Муниципальное казенное общеобразовательное учреждение

Марьевская средняя общеобразовательная школа

Ольховатский муниципальный район

Воронежская область



**Рабочая программа**

**по иностранному языку (английский)10 класса**

**на 2018-2019 учебный год**

Составитель:

учитель английского языкаI кк

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Рабочая программа учебного предмета «Английский язык» составлена в соответствии с требованиями федерального компонента государственного стандарта среднего (полного) общего образования и программы курса обучения английскому языку «Английский нового тысячелетия»/ ”New Millennium English” для 5-11 классов. Авторы: О.Л. Гроза, М.Л. Мичурина, Т.Н. Рыжкова, Е.Ю. Шалимова.

Курс “NewMillenniumEnglish” для 5 – 11 классов представляет последовательность восьми учебно-методических комплексов, каждый из которых включает следующие компоненты:

* учебник
* рабочую тетрадь
* аудиоприложение (CD MP3)
* книгу для учителя

Курс рассчитан на 105 учебных часов, из расчета три учебных часа в неделю. При этом, предусмотрен резерв свободного времени в размере 10% от общего времени, которые учитель может использовать по собственному усмотрению и в зависимости от потребностей конкретного класса.

**Требования к уровню подготовки обучающихся**

По окончании курса “NewMillenniumEnglish 5 – 11” учащиеся смогут развить все компоненты коммуникативной компетентности и овладеть четырьмя основными видами речевой деятельности на уровне, соответствующем требованиям образовательного стандарта среднего (полного) общего образования по иностранному языку, и подготовиться к единому государственному экзамену или несколько выше, что можно определить как уровень В2 по классификации Совета Европы (IndependentUser/ Независимый пользователь). Последнее означает, что они смогут:

* понимать основное содержание сложных устных и письменных аутентичных текстов прагматической и конкретной тематики, относящихся к разным коммуникативным типам, а также выделять в них значимую информацию;
* спонтанно и бегло общаться с носителями языка без особого напряжения с обеих сторон, делая небольшие паузы, необходимые для поиска адекватных способов выражения мысли;
* инициировать, поддерживать и по желанию заканчивать беседу, соблюдая принятые в изучаемой культуре правила вежливости;
* продуцировать устные и письменные тексты разных типов по широкому кругу тем, которых ясно, подробно и связно объяснять свою точку зрения, представлять преимущества и недостатки других точек зрения с помощью некоторого набора дискурсивных средств;
* использовать различные источники для поиска информации, выделять из различных источников, обобщать и представлять информацию разными способами;
* пользоваться довольно широким диапазоном языковых средств, контролировать грамматическую сторону речи, не допускать ошибок, вызывающих непонимание, исправлять собственные ошибки.

Они также смогут:

* решать определенные учебные, исследовательские, организационные задачи, проектировать индивидуальную и коллективную деятельность;
* определять и отстаивать свою позицию культурно-приемлемыми способами, планировать и совершать социально-значимое действие.

*В процессе овладения умениями и навыками аудирования учащиеся учатся:*

* фокусироваться на цели аудирования в каждом конкретном случае;
* декодировать невербальную информацию (интонация, возраст говорящего, шумы и т.д.);
* игнорировать незнакомые слова, не являющиеся ключевыми;
* игнорировать нерелевантную информацию;
* догадываться о значении незнакомых слов по контексту, морфологическим признакам, месту слова в предложении, а также заимствованным корням;
* сопоставлять результаты своей предварительной догадки с услышанным и корректировать процесс последующего восприятия,

кроме того хорошо ориентироваться в разных жанрах аудио текстов:

* информационный жанр (новости, экскурсия, лекция, описание места, события, предмета, интервью);
* публицистический, научно-популярный жанр (интервью, дискуссия, беседа, репортаж, публичное выступление);
* художественный жанр (короткий рассказ, песня, фрагменты из художественного произведения, стихи).

