This student, some books, five books, three lessons.
	5. Перед назвами поодиноких озер, гірських вершин, планет, сузір'їв.	Lake Geneva, Venus, mount Everest, Orion.
	6. Перед назвами видів спорту.	Football, baseball.
	7. Перед абстрактними іменниками	Freedom, peace.
	8. Перед назвами шкільних предметів	Mathematics.
	9. Перед назвами свят	Christmass

Утворення множини іменника

Іменники поділяються на злічувані (countable) та незлічувані (uncountable).

Злічувані іменники вживають в однині (the singular) і множині (the plural). Незлічувані іменники множини не мають.

На письмі більшість іменників мають у множині закінчення -s.

- a cat — cats
- a dog — dogs
- a car — cars

Закінчення -es додається, якщо:

1) іменник в однині закінчується на -s, -ss, -sh, -ch, -tch, -x:

- a watch — watches
- a dress — dresses
- a dish — dishes
- a box — boxes

2) іменник в однині закінчується на -у з попередньою приголосною, тоді у змінюється на і:

- a city — cities

3) іменник в однині закінчується на -о з попередньою приголосною

- a potato — potatoes

4) іменник в однині закінчується на -/, у множині -/ змінюється на -v:

- a leaf — leaves

- але:
- a roof — roofs
 - a chief — chiefs
 - a safe — safes

ЗАПАМ'ЯТАЙ

a man	— men	an Englishman	— Englishmen
a woman	— women	a Frenchman	— Frenchmen
a child	— children	a German	— Germans
a tooth	— teeth		
a goose	— geese	this is	— these are
a foot	— feet	that is	— those are
a mouse	— mice	there is	— there are
an ox	— oxen	it is	— they are
a sheep	— sheep		
a deer	— deer		
a swine	— swine		

Присвійний відмінок іменників

Присвійний відмінок однини утворюється додаванням до іменника апострофа й закінчення **-s**.

- Jack's pen.
- The boy's bicycle.

Присвійний відмінок множини утворюється додаванням до іменника апострофа.

- The boy's bicycle. — The boys' bicycles.

Якщо іменник утворює множину не за правилами, то присвійний відмінок утворюється додаванням до іменника апострофа й закінчення **-s**.

- The man's bag. — The men's bags.

ПРИЙМЕННИКИ ЧАСУ ТА МІСЦЯ

IN

TIME	PLACE
Months • Paris is wonderful in April.	Towns and cities • There's a famous castle in Edinburgh.
Years • I first went to London in 2008.	Countries and continents • My brother is in Lviv.
Seasons • We often go skiing in winter.	Areas and regions • What's life like in the desert?
Parts of the day • My train leaves in the afternoon.	Inside an object • Your passport is in the bag. Inside a room • I've left the tickets in the room! Inside a building. • Artem has been in the travel agent's for an hour!

We also use **in** in the following phrases:

- in a minute / an hour
- in front of
- in the middle (of)
- in the future

Note: With verbs of motion (come, go, move, run, walk, etc), we usually use **to** instead of **in**, **on** or **at**.

- Was it hot when you went to Kharkiv?

ON

TIME	PLACE
• Days I got a new bike on Sunday	Islands • Last year, we stayed on Zmeiny.
• Dates My birthday is on 14th September	Pages • There are some interesting facts on page 5
	On top of an object • Did you put your car keys on the kitchen table?
	On a surface • There is a picture on the wall .

We also use ***on*** in the following phrases:

- on the beach
- on the left / right
- on my birthday

Note: we say *in the morning / afternoon / evening*,
but *on Monday morning / Sunday evening*.

We don't use a preposition with *tomorrow, yesterday, tomorrow morning, yesterday evening*.

AT

TIME	PLACE
Clock times • There is a train at ten o'clock	Exact places • What's it like at the South Pole?
Holiday periods • What is he doing on the 8th of March?	Addresses • My friend lives at 5 Pushkin street.
	Buildings , when we are talking about the activities that happen there • I think Anna is at the cinema, watching the film.
	Activities • Pete isn't there. He is at the party.

Багатозначність деяких прийменників

Прийменник	Обставина місця	Обставина часу	Додаток
AT	на, при, в, за • at the lesson — <i>на уроці</i> • at the table — <i>за столом</i>	о • at 3 o'clock — <i>о 3-й годині</i>	
BY	біля • by the lake — <i>біля озера</i> • by the window — <i>біля вікна</i>	до • by the evening — <i>до вечора</i>	по; орудний відмінок • by radio — <i>по радіо</i> • by plane — <i>літаком</i>
FOR		протягом • for 5 minutes — <i>5 хвилин</i>	для, за • for me — <i>для мене</i> • for peace — <i>за мир</i>
IN	в (у) • in the plane — <i>у літаку</i>	у (через) • in May — <i>у травні</i> ; • in 10 days — <i>через 10 днів</i>	
ON	на • on the table — <i>на столі</i>	у (по, після) • on Saturday — <i>у суботу</i> ; • on the 1st of May — <i>першого травня</i>	
WITH			з, зі; орудний відмінок • with me — <i>зі мною</i> ; • with a pen — <i>ручкою</i>

ПРИСЛІВНИК

Утворення прислівників

Іменник + -ly	Прикметник + -ly	Числівник + -ly
Weekly	highly	firstly

ЗАПАМ'ЯТАЙ!

Буква **у** перед суфіксом **-ly** змінюється на **i**:

- happy — happily

Деякі прислівники в англійській мові збігаються за формою з прикметниками:

- fast — швидкий, швидко;
- early — ранній, рано;
- loud — голосний, голосно.

Їх легко відрізнити від прикметників, тому що прислівник, як правило, належить до дієслова, а прикметник — до іменника.

ПРИКМЕТНИК

УТВОРЕННЯ ПРИКМЕТНИКІВ

Іменник + суфікс					
-al	-ful	-ous	-y	-less	-ic
formal	useful	dangerous	rainy	useless - із заперечним відтінком	magnetic
Дієслово + суфікс					
-able, -ible		-ant, -ent		-ive	
changeable		different		attractive	
Префікс + прикметник					
im-			un-		
impossible			unexpected		

СТУПЕНІ ПОРІВНЯННЯ ПРИКМЕТНИКІВ І ПРИСЛІВНИКІВ І СПОСІБ

Порівняльний ступінь + **-er**, найвищий ступінь + **-est**

Однокладові	Двоскладові, з наголосом на другому складі	Двоскладові, які закінчуються на -er, -ow, -y, -le
• big, high	• polite	• easy, clever
• big - bigger - biggest	• polite - politer - politest	• easy - easier - easiest
• high - higher - highest		• clever - cleverer - cleverest

II СПОСІБ

more — the most

для багатоскладових та інших прикметників

beautiful — more beautiful — the most beautiful

ЗАПАМ'ЯТАЙ!

good	— better	— the best	little	— less	— the least
bad	— worse	— the worst	many (much)	— more	— the most
far	— farther	— the farthest / further		— the furthest	
old	— older	— the oldest / elder		— the eldest	

Приклади утворення

Звичайний ступінь	Порівняльний ступінь	Найвищий ступінь
big	bigger	the biggest
high	higher	the highest
polite	politer	the politest
easy	easier	the easiest
clever	cleverer	the cleverest
wonderful	more wonderful	the most wonderful
tired	more tired	the most tired
soon	sooner	the soonest
hardly	more hardly	the most hardly

Порівняльні конструкції

1) **the... the** (*чим... тим*)

- The more the better.
— Чим більше, тим краще.

2) **as... as** (*такий самий... як*)

- It is as cold today as it was yesterday.
— Сьогодні так само холодно, як і вчора.

3) **not so... as** (*не такий... як*)

- It is not so cold today as it was yesterday.
— Сьогодні не так холодно, як учора.

4) **than** (*ніж*)

- He did more than she did.
— Він зробив більше, ніж вона.
(Він зробив більше від (за) неї.)

Утворення кількісних числівників

-teen — 13-19 (thirteen...)