*В процессе овладения умениями и навыками чтения учащиеся учатся:*

* фокусироваться на цели чтения в каждом конкретном случае;
* декодировать невербальную информацию (иллюстрации, особенности графического изображения текста и т.д.);
* игнорировать незнакомые слова, не являющиеся ключевыми;
* игнорировать нерелевантную информацию;
* догадываться о значении незнакомых слов по контексту, морфологическим признакам, месту слова в предложении, а также интернациональным корням;
* догадываться о значении незнакомых грамматических структур по контексту, месту структуры в предложении;
* находить и повторно читать отрывки текста, позволяющие понять непонятное;
* сравнивать результаты своей предварительной догадки с прочитанным и корректировать дальнейшее восприятие,

кроме того хорошо ориентироваться в разных жанрах текстов и понимать их:

* информационный жанр (реклама, брошюра, путеводитель, программа телепередач, формальное/ неформальное письмо, резюме, диаграмма, плакат, интервью, репортаж);
* публицистический жанр (газетная/ журнальная статья, эссе, интервью, репортаж, письмо в газету/ журнал/ интернет, отзыв на фильм, публичная речь/ воззвание/ обращение);
* научно-популярный жанр (газетная/ журнальная статья, статьи из энциклопедии и другой справочной литературы, викторины/ загадки, тексты из учебника по естественным наукам, доклад, описание действия, места, предмета, человека, интервью);
* художественный жанр (рассказ, отрывок из романа, повести, стихотворение, пьеса).

*В процессе овладения умениями и навыками говорения учащиеся учатся:*

* начать, поддержать и завершить беседу, сообщение и т.д.;
* изменить тему беседы;
* восстановить общение в случае сбоя;
* уточнить информацию;
* пользоваться вербальными и невербальными способами заполнения пауз, возникающих при общении,

а также следующие *компенсаторные умения*, необходимые в случае затруднения при общении:

* описать предмет, указывая на дополнительные детали;
* перефразировать;
* переспросить информацию у собеседника;
* использовать жестикуляцию и другие невербальные способы общения,

кроме того хорошо ориентироваться в разных сферах и темах устного общения:

* личная жизнь (Семейные ценности. Проблема отцов и детей. Что является основой семьи? Взаимоотношения в семье.);
* общественная жизнь (Праздники. Отношение к праздникам. Семейные/ Экзотические торжества. Люди и деньги. Деньги – корень всех зол? Как бороться с бедностью? «Роскошная» жизнь? Дорога к успеху не бывает простой. Спорт. Зачем заниматься спортом? Проблемы профессионального спорта. Проблема симуляторов в спорте. Экстремальные виды спорта. Жизнь животных. Предназначение животных. Кого выбрать в домашние любимцы? Ответственность людей за животных.);
* учебная деятельность (Образование. Отношение к школе. Школьные правила. Высшее образование. Обучение за рубежом.);
* профессиональная деятельность (Мир компьютеров. Выбор между компьютером и книгой. Для чего нужен компьютер? Компьютерная зависимость.).

*В процессе овладения умениями письма учащиеся учатся:*

* поставить коммуникативную цель и определить адресата;
* выбрать подходящий тип текста и регистр;
* генерировать, отбирать и развивать идеи для текста;
* начать и закончить текст;
* выбрать тип изложения: статическое описание, описание процесса, повествование, причинно-следственная связь, дискуссия, сравнение, классификация, определение;
* выстроить текст логически;
* выбрать и эффективно применить дискурсивные элементы;
* написать черновик текста;
* осуществить самопроверку текста,

кроме того хорошо ориентироваться в разных сферах и темах письменного общения:

* личная сфера (Индивидуальность. Быть как все? Как стать уверенным в себе? Что такое успех? Праздники. Отношение к праздникам. Наши праздники. Радиопрограмма. Семейные ценности. Что является основой семьи? Взаимоотношения в семье. Семейный журнал.);
* общественная жизнь (Жизнь животных. Предназначение животных. Ответственность людей за животных. Защитим животных! Телевидение. Какие телепрограммы мы выбираем? Насилие на телевидении? Нужна ли Всероссийская неделя без телевидения? Люди и деньги. Дорога к успеху не бывает простой. Пресс-конференция. Спорт. Для чего нужен спорт? Проблемы профессионального спорта. Проблема применения стимуляторов в спорте. Экстремальные виды спорта. Новый вид спорта.);
* учебная деятельность (Образование. Отношение к школе. Обучение за рубежом. Моя школа.);
* профессиональная деятельность (Мир компьютеров. Для чего нужен компьютеров? Компьютерная зависимость.).