-ty — 20-90 (twenty...)

Утворення порядкових числівників

-th

Виняток:

1 — the first

2 — the second

3 — the third

ЗАПАМ'ЯТАЙ!

- У числівників *five* and *twelve* букви *ve* змінюються на *f* — *fifth*, *twelfth*;
- до числівника *eight* додається лише буква *h* — *eighth*,
- у числівнику *nine* пропускається буква *e* — *ninth*;
- у числівників, що позначають десятки, кінцева буква *y* змінюється на *ie* — *twenty* — *twentieth*, *fifty* — *fiftieth*.

Тризначні числівники утворюються за зразком:

356 — *three hundred and fifty-six*.

Кожні три розряди (справа наліво) відокремлюються комою:

2,437; 5,789,240.

Роки читають так:

1989 — *nineteen eighty-nine*

2005 — *two thousand and five* (twenty hundred and five)

Дати:

14 січня — *the fourteenth of January*

14-го січня — *on the fourteenth of January*

Дроби:

- якщо дроби звичайні, то чисельник читають як кількісний числівник, а знаменник — як порядковий. Наприклад $\frac{3}{4}$ — *three fourths*;
- дробові числівники $\frac{1}{2}$ і $\frac{1}{4}$ читають як *a half* та *a quarter*;
- якщо дроби десяткові, то цілу частку відокремлюють від дробової крапкою (**point**);
- кожен цифру як цілої, так і дробової частини десяткового дробу читають окремо.

Нуль читають як **zero**: 35.204 — *three five point two zero four*;

- якщо ціла частина дорівнює нулю, то число читають як **point**, а потім кожен цифру окремо.

ЗАЙМЕННИК

Особові, присвійні, зворотні та посилювальні займенники

Особові		Присвійні		Зворотні та посилювальні (-ся, себе, сам)
Називний відмінок (хто?)	Об'єктний відмінок (кого? кому?)	I форма (чий? чия?)	II форма (абсолютна)	
I (я)	me (мене, мені)	my (мій)	mine (мій)	myself
You (ти)	you (тебе, тобі)	your (твій)	yours (твій)	yourself
He (він)	him (його, йому)	his (його)	his (його)	himself
She (вона)	her (її, їй)	her (її)	hers (її)	herself
It (воно)	it (його, йому)	its (його)	its (його)	itself
We (ми)	us (нас, нам)	our (наш)	ours (наш)	ourselves
You (ви)	you (вас, вам)	your (ваш)	yours (ваш)	yourselves
They (вони)	them (їх, їм)	their (їх)	theirs (їх)	themselves

Наприклад:

- I work in an office. *My* office is in the centre of the city.
- This office is *mine*. Call *me* to *my* office.

Зворотні та посилюючі займенники

Зворотні займенники вживають також як підсилювальні слова, що відповідає українському сам. У цьому значенні зворотний займенник стоїть у кінці речення або безпосередньо після підсилювального слова:

- I have seen it *myself*. — Я бачив це сам.
- I *myself* did not want to sleep. — Я сам не хотів спати.

Якщо зворотний займенник уживають у множині, то частка **-self** змінюється на **-selves**.

I	myself
You	yourselves
he	himself
she	herself
it	itself
we	ourselves
they	themselves

Вказівні займенники

Однина	Переклад	Множина	Переклад
This	<i>Це, цей</i>	These	<i>Ці</i>
This man	<i>Цей чоловік</i>	These men	<i>Ці чоловіки</i>
This is a desk	<i>Це — парта</i>	These are desks	<i>Це — парти</i>
That	<i>То, той</i>	Those	<i>Ті</i>
That man	<i>Той чоловік</i>	Those men	<i>Ті чоловіки</i>
That is a desk	<i>То — парта</i>	Those are desks	<i>То — парти</i>

Кількісні займенники

Займенники **many**, **few** вживають перед злічуваними іменниками у множині, а також замінюють їх.

Many означає «багато хто», **few** — «мало хто».

- There were *many* students in the room. She has *few* books.

Займенники **much**, **little** уживають перед незлічуваними іменниками, а також замінюють їх.

- There is *much* snow on the ground. I have very *little* time.

багато	much many a lot of plenty of
--------	---

мало	little few
------	-----------------------------

небагато	a little a few
----------	---------------------------------

Неозначені й заперечні займенники та їхні похідні

Some — декілька, деякий

Стверджувальні речення	(+) some	something	— щось
		somebody (one)	— хтось
		somewhere	— десь

Питальні речення	(?) any	anything anybody (one) anywhere
------------------	----------------	---------------------------------------

Заперечні речення	(-)	not any	not anything not anybody (one) not anywhere
		no	nothing nobody (one) nowhere

ВЖИВАННЯ ТА ПЕРЕКЛАД УКРАЇНСЬКОЮ ЗВОРОТА

"THERE + TO BE"

Форма	Present Simple	Past Simple	Future Simple
Стверджувальна	<p>There is a book on the table.</p> <p>There are books on the table.</p> <p>На столі книга (книги)</p>	<p>There was a book on the table.</p> <p>There were books on the table.</p> <p>На столі була книга (книги)</p>	<p>There will be a book (books) on the table.</p> <p>На столі буде книга (книги)</p>
Питальна	<p>Is there a book on the table?</p> <p>Are there books on the table?</p> <p>Чи є книга (книги) на столі?</p>	<p>Was there a book on the table?</p> <p>Were there books on the table?</p> <p>Чи була книга (книги) на столі?</p>	<p>Will there be a book (books) on the table?</p> <p>Чи буде книга (книги) на столі?</p>
Заперечна	<p>There is no book on the table.</p> <p>There are no books on the table.</p> <p>На столі немає книги (книг).</p> <p>There isn't a book on the table.</p> <p>There aren't any books on the table.</p>	<p>There was no book on the table.</p> <p>There were no books on the table.</p> <p>На столі не було книги (книг).</p> <p>There wasn't a book on the table.</p> <p>There weren't any books on the table.</p>	<p>There will be no book (books) on the table.</p> <p>На столі не буде книги (книг).</p> <p>There won't be a book on the table.</p> <p>There won't be any books on the table.</p>

ДІЄСЛОВО

ЧАСОВІ ФОРМИ ДІЄСЛОВА ГРУПИ INDEFINITE SIMPLE (INDEFINITE)

PRESENT	PAST	FUTURE
V / V-s (he, she, it)	V-ed (II ф)	will (shall) + V
usually always often seldom sometimes	yesterday some years ago last year (WHEN)	tomorrow in a day next year

THE PRESENT INDEFINITE TENSE

Випадки вживання	Приклади
Загальновідомі факти та істини	The sun <i>rises</i> in the east. Сонце підіймається на сході
Повсякденні дії, що повторюються	I <i>wake up</i> at 7.00 every morning. Я прокидаюся кожного ранку о сьомій
В умовних реченнях після if — <i>якщо</i> , in case — <i>у випадку</i> , when — <i>коли</i>	I'll help you if I <i>have</i> time. Я допоможу тобі, якщо матиму час.

THE PAST INDEFINITE TENSE

Випадки вживання	Приклади
Дії, що відбувалися у минулому або для вираження факту, що мав місце в минулому (часто є показники минулого часу: <i>last year, last month, in 1999, yesterday, etc.</i>)	I was awarded a Bachelor's degree in 2000. Я отримав диплом бакалавра 2000 р.

THE FUTURE INDEFINITE TENSE

Випадки вживання	Приклади
Дія відбудеться у майбутньому (<i>tomorrow, in a few days, next week, one day, etc.</i>)	One day I'll get married. Колись я стану одруженим.

Дієслово TO BE

Функції та значення	Приклади
1. Смислове дієслово зі значенням «бути», «бути розташованим». У реченні після нього йде іменник з прийменником або дієслово	Our institute is in the center of the city. Наш інститут розташований у центрі міста
2. Дієслово-зв'язка (у поєднанні з предикативом)	My friend is a designer. Мій друг - конструктор
3. Допоміжне дієслово: а) для формування часів групи Continuous; б) для формування пасивного стану	He is making an experiment. Він проводить експеримент. This book was published last year. Ця книга вийшла друком минулого року
4. Модальне дієслово у значенні «повинен»: to be to	He is to come at 7. Він повинен прийти о сьомій

PAST	PRESENT	FUTURE
I was He was She was It was We were You were They were	I am He is She is It is We are You are They are	I shall be He will be She will be It will be We shall be You will be They will be

Дієслово TO HAVE

Функції та значення	Приклади
1. Як смислове дієслово в значенні «щось мати», якщо після нього стоїть прямий додаток	We <i>have</i> a new TV set in our hostel. У нас у гуртожитку є новий телевізор. (кого? що?)
2. Як допоміжне дієслово для формування часів групи <i>Perfect</i>	They <i>have</i> already passed their examinations. Вони вже склали іспити
3. Як модальне дієслово в значенні «повинен»: <i>to have to</i>	He <i>has</i> to go there twice a week. Він повинен ходити туди два рази на тиждень. He <i>does not have</i> to go there twice a week. Він не повинен ходити туди двічі на тиждень

PAST	PRESENT	FUTURE
I had (did not have) We had You had She had He had It had They had	I have (do not have) She has (does not have) He has It has We have You have They have	I We He She It We They shall will (not) have

ЧАСОВІ ФОРМИ ДІЄСЛОВА ГРУПИ **CONTINUOUS**

(ТРИВАЛИЙ ЧАС)

Тривалий час утворюється з допоміжного дієслова "to be" та дієприкметника теперішнього часу (Participle I).

BE + PARTICIPLE I

Participle I утворюється з допомогою закінчення -ing, яке додають до інфінітива дієслова без частки to.

Наприклад:

- to study — studying
- to speak — speaking
- to take — taking

CONTINUOUS

PRESENT	PAST	FUTURE
I am reading	I was reading	I (shall) will be reading
You are reading	You were reading	You will be reading They will be reading We will be reading
They are reading	They were reading	
We are reading	We were reading	
He is reading	He was reading	He will be reading
She is reading	She was reading	She will be reading
It is reading	It was reading	It will be reading

ЗАПАМ'ЯТАЙТЕ: якщо односкладові та багатоскладові дієслова з наголосом на останньому складі закінчуються на одну приголосну, якій передує короткий голосний звук, для збереження вимови короткого звуку кінцева приголосна на письмі подвоюється.

Наприклад:

- to cut — cutting
- to permit — permitting
- to prefer — preferring

ПРАВИЛО 1.

У заперечних реченнях заперечна частка **not** ставиться після першого допоміжного дієслова.

- She *is not reading* now.
- They *will not be playing* tennis all afternoon.

ПРАВИЛО 2.

У питальних реченнях перше допоміжне дієслово ставиться перед підметом.

- *Were* they *playing* chess at five?
- What *will* Peter *be doing* in the evening?

Теперішній тривалий час (The Present Continuous Tense) позначає дію, яка відбувається в момент розмови

(**now** — зараз, **at this moment** — у цей момент).

НАПРИКЛАД: • What *are you doing* **now**? — I am reading the text.

• Що ти робиш зараз? — Я читаю текст.

Минулий тривалий час позначає тривалу дію в минулому:

1) яка відбувалася в певний момент часу в минулому

(**at three o'clock** — о третій годині; **when he came** — коли він прийшов).

НАПРИКЛАД: • I *was writing* a letter **when he came**.

Я писав листа, коли він прийшов.

2) дію, яка відбувалася протягом певного відрізка часу в минулому.

НАПРИКЛАД:

• It was raining **all evening**.

Йшов дощ протягом усього вечора.

Майбутній тривалий час позначає тривалу дію в майбутньому:

1) дію, яка відбувається в певний момент часу в майбутньому.

• They *will be doing* their homework **all the evening tomorrow**.

Вони будуть виконувати домашнє завдання весь вечір.

2) дію, яка буде відбуватися протягом певного відрізка часу в майбутньому:

• They *will be preparing* for their exam **from eight to ten tomorrow**.

ЗАПАМ'ЯТАЙТЕ!

Дієслова, які виражають **почуття** (to love — любити, to like, to hate,

to want, to need, to prefer, to seem), **сприймання** (to see — бачити,

to feel — почувати), **розумові процеси** (to know — знати,

to understand — розуміти, to realize, to suppose, to mean, to believe,

to remember, to belong, to contain, to consist, to depend, to seem)

НЕ ВЖИВАЮТЬСЯ в CONTINUOUS TENSES.

ЧАСОВІ ФОРМИ ДІЄСЛОВА ГРУПИ PERFECT

(ПЕРФЕКТНІ ЧАСИ)

Перфектні часи утворюються з допомогою допоміжного дієслова **have (had)** та дієприкметника минулого часу (**Participle II**) основного дієслова.

HAVE (HAD) + PARTICIPLE II

За способом утворення дієприкметника минулого часу всі дієслова поділяються на *стандартні* та *нестандартні*.

1. Стандартні дієслова утворюють Participle II з допомогою суфікса -ed, який додається до основи дієслова:

- look — looked
- live — lived

2. Нестандартні дієслова - це третя колонка таблиці нестандартних дієслів.

- build — built — built
- give — gave — given

PERFECT

PRESENT	PAST	FUTURE
I <i>have received</i> a letter He <i>has received</i> a letter We <i>have received</i> a letter	I We <i>had received</i> a letter They	I We <i>will have received</i> a letter They

ПРАВИЛО 1.

Заперечення утворюється з допомогою заперечної частки **not**, яка ставиться після першого допоміжного дієслова.

- We *will not have finished* our work by 5 o'clock tomorrow.

ПРАВИЛО 2.

У питальних реченнях перше допоміжне дієслово ставиться перед підметом.

- **Had** he *gone* to his work before eight?

Теперішній перфектний час (The Present Perfect Tense) уживається в таких випадках:

1) коли час дії не вказано, а мова йде про результат.

- I *have bought* a book. — Я купив книжку.

2) коли є обставини часу: **today, this week, this year**.

- We *have finished* the experiment this week. — Ми закінчили експеримент цього тижня.

3) коли вживаються прислівники неозначеного часу: **ever** - коли-небудь, **never** - ніколи, **just** - тільки що, **not yet** - ще не, **already** - вже.

- He *has just finished* his composition. — Він тільки-но закінчив свій твір.

Минулий перфектний час (The Past Perfect Tense) позначає дію, яка відбувалася до певного моменту в минулому

(**by that time** — до того часу; **before he came** — перед тим як він прийшов).

- They had already had supper before I came into the room.
Вони вже повечеряли до того, як я зайшов до кімнати.

Майбутній перфектний час позначає дію, яка відбуватиметься до певного моменту або іншої дії в майбутньому

(**by that time tomorrow** — до того часу завтра;
before something happens — до того, як щось трапиться).

- She will have passed her exams by that time next year.
Вона складе іспити до того часу наступного року.

THE FUTURE INDEFINITE-IN-THE-PAST

(МАЙБУТНІЙ ЧАС У МИНУЛОМУ)

The Future Indefinite-in-the-Past описує дію в майбутньому, з точки зору якогось минулого моменту. Цей час уживають у розповідях про минулі події в разі переказування у непрякій мові слів або думок якоїсь особи стосовно майбутнього часу.

- He said that he would go to the cinema the following Sunday.
Він сказав, що піде в кіно наступної неділі.

The Future Indefinite-in-the-Past утворюється з допомогою **Would + інфінітив основного дієслова без частки to**.

- I would work.

У заперечній формі після допоміжного дієслова вживають частку **not**.

- I would not work.

У питальній формі допоміжне слово ставлять перед підметом.

- Would you work? - Yes, I would. No, I would not.

ЧАСОВІ ФОРМИ ДІЄСЛОВА ГРУПИ **PERFECT CONTINUOUS**

(ПЕРФЕКТНО-ТРИВАЛИЙ ЧАС)

The Present Perfect Continuous Tense уживають для вираження дії, що почалася у минулому й тривала протягом певного періоду, або все ще продовжується в цей момент, або щойно закінчилася.