**Содержаниеучебного предмета**

Раздел 1. Хороший старт в жизни (12ч)

Раздел 2. Идентичность (12ч)

Раздел 3. Время праздновать (12ч)

Раздел 4. Корень всех зол? (16ч)

Раздел 5.Семейные дела (12ч)

Раздел 6. Спорт (12ч)

Раздел 7. Животные (12ч)

Раздел 8. Компьютеры (17ч)

**Говорение**

*Диалогическая речь*

Совершенствование умений участвовать в диалогах этикетного характера, диалогах-расспросах, диалогах-побуждениях к действию, диалогах-обменах информацией, а также в диалогах смешанного типа, включающих элементы разных типов диалогов на основе новой тематики, в тематических ситуациях официального и неофициального повседневного общения.

Развитие умений:

* участвовать в беседе/дискуссии на знакомую тему,
* осуществлять запрос информации,
* обращаться за разъяснениями,
* выражать свое отношение к высказыванию партнера, свое мнение по обсуждаемой теме.

Объем диалогов - до 6-7 реплик со стороны каждого учащегося.

*Монологическая речь*

Совершенствование умений устно выступать с сообщениями в связи с увиденным / прочитанным, по результатам работы над иноязычным проектом.

Развитие умений:

делать сообщения, содержащие наиболее важную информацию по теме/проблеме

* кратко передавать содержание полученной информации;
* рассказывать о себе, своем окружении, своих планах, обосновывая

свои намерения поступки;

* рассуждать о фактах/событиях, приводя примеры, аргументы, делая

выводы;

* описывать особенности жизни и культуры своей страны и страны/стран изучаемого

языка.

Объем монологического высказывания 12-15 фраз.

**Аудирование**

Дальнейшее развитие понимания на слух (с различной степенью полноты и точ ности) высказываний собеседников в процессе общения, а также содержание аутентичных аудио- и видеотекстов различных жанров и длительности звучания до Зх минут:

* понимания основного содержания несложных звучащих текстов монологи ческого и диалогического характера: теле- и радиопередач в рамках изучаемых тем;
* выборочного понимания необходимой информации в объявлениях и информационной рекламе;
* относительно полного понимания высказываний собеседника в наиболее распространенных стандартных ситуациях повседневного общения.

Развитие умений:

* отделять главную информацию от второстепенной;
* выявлять наиболее значимые факты;
* определять свое отношение к ним, извлекать из аудио текста необходимую/интересующую информацию.

**Чтение**

Дальнейшее развитие всех основных видов чтения аутентичных текстов различных стилей: публицистических, научно-популярных, художественных, прагматических, а также текстов из разных областей знания (с учетом межпредметных связей):

* ознакомительного чтения - с целью понимания основного содержания сообщений, репортажей, отрывков из произведений художественной литературы, несложных публикаций научно-познавательного характера;
* изучающего чтения - с целью полного и точного понимания информации прагматических текстов (инструкций, рецептов, статистических данных);
* просмотрового/поискового чтения - с целью выборочного понимания необходимой/интересующей информации из текста статьи, проспекта.

Развитие умений:

* выделять основные факты;
* отделять главную информацию от второстепенной;
* предвосхищать возможные события факты;
* раскрывать причинно-следственные связи между фактами;
* понимать аргументацию;
* извлекать необходимую/интересующую информацию;
* определять свое отношение к прочитанному.

**Письменная речь**

Развитие умений писать личное письмо, заполнять анкеты, бланки; излагать сведения о себе в форме, принятой в англоязычных странах (автобиография/резюме); составлять план, тезисы устного/письменного сообщения, в том числе на основе выписок из текста.

Развитие умений: расспрашивать в личном письме о новостях и сообщать их; рассказывать об отдельных фактах/событиях своей жизни, выражая свои суждения и чувства; описывать свои планы на будущее.

**Компенсаторные умения**

Совершенствование следующих умений: пользоваться языковой и контекстуальной догадкой при чтении и аудировании; прогнозировать содержание текста по заголовку/ началу текста, использовать текстовые опоры различного рода (подзаголовки, таблицы, графики, шрифтовые выделения, комментарии, сноски); игнорировать лексические и смысловые трудности, не влияющие на понимание основного содержания текста, использовать переспрос и словарные замены в процессе устноречевого общения; мимику, жесты.

**Учебно-познавательные умения**

Дальнейшее развитие общеучебных умений, связанных с приемами самостоятельного приобретения знаний: использовать двуязычный и одноязычный (толковый) словари и другую справочную литературу, в том числе лингвострановедческую, ориентироваться в письменном и аудиотексте на английском языке, обобщать информацию, фиксировать содержание сообщений, выделять нужную/основную информацию из различных источников на английском языке.

Развитие специальных учебных умений: интерпретировать языковые средства, отражающие особенности иной культуры, использовать выборочный перевод для уточнения понимания текста на английском языке.

**Социокультурные знания и умения**

Дальнейшее развитие социокультурных знаний и умений происходит за счет углубления:

* социокультурных знаний о правилах вежливого поведения в стандартных ситуациях социально-бытовой, социально-культурной и учебно-трудовой сфер общения в иноязычной среде (включая этикет поведения при проживании в зарубежной семье, при приглашении в гости, а также этикет поведения в гостях); о языковых средствах, которые могут использоваться в ситуациях официального и неофициального характера;
* межпредметных знаний о культурном наследии страны/стран, говорящих на английском языке, об условиях жизни разных слоев общества в ней / них, возможностях получения образования и трудоустройства, их ценностных ориентирах; этническом составе и религиозных особенностях стран.

Дальнейшее развитие социокультурных умений использовать:

* необходимые языковые средства для выражения мнений (согласия/несогласия, отказа) в некатегоричной и неагрессивной форме, проявляя уважение к взглядам других:
* необходимые языковые средства, с помощью которых возможно представить родную страну и культуру в иноязычной среде, оказать помощь зарубежным гостям в ситуациях повседневного общения;
* формулы речевого этикета в рамках стандартных ситуаций общения.

**Языковые знания и умения**

В старшей школе осуществляется систематизация языковых знаний школьников, полученных в основной школе, продолжается овладение учащимися новыми языковыми знаниями и навыками в соответствии с требованиями базового уровня владения английским языком.

*Орфография*

Совершенствование орфографических навыков, в том числе применительно к новому языковому материалу, входящему в лексико-грамматический минимум базового уровня.

*Фонетическая сторона речи*

Совершенствование слухо-произносительных навыков, в том числе применительно к новому языковому материалу, навыков правильного произношения; соблюдение ударения и интонации в английских словах и фразах; ритмико-интонационных навыков оформления различных типов предложений.

*Лексическая сторона речи*

Систематизация лексических единиц, изученных во 2-9 или в 5-9 классах; овладение лексическими средствами, обслуживающими новые темы, проблемы и ситуации устного и письменного общения. Лексический минимум выпускников полной средней школы составляет 1400 лексических единиц.

Расширение потенциального словаря за счет овладения интернациональной лексикой, новыми значениями известных слов и новых слов, образованных на основе продуктивных способов словообразования. Развитие навыков распознавания и употребления в речи лексических единиц, обслуживающих ситуации в рамках тематики основной и старшей школы, наиболее распространенных устойчивых словосочетаний, реплик-клише речевого этикета, характерных для культуры англоязычных стран; навыков использования словарей.

*Грамматическая сторона речи*

Продуктивное овладение грамматическими явлениями, которые ранее были усвоены рецептивно и коммуникативно-ориентированная систематизация грамматического материала, усвоенного в основной школе:

* совершенствование навыков распознавания и употребления в речи изученных ранее коммуникативных и структурных типов предложения; систематизация знаний о сложносочиненных и сложноподчиненных предложениях, в том числе условных предложениях с разной степенью вероятности: вероятных, маловероятных и невероятных: Conditional I, II, III.
* формирование навыков распознавания и употребления в речи предложений с кон струкцией «I wish...» (I wish I had my own room), конструкцией «so/such + that» (I was so busy that forgot to phone to my parents), эмфатическихконструкцийтипа It's him who ..., It's time you did smth.
* совершенствование навыков распознавания и употребления в речи глаголов в наиболее употребительных временных формах действительного залога: Present Simple, Future Simple и Past Simple, Present и Past Continuous, Present и Past Perfect; модальных глаголов и их эквивалентов.
* знание признаков и навыки распознавания и употребления в речи глаголов в следующих формах действительного залога: Present Perfect Continuous и Past Perfect Continuous и страдательного залога: Present Simple Passive, Future Simple Passive. Past Simple Passive, Present Perfect Passive.
* знание признаков и навыки распознавания при чтении глаголов в Past Perfect Passive, Future Perfect Passive; неличных форм глагола (Infinitive, Participle I и Gerund) без различения их функций.
* формирование навыков распознавания и употребления в речи различных грамматических средств для выражения будущего времени: Simple Future, to be going to, Present Continuous.
* совершенствование навыков употребления определенного / неопределенного / нулевого артиклей; имен существительных в единственном и множественном числе ( в том числе исключения). Совершенствование навыков распознавания и употребления в речи личных, притяжательных, указательных, неопределенных, относительных, вопроси тельных местоимений; прилагательных и наречий, в том числе наречий, выражающих количество (many/much, few/a few. little/ a little); количественных и порядковых числи тельных.
* систематизация знаний о функциональной значимости предлогов и совершенст вование навыков их употребления: предлоги, во фразах, выражающих направление, время, место действия; о разных средствах связи в тексте для обеспечения его целостности, например, наречий (firstly, finally, at last, in the end, however, etc.).

**Тематическое планирование**

|  |  |  |
| --- | --- | --- |
| **Содержание** | **Кол-во часов** | **Кол-во контрольных работ** |
| **Раздел 1. Хороший старт в жизни**  Уроки 1-2. Снова в школу  Уроки 3-4. Имеет ли значение цвет?  Уроки 5-6. Город против университета  Уроки 7-8. Они объехали весь свет  Урок 9. Контрольная работа 1  Урок 10. Интеграция навыков и умений: Проект «Постер «Наша школа»  Уроки 11-12. Аналитическое чтение: Сью Таунсенд «Личный дневник Адриана Мола 13 ¾ лет» | **12** | **1** |
| **Раздел 2. Идентичность**  Уроки 1-2. Прямые парни  Уроки 3-4. Такие же или другие?  Уроки 5-6. Сыграй в свою игру  Уроки 7-8. Волнующий запах успеха  Урок 9. Контрольная работа 2  Урок 10. Интеграция навыков и умений: Ролевая игра «Пресс-конференция»  Уроки 11-12. Аналитическое чтение: Джилли Купер «Десять родительских заповедей» | **12** | **1** |
| **Раздел 3. Время праздновать**  Уроки 1-2. Что такое традиция?  Уроки 3-4. Говоря начистоту  Уроки 5-6. Семейный ужин  Уроки 7-8. Экзотические праздники  Урок 9. Контрольная работа 3  Урок 10. Интегрирование умений: Проект «Радиопрограмма»  Уроки 11-12. Аналитическое чтение: Ширли Джексон «День рождения» | **12** | **1** |
| **Раздел 4. Корень всех зол?**  Уроки 1-2. Вы материалист?  Уроки 3-4. Борьба за жизнь  Уроки 5-6. Борьба за «красивую» жизнь  Уроки 7-8. Нет легких путей к успеху  Урок 9. Контрольная работа 4  Урок 10. Интегрирование умений: Деловая игра «Заседание школьного совета»  Уроки 11-13. Промежуточная контрольная работа  Уроки 14-15. Аналитическое чтение: Пол Зиндел «Телефонный розыгрыш»  Урок 16. Подведение итогов I полугодия | **16** | **2** |
| **Раздел 5. Семейные дела**  Уроки 1-2. На чем держится семья?  Уроки 3-4. Как только стану взрослой…  Уроки 5-6. Я живу на чемоданах  Уроки 7-8. Построим мост  Урок 9. Контрольная работа 5  Урок 10. Интегрирование умений: Проект «Семейный журнал»  Уроки 11-12. Аналитическое чтение. Алекс Мозли «Кошачий лаз» | **12** | **1** |
| **Раздел 6. Спорт**  Уроки 1-2. Почему вы выбрали спорт?  Уроки 3-4. Стоит ли жертвовать всем?  Уроки 5-6. Высокий результат любой ценой?  Уроки 7-8. Экстремальные виды спорта  Урок 9. Контрольная работа 6  Урок 10. Интегрирование умений: Проект «Новый вид спорта»  Уроки 11-12. Аналитическое чтение. Барри Хайнс «Внешность и улыбка» | **12** | **1** |
| **Раздел 7. Животные**  Уроки 1-2. Рожденные служить?  Уроки 3-4. Кого можно держать дома?  Уроки 5-6. Как им помочь?  Уроки 7-8. Раскаты грома (часть 1)  Урок 9. Контрольная работа 7  Урок 10. Интегрирование умений: Проект «Компания в защиту прав животных»  Уроки 11-12. Аналитическое чтение. Рэй Бредберри «Раскаты грома» | **12** | **1** |
| **Раздел 8. Компьютеры**  Уроки 1-2. Что день грядущий нам готовит?  Уроки 3-4. Компьютер: друг или враг?  Уроки 5-6. Компьютеризированное образование  Уроки 7-8. Еще один вид зависимости?  Урок 9. Язык – это весело  Урок 10. Контрольная работа 8  Урок 11. Подготовка к итоговой контрольной работе  Уроки 12-14. Итоговая контрольная работа  Уроки 15-16. Аналитическое чтение: История николь: Найдись в сети  Урок 17. Подведение итогов II полугодия | **17** | **2** |
| **Итого:** | **105** | **10** |