- I've been waiting here for half an hour. - Я чекав тут півгодини.

На період тривалості дії вказують обставини часу часто з прийменником **for**. На початок періоду, протягом якого відбувалася дія, вказує слово **since** (з, відтоді, з того часу як).

The Present Perfect Continuous Tense утворюється з допоміжного дієслова **to be** в Present Perfect та дієприкметника теперішнього часу основного дієслова.

I	have been playing	I	have not been playing	Have	I	been playing?
He		He			he	
She	has been playing	She	has not been playing	Has	she	been playing?
It		It			it	
We		We			we	
You	have been playing	You	have not been playing	Have	you	been playing?
They		They			they	

У заперечній формі після першого допоміжного дієслова вживають заперечну частку **not**. I have **not** been playing

З дієсловами, що не вживають із часами групи Continuous, замість Present Perfect Continuous Tense уживають Present Perfect.

The Past Perfect Continuous уживають для вираження тривалої дії, яка почалася до якогось моменту в минулому і (або) продовжувалася в цей момент або закінчилася безпосередньо перед ним.

The Past Perfect Continuous Tense утворюють із допоміжного дієслова **to be** в Past Perfect та дієприкметника теперішнього часу основного дієслова.

I	had been playing
He	
She	
It	
We	
You	
They	

I	had not been playing
He	
She	
It	
We	
You	
They	

У питальній формі перше допоміжне дієслово ставлять перед підметом.

УЗГОДЖЕННЯ ЧАСІВ

Правило узгодження часів — це залежність часу дієслова-присудка підрядного речення від часу, в якому стоїть дієслово-присудок головного речення.

1. Якщо дієслово-присудок головного речення стоїть у теперешньому або майбутньому часі, дієслово-присудок підрядного може стояти в будь-якій часовій формі, якої вимагає зміст.

НАПРИКЛАД:

- He says that he knows your friend. — Він каже, що знає вашого друга.
- He says that he was busy yesterday. — Він каже, що був зайнятий учора.
- He says that he will be busy tomorrow. — Він каже, що буде зайнятий завтра.

2. Якщо дієслово-присудок головного речення стоїть у минулому часі (звичайно у Past Indefinite), то дієслово-присудок підрядного має стояти в одному з минулих часів або в майбутньому з погляду минулого (Future-in-the-Past).

He said Він сказав,	that he worked at the plant.	
	що він працює на заводі.	
	that he had worked at the plant.	
	що він працював на заводі.	
	that he would work at the plant.	
	що він буде працювати на заводі	
Past Indefinite	Past Indefinite	- одночасна дія
	Past Perfect	- дія, яка передує
	Future-in-the-Past	- майбутнє в минулому

ПРЯМА ТА НЕПРЯМА МОВА

(DIRECT AND REPORTED SPEECH)

Під час перетворення прямої мови на непряму пряма мова стає підрядним додатковим реченням. Дієслово **to tell** вживають із непрямым додатком, дієслово **to say** уживають або з прийменниковим додатком (з прийменником **to**), або без нього. Можна вживати сполучник **that**.

Часи дієслів змінюють згідно з правилом узгодження часів. Займенники змінюють залежно від змісту. Змінюють прислівники часу та місця.

ПРЯМА МОВА	НЕПРЯМА МОВА
this	that
these	those
here	there
now	then
today	on that day
yesterday	the day before
last week	the week before
tomorrow	the next day
next week	the next week

He said: "I'll do it *tomorrow*".

— He said (that) he would do it *the next day*.

Mary said to me: "I worked at this office *last year*".

— Mary told me she had worked at that office *the year before*.

He said: "I can speak to you *now*".

— He said he could speak to me *then*.

НАКАЗОВЕ РЕЧЕННЯ

У наказових реченнях у непрякій мові дієслово *say* змінюють на **tell** або **ask**. Після дієслова необхідна вказівка на персону, до якої звертаються, а дієслово підрядного речення переходить у форму інфінітиву. У заперечувальних наказових реченнях частку *not* ставлять перед інфінітивом.

НАПРИКЛАД: She said, "Come at 3 o'clock, Peter"

She **told** Peter **to come** at three o'clock

She said, "Don't open the window."

She **asked** children **not to open** the children's window.

РОЗПОВІДНЕ РЕЧЕННЯ

У розповідних реченнях уживають указівний займенник **that**.

НАПРИКЛАД:

ПРЯМА МОВА	НЕПРЯМА МОВА
The teacher said, "The weather is fine"	The teacher said that the weather was fine.
The teacher said, "Peter can help Ann"	The teacher said that Peter could help Ann.
The teacher said, "Peter works every day"	The teacher said that Peter worked every day.
The teacher said, "Peter is working now"	The teacher said that Peter was working then.
The teacher said, "Peter has finished his work already"	The teacher said that Peter had finished his work already.
The teacher said, "Peter finished his work yesterday"	The teacher said that Peter had finished his work the day before.
The teacher said, "Peter will finish his work tomorrow"	The teacher said that Peter would finish his work the next day.

ПИТАЛЬНЕ РЕЧЕННЯ

Під час перетворення запитань із прямої мови на непряму змінюється порядок слів: непрямі запитання, на відміну від прямих, характеризуються прямим порядком слів. У головному реченні вживають дієслово **to ask**.
Загальні запитання вводять у непрякій мові сполучниками **if, whether**, а спеціальні — відповідними питальними словами.

ПРЯМА МОВА	НЕПРЯМА МОВА
The teacher asked, "Is the weather fine?"	The teacher asked if the weather was fine.
The teacher asked, "Can Peter help Ann?"	The teacher asked if Peter could help Ann.
The teacher asked, "Does Peter work every day?"	The teacher asked if Peter worked every day.
The teacher asked, "Is Peter working now?"	The teacher asked if Peter was working then.
The teacher asked, "Has Peter finished his work already?"	The teacher asked if Peter had finished his work already.
The teacher asked, "Did Peter finish his work yesterday?"	The teacher asked if Peter had finished his work the day before.
The teacher asked, "Will Peter finish his work tomorrow?"	The teacher asked if Peter would finish his work the next day.
The teacher asked, "What is your name?"	The teacher asked what my name was.
The teacher asked, "Where do you live?"	The teacher asked where I lived.
The teacher asked, "When do you get up?"	The teacher asked when I got up.

ПАСИВНИЙ СТАН

(PASSIVE VOICE)

Стан — це категорія дієслова, яка демонструє відношення дії до суб'єкта чи об'єкта дії. Пасивний стан показує, що на предмет або особу, які є підметом речення, спрямовано дію (стаття перекладена, дім будується).

НАПРИКЛАД: • Popov invented radio in Russia.

Активний стан (Active Voice). — Попов винайшов радіо в Росії.

• The radio in Russia was invented by Popov.

Пасивний стан (Pessive Voice). — Радіо в Росії було винайдено Поповим.

Пасивний стан — це складна аналітична форма, яку утворюють із допомогою допоміжного дієслова **to be** у відповідному часі, особі й числі та дієприкметника минулого часу (**Participle II**).

TO BE + PARTICIPLE II

Запам'ятайте: вживання часів пасивного стану відбувається за такими ж правилами, як і часів активного стану.

Запам'ятайте: у пасивному стані лише допоміжне дієслово змінюється за часом.

INDEFINITE (SIMPLE) PASSIVE VOICE

Стверджувальна форма

PRESENT	PAST	FUTURE
I am asked	I was asked	I shall be asked
The letter is written	The letter was written	The letter will be written
The letters are written	The letters were written	The letters will be written

Питальна форма

У питальній формі змінюється порядок слів: перед підметом ставиться перше допоміжне дієслово		
PRESENT	PAST	FUTURE
Am I asked?	Was I asked?	Shall I be asked?
Is the letter written?	Was the letter written?	Will the letter be written?
Are the letters written?	Were the letters written?	Will the letters be written?

Заперечна форма

Заперечна частка not після першого допоміжного дієслова		
PRESENT	PAST	FUTURE
I am not asked	I was not asked	I shall not be asked
The letter is not written	The letter was not written	The letter will not be written
The letters are not written	The letters were not written	The letters will not be written

CONTINUOUS PASSIVE VOICE

Стверджувальна форма

PRESENT	PAST	FUTURE
I am being asked	I was being asked	Замість Future Continuous вживають Future Indefinite
The letter is being written	The letter was being written	
The letters are being written	The letters were being written	

Питальна форма

У питальній формі змінюється порядок слів:
перед підметом ставиться перше допоміжне дієслово

PRESENT	PAST	FUTURE
Am I being asked?	Was I being asked?	
Is the letter being written?	Was the letter being written?	
Are the letters written?	Were the letters being written?	

Заперечна форма

Заперечна частка not після першого допоміжного дієслова

PRESENT	PAST	FUTURE
I am not being asked	I was not being asked	
The letter is not being written	The letter was not being written	
The letters are not being written	The letters were not being written	

PERFECT PASSIVE VOICE

Стверджувальна форма

PRESENT	PAST	FUTURE
I have been asked	I had been asked	I shall have been asked
The letter has been written	The letter had been written	It will have been written
Letters have been written	Letters had been written	Letters will have been written

Питальна форма

PRESENT	PAST	FUTURE
Have I been asked?	Had I been asked?	Shall I have been asked?
Has the letter been written?	Had the letter been written?	Will the letter have been written?
Have letters been written?	Had letters been written?	Will letters have been written?

Заперечна форма

PRESENT	PAST	FUTURE
I have not been asked	I had not been asked	I shall not have been asked
The letter has not been written	The letter had not been written	The letter will not have been written
Letters have not been written	Letters had not been written	Letters will not have been written

ОСОБЛИВОСТІ ПЕРЕКЛАДУ ГРАМАТИЧНИХ КОНСТРУКЦІЙ У ПАСИВНОМУ СТАНІ

В англійській мові пасивний стан уживають частіше ніж в українській. Існує декілька випадків, коли переклад присудка у пасивному стані становить певні труднощі, а саме:

1. Якщо в пасивному стані є носій дії (by somebody), то під час перекладу можна вживати особову форму дієслова в активному стані.

- The news is brought by my sister. — Новину принесла моя сестра.

2. Якщо присудок у пасивній конструкції виражено дієсловом із прийменником, то підмет перекладають додатком з відповідним прийменником, а присудок — неозначено-особовою формою дієслова.

- The doctor was sent for — Послали за лікарем...
- The child is being looked after — За дитиною доглядають...

3. Безособові конструкції перекладають таким чином:

- It is known that — Відомо, що...
- It is said that — Кажуть, що...
- It is expected that — Чекають, що...
- It should be mentioned that — Слід згадати, що...

Запам'ятайте:

- to look for — шукати
- to look through — переглядати
- to work on — працювати над
- to wait for — чекати
- to pay attention to — звертати увагу на
- to listen to — слухати
- to refer to — посилається на

МОДАЛЬНІ ДІЄСЛОВА ТА ЇХ ЕКВІВАЛЕНТИ

Модальні дієслова (**Modal Verbs**) виражають не саму дію, а вказують на відношення до неї того, хто говорить, тобто на можливість, припущення, здатність та вірогідність дії, позначеної наступним інфінітивом дієслова.

- I **can** swim. — Я вмію плавати.
- You **may** swim. — Вам можна плавати.

Запам'ятайте: після модальних дієслів інфінітив основного дієслова вживають **без частки to**. За винятком: **to be to, to have to**.

Під час утворення питальної форми модальне дієслово ставлять перед підметом.

Наприклад: • **May** they come later? — Можна їм прийти пізніше?

Під час утворення заперечення частку **not** ставлять після модального дієслова.

Наприклад: • You **must** not smoke here. — Не можна тут палити.

МОДАЛЬНІ ДІЄСЛОВА, ЯКІ ВИРАЖАЮТЬ ПОВИННІСТЬ, НЕОБХІДНІСТЬ

MUST — бути повинним.

Ми вживаємо *must*, коли описуємо наші почуття. *Must* уживають тільки в теперішньому або майбутньому часах. *Mustn't (must not)* уживають для висловлення суворого наказу щось НЕ робити.

- I **must** leave at once. - Я повинен негайно поїхати.
- I **mustn't** leave at once.
- **Must** you leave at once? - Yes, you must. / No, you mustn't.

HAVE TO — мусити.

Ми вживаємо *have to* для опису фактів, а не персональних (власних) почуттів.

Have to вживають у минулому, теперішньому, та майбутньому часах.

Don't have to (do not have to) вживають, коли треба дати рекомендацію.

- I **have to** go there. — Я маю *пити туди*. I **had to** go there.
- I **do not have to** go there. I **didn't have to** go there.
- **Do you have to** go there? **Did you have to** go there?
Yes, I do. Yes, I did. No, I don't. No, I didn't.

BE TO — означає повинність, що є наслідком попередньої домовленості або плану.

- We **were to** inspect the new device.

— Ми повинні були оглянути новий прилад. (Про це було домовлено.)

SHOULD — слід (порада)

- You **should** do it. — Тобі слід це зробити.

Should часто вживають із висловами:

- I think... • I don't think... • Do you think...?

Вираз "*You shouldn't do smth.*" означає, що так вчиняти недобре.

Ми також уживаємо *should*, коли щось відбувається не так, як ми очікували.

Наприклад: • I wonder where Ann is. She **should** be here by now.

Should також уживають, коли ми очікуємо на якусь подію. Наприклад:

- There are many hotels there. It **shouldn't be** difficult to find somewhere to stay.

Ми можемо використовувати *should* після деяких дієслів:

- **suggest**
- **insist**
- **propose**
- **demand**
- **recommend**

Наприклад:

- They insisted that we should have dinner with them.
- I demanded that he should apologise.
- What do you suggest I should do.

Також *should* використовують після рекомендацій, пропозицій та виразів **it's important / necessary / essential...**

НЕ МОЖНА використовувати частку **to** після **suggest**.

Ми можемо використовувати *should* після таких прикметників:

- **strange**
- **natural**
- **odd**
- **interesting**
- **funny**
- **surprising**
- **typical**
- **surprised**

МОДАЛЬНІ ДІЄСЛОВА, ЯКІ ВИРАЖАЮТЬ ЗДАТНІСТЬ АБО МОЖЛИВІСТЬ ДІЇ

CAN — могли, бути спроможним.

Ми вживаємо **can** + інфінітив без частки **to**. У **can** є форма минулого часу — **could**, але немає форми майбутнього часу, тому її замінюють на **to be able to**.

- He *can* help you. — Він може допомогти тобі.

BE ABLE TO — могли

- We'll *be able to* see each other very often.
— Ми зможемо часто зустрічатися.

Модальні дієслова, які виражають дозвіл або прохання, вірогідність

MAY (might) — можливо, мабуть

Зазвичай ми можемо використовувати **may**, **might**, але ми використовуємо тільки **might**, коли описуємо нереальну ситуацію.

- You *may* come here every day.
— Ви можете приходити сюди кожен день.
- Do you think it will rain? Yes, it *may*.
— Як ти гадаєш, чи буде дощ? Так, можливо.

BE ALLOWED TO — дозволяти

- He *was allowed to* borrow books from the library.
— Йому дозволили позичити книжки у бібліотеці.