*Приложение 1*

**Календарно-тематическое планирование**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№ п/п** | **Тема урока** | **Кол-во часов** | **Дата по плану** | **Дата по факту** | **Цели урока** | **Д/з** |
| **Хорошийстарт(Проблемы образования)** | | | | | | |
| 1/ 2. | Снова в школу | 2 |  |  | Ознакомить уч-ся с новым учебником, со стратегией обучения в 10 классе.  Научить уч-ся работать автономно и независимо.  Практиковать уч-ся в распознавание значения слов через контекст, чтении ради удовольствия и пересказа, написании дневника. | Выучить слова с.9  Упр. 5В, с.10; повторить слова с.9 |
| 3/ 4. | Школьные правила | 2 |  |  | Научить уч-ся выражать, делиться мнением, решать конфликты путем прихода к консенсусу.  Практиковать уч-ся в чтении с общим охватом содержания и пониманием главного, с выборочным извлечением информации, в построении предложений «запретить / разрешить», написании правил, выражении мнения. | Упр.2, с.11-12 (чтение)  Упр.6, с.13 |
| 5/ 6. | Город против университета | 2 |  |  | Научить уч-ся сравнивать обучение в университете в России и Великобритании.  Ознакомить уч-ся с некоторыми аспектами студенческой жизни в Соединённом Королевстве.  Практиковать уч-ся в чтении с выборочным извлечением информации (просмотр буклетов и карт), аудировании с пониманием основного содержания, с выборочным извлечением информации, рассказывании историй по картинкам, язык неформального общения. | Написать сообщение о школе/ университете  Упр. 5, с.17 |
| 7/ 8. | Они объехали весь свет | 2 |  |  | Ознакомить уч-ся с возникновением некоторых национальных стереотипов.  Научить уч-ся писать предложения с изложением цели.  Практиковать уч-ся в чтении с общим охватом содержания и пониманием главного, написании заметок во время аудирования, употреблять новую лексику по теме, написании предложений с изложением цели. | Упр.3D, с.19  Повторить изученное |
| 9. | Контрольная работа 1 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 1. | Подготовить проект |
| 10. | Интеграция навыков и умений: Проект «Постер «Наша школа» | 1 |  |  | Научить уч-ся писать о своей школе, презентовать свою работу организованно и дружелюбно. |  |
| 11/ 12. | Аналитическое чтение: Сью Таунсенд «Личный дневник Адриана Мола 13 ¾ лет» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр. 3B, с.144  Упр. 4, с.144 |
| **С кем я (Система ценностей и проблема самоопределения)** | | | | | | |
| 13/ 14. | Прямые парни | 2 |  |  | Научить уч-ся выражать свое отношение по поводу нестандартного мнения.  Практиковать уч-ся в чтении с общим охватом содержания и пониманием главного, распознавании значения слов через контекст, высказывании мнения. | Упр.2D, с.25  Упр.7, с.26 |
| 15/ 16. | Такие же или другие? | 2 |  |  | Научить уч-ся выражать свое мнение по отношению к субкультуре, повышать уровень результативности при работе в группе.  Практиковать уч-ся в высказывании мнения, написании эссе «против / за». | Упр.4D, с.28  Выполнить упражнения на PresentSimple |
| 17/ 18. | Сыграй в свою игру | 2 |  |  | Научить уч-ся понимать некоторые невербальные способы общения, анализировать собственное поведение, размышлять о том, как стать увереннее.  Практиковать уч-ся в чтении с полным пониманием текста, аудировании с полным пониманием содержания и смысла, описании картинок, написании плана. | Упр.5, с.31  Упр.9, с.35; упражнения на Past Simple |