ТАБЛИЦЯ МОДАЛЬНИХ ДІЄСЛІВ

	ФУНКЦІЯ	ПРИКЛАДИ
Can, could	1. Фізична чи розумова здатність, уміння 2. Дозвіл / заборона 3. Передбачення (у стверджувальному реченні) 4. Сумнів, недовіра (у заперечному та питальному реченнях)	He can do it. — Він може це зробити. I can dance. — Я вмію танцювати Can I come in? — Можна мені увійти? He can have done it. Можливо, він це зробив. Can she have done it? Невже вона це зробила?
To be able (to)		He will be able to do it. - Він зможе це зробит
May, might	1. Дозвіл / заборона 2. Передбачення з часткою непевненості 3. Дорікання (might)	May I speak to you? Можна з вами поговорити? She may do (have done) it. Можливо, вона це зробить (зробила). You might be more attentive. Ти могла б бути більш уважною.
To be allowed (to)		He was allowed to go there. Йому дозволили туди піти.
Must	1. Обов'язок, необхідність, наказ, порада 2. Передбачення з великою мірою впевненості	She must do it. - Вона повинна це зробити. You must consult the doctor. Ви повинні порадитися з лікарем. He must be an engineer. - Певно, він - інженер.
To have (to)		She had to do it. - Вона повинна була це зробити.
To be obliged (to)		I will be obliged to call the police. Я буду змушений викликати поліцію.
To have (to)	Необхідність під дією обставин	You will have to go home. Вам доведеться піти додому.
Need	Необхідність (у заперечних та питальних реченнях)	You needn't hurry. Не треба поспішати.
Should, ought (to)	1. Моральний обов'язок, порада, рекомендація 2. Передбачення з часткою впевненості	You should visit him. Вам слід навідатися до нього. They should be a happy family. — Вони, певно, щаслива родина.
To be (to) (в Present Indefinite та Past Indefinite)	1. Зобов'язаність за планом, розкладом, графіком 2. Наказ, інструкція	The lessons are to begin at 9 a. m. Заняття мають початися о 9-й ранку. We are to meet at the corner. Ми повинні зустрітися на розі. You are to go too bed. - Лягайте спати!
Shall	1. Наказ, попередження, погроза, застереження 2. Питання для отримання розпорядження, наказу	You will not run away from me! — Ти від мене не втечеш! Will I turn on the lights? — Увімкнути світло?
Will, would	1. Воля, бажання, намір 2. Ввічливе прохання, запрошення 3. Предмет не виконує своїх функцій (у заперечному реченні)	We will help you. Ми допоможемо вам (залюбки) Would you like some coffe? Чи не бажаєте кави? The knife won't cut. — Ніж не ріже.

ДІЄПРИКМЕТНИК I, II

Дієприкметник — це безособова форма дієслова, яка поєднує ознаки прикметника та дієслова.

В англійській мові існує два типи дієприкметників: теперішнього часу (**Participle I**) та минулого (**Participle II**).

ФОРМИ ДІЄПРИКМЕТНИКА			
	PARTICIPLE I		PARTICIPLE II
Indefinite	ACTIVE	PASSIVE	
	changing	being changed (V3)	changed (V3)
Вживають у функціях означення та обставини			Вживають у функціях означення й обставини
Perfect	having changed (V3)	having been changed (V3)	
	Вживають у функціях обставини		

Функції Participle 1

1) Означення

- The *rising* sun was hidden by clouds. — Сонце, що сходило, закрили хмари.
- The stars *shining* in the dark sky seem blue.
— Зірки, що світять у темному небі, здаються блакитними.
- The bridge *being built* across the river is going to be beautiful.
— Міст, який будують через річку, буде дуже красивий.

2) Обставина (вживається зі сполучниками *when, while*)

- *Entering* the room, she saw her sister there.
— Увійшовши до кімнати, вона побачила там свою сестру.
- *Being built* of wood the bridge could not carry heavy loads. — Оскільки міст було збудовано з дерева, він не міг витримувати велике навантаження.
- *Having said* this, they stopped speaking.
— Сказавши це, вони припинили розмову.
- *Having been invited* to a party, she could not stay at home.
— Оскільки її запросили на вечірку, вона не змогла залишитися вдома.

Функції Participle II

1) Означення

- We looked at the *destroyed* bridge. — Ми дивилися на зруйнований міст.
- He is a doctor *loved and respected* by everybody.
— Він лікар, якого всі люблять і поважають.

2) Обставина (вживається зі сполучниками *when, if, as if, as though*)

- When *praised*, he was ill at ease.
— Коли його хвалили, він почувався ніяково.

ГЕРУНДІЙ

Герундій — це безособова форма дієслова, яка має граматичні особливості як дієслова, так і іменника.

Запам'ятайте: герундій завжди виражає дію як процес.

- increasing — збільшення
- obtaining — отримання
- heating — нагрівання

Форми герундія

	ACTIVE	PASSIVE
INDEFINITE	writing	being written
PERFECT	having written	having been written

Синтаксичні функції герундія у реченні та способи його перекладу українською мовою

Функція	Приклад	Переклад
1. Підмет	Smoking isn't allowed here	<i>Палити тут не можна</i>
2. Предикатив	His hobby is driving a car	<i>Його хоббі — водити машину.</i>
3. Додаток (прямий, при- йменниковий)	I enjoy reading books. We spoke of swimming	<i>Мені подобається читати. Ми розмовляли про пла- вання</i>
4. Означення	There are different ways of obtaining this substance	<i>Існують різні способи отримання цієї речовини</i>
5. Обставина	After receiving good results they stopped experiments	<i>Після отримання позитивних результатів вони припинили експерименти.</i>

Для перекладу герундія українською мовою вживають іменник, неозначену форму дієслова, дієприкметник, дієслово в особовій формі або підрядне речення.

Запам'ятайте: складні форми герундія перекладають із допомогою підрядного речення.

- I know of his having been appointed to a new job.
— Я знаю, що його призначили на нову роботу.

ІНФІНІТИВ

Інфінітив — це безособова форма дієслова, яка тільки називає дію й відповідає на питання: що робити? що зробити?

Поєднує особливості як дієслова, так і іменника.

НАПРИКЛАД:

- to write — писати
- to answer — відповідати

Ознакою інфінітива в англійській мові є частка **to**, але в багатьох випадках інфінітив уживають без неї.

Функції в реченні

1) Підмет

- *To follow him is dangerous.* — Супроводжувати його небезпечно.

2) Предикатив

- *The point is to achieve the aim.* — Головне — досягти мети.

3) Частина дієслівного складеного присудка

- *We must stay at home.* — Ми маємо залишитися вдома.

4) Додаток

- *He asked me to wait.* — Він попросив мене зачекати.

5) Означення

- *The work to be done is difficult.* — Робота, яку треба зробити, важка.

6) Обставина мети

- *I have come here to meet her.* — Я прийшов сюди, щоби зустрітися з нею.

Форми інфінітива

	ACTIVE	PASSIVE
Indefinite	He is glad <i>to help</i> his friend. Він радий допомогти другу	He is glad <i>to be helped</i> . Він радий, що йому допомагають
Continuous	He is glad <i>to be helping</i> his friend. Він радий, що допомагає другу (зараз)	-
Perfect	He is glad <i>to have helped</i> his friend. Він радий, що допоміг другу (раніше)	He is glad <i>to have been helped</i> . Він радий, що йому допомогли.
Perfect Continuous	He is glad <i>to have been working</i> at this plant for ten years. Він радий, що працює на цьому заводі вже десять років.	-

РЕЧЕННЯ

ПОРЯДОК СЛІВ У РЕЧЕННЯХ

Прямий порядок слів у розповідному реченні в англійській мові зумовлений відсутністю відмінків.

Вираження відмінкових закінчень із допомогою прийменників

ВІДМІНОК в українській мові		ПРИЙМЕННИКИ в англійській мові
Називний	Хто? Що? <i>Друг</i>	У реченні завжди — підмет, стоїть перед присудком. • My friend reads much
Родовий	Кого? Чого? <i>Друга</i>	of; from • The sister of my friend is in the room. • I have received a letter from my friend
Давальний	Кому? Чому? <i>Другу</i>	to • I always give my books to my friend
Знахідний	Кого? Що? <i>Друга</i>	У реченні завжди — додаток, стоїть після присудка. • I see my friend in the room
Орудний	Ким? Чим? <i>Другом, ручкою</i>	by; with • This work is done by my friend. • I write with a pen
Місцевий	Про кого? Про що? <i>Про друга</i>	about, of • I often think about (of) my friend

Розповідне (стверджувальне) речення

Прямий порядок слів розповідного речення означає:

підмет	+	присудок	+	додаток
S — subject		P — predicate		O — object
He		is		my friend

Розповідне (заперечне) речення

Якщо присудком є сильне дієслово, то під час утворенні заперечної форми допоміжні слова не потрібні:

підмет	+	присудок	+	not	+	додаток
S — subject		P — predicate		not		O — object
He		is		not		my friend

Сильні дієслова:

- be (am, is, are), (was, were, been)
- have (has, had) (для Present та Past Perfect Tense)

Модальні дієслова:

- will (shall)
- should, would
- can, may
- must

Інші дієслова (слабкі) утворюють заперечну форму з допомогою дієслова "do":

Підмет +	do not +	Присудок +	Додаток
S — subject	do not	P — predicate	O — object
They	do not	read	newspapers
He	does not — для 3-ї особи однини (Present Simple)	read	newspapers
She	did not — для минулого часу	read	newspapers

Питальне речення

Англійське питальне речення для сильних дієслів утворюють без допоміжних дієслів. Порядок слів — зворотний.

Присудок +	Підмет +	Додаток	?
P — predicate	S — subject	O — object	?
Is	he	my friend ?	

Слабким дієсловам знову потрібна допомога **do**.

Do +	Підмет +	Присудок +	Додаток ?
Do +	S — subject	P — predicate	O — object ?
Do +	you	like	to read
Does - для 3-ї ос. однини (Present Simple)	he	like	to read
Did - для минулого часу	he	like	to read

Спонукальне речення

Присудок + додаток	
P — predicate	O — object
Close	the door, please.

Для ввічливої форми:

Will	+	підмет	+	присудок	+	додаток
Would		S — subject		P — predicate		O — object
Could						
Will	+	you	+	close	+	the door?
Would						
Could						

Окличне речення

Окличне слово +	Частина мови	Приклад
What +	Іменник, прислівник	What a lovely girl! What a teacher you are!
How +	Прикметник, прислівник, дієслово	How slippery it was! How beautiful you are! How it snows!

ЗАПАМ'ЯТАЙ! Після **what** злічувані іменники в однині вживаються з неозначеним артиклем. Незлічувані, а також іменники у множині — без артикля.

СКЛАДНІ РЕЧЕННЯ

Складнопідрядне речення складається з головного та одного чи кількох підрядних, які пояснюють головне. В англійській мові підрядні речення можуть стояти перед або після головного і часто не відокремлюються від нього комою. Підрядні речення завжди мають підмет.

ТИПИ ПІДРЯДНИХ РЕЧЕНЬ

1) **Підметові:** вводяться сполучниками **that, if** або сполучними словами **whether, who, what, which, when, how, why**.

- Who saved his life remained unknown.

— Той, хто врятував його життя, залишився невідомим.

2) **Предикативні (присудкові):** вони вводяться тими самими сполучниками та сполучними словами, що й підметові.

- That is what I want to ask you. — Це те, що я бажаю спитати у вас.

3) **Додаткові:** вони вводяться тими самими сполучниками та сполучними словами, що й підметові та присудкові.

- She asked me if I knew this city. — Вона запитала мене, чи знаю я це місто.

4) **Означальні:** вони вводяться сполучниками, сполучними словами та відносними займенниками **who** (вживається для осіб), **which** (для предметів), **that** (для осіб і предметів) та відносними прислівниками **when, where, how, why**.

- The man who wanted to see you yesterday is waiting for you.

— Чоловік, який хотів побачити тебе вчора, чекає на тебе.

5) **Обставинні** підрядні речення поділяються на такі види:

а) Підрядні речення **часу** (відповідають на запитання коли?).

- We'll have dinner when mother comes home.

— Ми будемо обідати, коли прийде додому мати.

б) Підрядні речення **місця** (відповідають на запитання де? куди?).

- Whenever you go you must remember about it.

— Куди б ти не поїхав, ти повинен пам'ятати про це.

в) Підрядні речення **умови** (відповідають на запитання в якому випадку? за якої умови?).

- We'll come to see you if the weather is fine.

— Ми прийдемо до тебе, якщо буде чудова погода.

г) Підрядні речення **причини** (відповідають на запитання чому?).

- He spoke quickly for he had no spare time.

— Він швидко розмовляв, тому що в нього не було вільного часу.

д) Підрядні речення **мети** (відповідають на питання з якою метою?).

- I sent him a telegram so that he might meet me at the station.

— Я відіслав йому телеграму для того, щоб він міг зустріти мене на станції.

е) Підрядні речення **способу дії** (відповідають на питання як?).

- You must study as your sister does.

— Ти повинен навчатися так, як навчається твоя сестра.

УМОВНІ РЕЧЕННЯ

Умовний спосіб дієслова виражає нереальну дію, тобто таку, яка могла б відбутися за певних умов, а також необхідну, бажану або нездійснену.

ПОРІВНЯЙТЕ!

Дійсний спосіб

- This plan was adopted last year.
— Цей план був прийнятий у минулому році.

Умовний спосіб

- The adoption of this plan would be untimely.
— Прийняття цього плану було би передчасним.

ЗАПАМ'ЯТАЙТЕ:

Під час перекладу умовного пособу українською мовою вживають форму дієслова в минулому часі та частку **б**.

В англійській мові існує три типи умовних речень.

I ТИП. Умовні підрядні речення (УПР) виражають реальні умови, які стосуються минулого, теперішнього й майбутнього часів для реальних дій, виражених у головному реченні.

- If you work hard, you will pass your exams.
— Якщо ти будеш наполегливо працювати, ти складеш іспити.

II ТИП. УПР виражають неймовірні або малоймовірні припущення, які стосуються теперішнього або майбутнього часу.

- If you worked hard, you would pass your exams next month.
— Якби ти наполегливо працював, ти би склав іспити в наступному місяці.
- If I were here, I would let you know.
— Якщо б я був тут, я би повідомив вас.

ЗАПАМ'ЯТАЙТЕ:

в умовному способі вживають лише одну форму дієслова "be" у минулому часі — **were**.

III ТИП. УПР виражають нереальні умови для дій у головному реченні, оскільки стосуються минулого часу й тому не можуть бути виконані.

- If you had worked hard last semester, you would have passed your exams.
— Якби ти наполегливо працював у минулому семестрі, ти би склав іспити.

ІНВЕРСІЯ

Іноді трапляються безсполучникові підрядні речення умови (II та III типів), які починаються з дієслів **were, had, should, would, could**.

- **Were** you in the library, you would see Nick.
Якби ви були в бібліотеці, то ви б побачили Ніка.

Сполучники в умовних підрядних реченнях

- 1) **if**
 - If you wait for me, we'll go there together.
— Якщо ви мене зачекаєте, ми підемо туди разом.
- 2) **unless**
 - He won't finish his work unless you help him.
— Він не закінчить роботу, якщо ви не допоможете йому.
- 3) **provided (providing)**
 - We'll start our classes at 9 sharp, provided everybody comes in time.
— Ми почнемо заняття рівно о дев'ятій, якщо всі прийдуть учасно.

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USEFUL PHRASES

КОРИСНІ ФРАЗИ, ЯКІ МОЖНА ВИКОРИСТОВУВАТИ В РОЗМОВІ ТА НА ПИСЬМІ

Starting a conversation

розпочинаючи розмову

- Excuse me. Can I tell/ask you something?
- Can I talk to you for a moment?
- Can I have a word?

Asking for directions/information

запитуючи про напрямок/надання інформації

- Excuse me. How do I get to...?
- Is there a (post office) near here?
- Could you tell me the way to...?
- I'd like to know..., please.
- Do you know (where the bus stop is)?
- And there is one more thing I'd like to know.
- And you wouldn't know..., would you?

Giving directions

вказуючи напрямок

- Go straight ahead. Turn left/right.
- Take the first/second turning on your right/left.
- Go past (the school).
- Keep going until you get to...
- Go along (Green Street) as far as the traffic lights.
- Then...
- You need to...

Expressing opinions

висловлення думки

- (I'm) sorry for (sth/doing sth).
- I'm really sorry.
- I'm awfully sorry.
- I apologise.

Making a request

висловлючи прохання

- Can / Could you... ?
- Would you mind (doing sth)?
- Do you think you could...?
- Do you think you could possibly...?
- Will you...?

Agreeing to a request

висловлючи згоду на прохання

OK./All right. / Yes, sure. / Certainly.

Refusing a request

відмова на прохання

Sorry, but... / I can't really... / I'm afraid I can't...

Making suggestions/arrangements to meet

висловлючи пораду/погодження на зустріч

- Are you doing anything on...?
- Would you like to (do sth)?
- Do you fancy (sth / doing sth)?
- Why don't we (do sth)?
- Let's (do sth).
- How / What about (doing sth)?
- I was wondering if you'd like to (do sth)?
- It would be great if we (did sth).

Accepting suggestions/arrangements to meet

приймати поради/погодження на зустріч

- (Yes,) I'd love to.
- (Yes,) I'd be glad/happy to.
- Sure, why not?
- Sounds good to me.
- Great!
- Yes, that would be (great / good / useful / excellent).
- Yes, (I think) that's a good idea.
- That's a great idea!
- That's a good/an excellent suggestion!
- Yes, that's probably the best option.
- That would / could be fun / interesting.

Rejecting suggestions/arrangements to meet

відмовляти порадам / погодження на зустріч

- Sorry, but I can't.
- Sorry, but I'm busy on...
- Sorry, but I've got to (do sth).
- I'm afraid I can't.
- That's a good idea, but...
- I'd love to, but...
- I don't think so, (because...)
- Well, I'd rather (do sth).
- Yes, but don't you think it would be better to (do sth)?

Asking for help

питати про допомогу

- Could you (do sth)?
- Would you mind (doing sth)?
- Can you help me, please?
- Could you give / lend me a hand?

Offering something

пропонувати щось

- Would you like (a biscuit)?
- How about (a cup of coffee)?
- Fancy (a drink)?
- I'll do it for you.
- Shall I help you to (do sth)?
- How can I help (you)?

Accepting an offer

приймати запрошення

- | | |
|--------------------------|------------------------------------|
| • Yes, please. / Thanks. | • That's very kind of you. |
| • Thank you very much. | • That would be lovely, thank you. |

Asking for permission

питати про дозвіл

- Could I ...?
- Is it OK / all right if I ...?
- Do you mind if I (do sth)?
- Would you mind if I (did sth)?
- Would it be OK if I (did sth)?
- I was wondering if I could...?

Giving permission

давати дозвіл

- Yes, of course.
- Yes, sure.
- Yes, that's fine.
- No, that's fine.
- No, go ahead.
- No problem.

Refusing permission

відмовляти у дозволі

- Sorry, but...
- I'm afraid that's not possible.
- I'd rather you didn't (if you don't mind).

Asking for advice

питати про пораду

- What do you think I should do?
- Do you think I should...?
- Can I ask your opinion about something?

Giving advice

давати пораду

- I think you should/ought to...
- If I were you, I'd (do sth).
- Have you thought about (doing sth)?
- Have you considered (doing sth)?
- Why don't you...?
- You might enjoy (doing sth). „
- You could...

Saying thanks

висловлювати подяку

- Thanks a lot. / Many thanks.
- Thank you very much.
- That was/is very kind of you.

Responding to thanks

відповідати на подяку

- Not at all.
- Don't mention it.
- That's OK.
- It's a pleasure. / My pleasure.
- No problem.
- Any time.
- You're welcome.

Describing a picture

описуючи малюнок

- In the picture I can see...
- They look (tired).
- On the right / left there is...
- At the top/bottom there are...
- In the top right-hand corner there seems to be...
- In the foreground /background...
- I think they represent...
- The image reminds me of /makes me think of...
- The setting is...
- The picture shows...
- She seems / appears to be (happy)...

Talking about statistics

говорячи про статистику

- Most...
- The vast majority of...
- Nearly half / all (of the respondents)...
- Less than half of...
- Nearly a third of ...
- A quarter of ...Hardly any...
- Compared to...it's (ten times/ 55%) more (likely /common)...
- The contrast between (air travel) and (sea travel) is (insignificant.)

Explaining what something is

пояснюючи, що мається на увазі

- It's something that (covers the window).
- You can (pull it).
- It's a kind of (bed) that you can (sit on when you want to watch TV).
- It's (a box) made of (wood) where (somebody keeps...)

Speculating

розмірковуючи над...

- (I guess) they might /could be (brother and sister).
- It must be (some kind of a machine).
- She is probably (more than 17).
- She can't be (on holiday), because...
- It's not clear if...
- They seem (to be in love).
- I expect that she's...
- She could be... or...
- He looks as if...
- It looks like (they're friends).
- I imagine they're...
- I wonder if he's...

Ordering arguments

послідовність викладення подій/фактів

- To start with,...
- First of all,... / Firstly,...
- Secondly,...
- Another thing is that...
- On the one hand... but on the other hand...
- On the other hand,...
- The main reason is...
- Another reason is...
- Well, the thing is that...
- It's also true that...
- And on top of that...
- And finally...

Giving examples

наводячи приклади

- For example,...
- For instance,...
- To give you an idea,...
- One example of this is...
- Look at the case of ...

Summarising

підбиваючи підсумки

- So what it comes down to is...
- The point I'm trying to make is...
- Let me just recap what's been said so far.
- In short...
- In other words...
- To sum up...

Asking for someone's opinion

запитуючи чийось думку/точку зору

- What do you think (of /about...)?
- Have you considered...?
- What's your view / opinion / take on...?
- Don't you agree that...?

Expressing opinions

висловлючи думки / точку зору

- I think (that)...
- In my view/opinion,...
- I'm convinced / positive that...
- To my mind,...
- Personally, I think...
- As I see it,...
- From my point of view,...
- As far as I'm concerned,...
- I don't think...
- I don't really know (if)...
- I'm not sure (about / if)...
- I don't have a strong / definite opinion about that.

Agreeing/Accepting the other person's viewpoint

погодження/прийняття точки зору іншої особи

- Yes, I agree (with you).
- I completely agree.
- I couldn't agree with you more.
- That's exactly what I think.
- My point exactly.
- I know.
- I can go along with that.
- (I think) you're right.
- Right./That's right.
- Absolutely.
- I suppose so.
- True./That's true.
- Exactly!

Responding to what someone has said

реагування на чийсь репліки

- Do you?/Are you?/Is it? *(the appropriate question tag from the statement)*
- That's interesting.
- Really?
- I see.
- Oh, OK.

Disagreeing

непогодження

- Yes / True, but...
- I'm afraid I disagree/can't agree with you.
- I take/see your point, but...
- I see what you mean, but...
- I'm not sure about that.
- I'm not sure that's true / correct / right.
- I'm not sure I can accept that.
- I agree to some extent, but...
- There might be some truth in that, but...
- I can't agree/go along with that.
- I disagree.
- I don't see why /how
- You must be joking!
- Surely you don't think that...
- Actually,...

Playing for time

коли треба виграти час на обмірковування

- Let me see,...
- Well, let me think,...
- Hm, let me think about that for a moment.
- I'll have to think about it.
- How shall / can I put it?
- What's the word for it?

Asking for clarification/Saying you don't understand

запитуючи про додаткові пояснення/коли ви говорите, що ви чогось не розумієте

- Pardon?
- Sorry?
- Sorry, I didn't quite catch that.
- Sorry, I missed that.
- Do you mean...?
- Does this mean...?
- Can you say it/that again, please?
- Would you mind repeating that, please?
- Could you repeat that more slowly, please?
- Could you spell that, please?

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Brainstorming day by day

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