| 19/ 20. | Волнующий запах успеха | 2 |  |  | Научить уч-ся размышлять над трудностями в достижении успеха в жизни и качествами, необходимыми для достижения успеха.  Ознакомить уч-ся с лингвистическими особенностями косвенной речи.  Практиковать уч-ся в аудировании с пониманием основного содержания, с полным пониманием содержания и смысла, в интенсивном чтении, написании доклада, основанном на интервью. | УпражнениянаPast Simple, Present Simple  Упр.5, с.35 |
| 21. | Контрольная работа 2 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 2. | Подготовить ролевую игру |
| 22. | Интеграция навыков и умений: Ролевая игра «Пресс-конференция» | 1 |  |  | Практиковать у уч-ся интегрированные навыки.  Закрепить знания, умения и навыки, полученные при изучении раздела. |  |
| 23/ 24. | Аналитическое чтение: Джилли Купер «Десять родительских заповедей» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр.2В, с.146  Упр.6, с.147 |
| **Давайте праздновать (Традиции в современном мире)** | | | | | | |
| 25/ 26. | Чтотакоетрадиция? | 2 |  |  | Научить уч-ся обсуждать традиции и их роль в повседневной жизни, сравнительному анализу культур.  Практиковать уч-ся в чтении с общим охватом содержания и пониманием главного, фокусировании на структуре текста во время аудирования с пониманием основного содержания и с полным пониманием содержания и смысла, построении спонтанных ответов, говорении на скорость. | Упр.4, с.41  Упражнения на числительные |
| 27/ 28. | Говоря начистоту | 2 |  |  | Научить уч-ся понимать противоположные точки зрения, развивать и выражать свое отношение к определенному обычаю / празднику, проводить исследование и предоставлять результаты в письменной форме.  Практиковать уч-ся в чтении-размышлении с целью понимания отношения, постановке вопросов и высказывании мнения, написании заметок, доклада. | Упр.2С, с.44;  Упражнения на числительные  Упр.5, с.45 |
| 29/ 30. | Семейныйужин | 2 |  |  | Научить уч-ся понимать и ценить культурные различия, видеть вещи в исторической перспективе, описывать семейный ужин устно и письменно, ценить семейные ценности.  Практиковать уч-ся в чтении с общим охватом содержания и пониманием главного, аудировании с целью выделения различных мнений, высказывании мнения. | Упр.2D, с.47;  УпражнениянаPresent Continuous  УпражнениянаPresent Continuous |
| 31/ 32. | Экзотические праздники | 2 |  |  | Научить уч-ся понимать и ценить разнообразие культур, работать с энциклопедией, давать описание одному из русских праздников.  Практиковать уч-ся в чтении энциклопедии с выборочным извлечением информации, описании традиционного праздника, написании энциклопедической статьи. | Упр.4, с.50;  УпражнениянаPresent Continuous, Present Simple  Упр.7, с.51 |
| 33. | Контрольная работа 3 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 3. | Подготовить проект |
| 34. | Интегрирование умений: Проект «Радиопрограмма» | 1 |  |  | Практиковать у уч-ся интегрированные навыки.  Закрепить знания, умения и навыки, полученные при изучении раздела. |  |
| 35/ 36. | Аналитическое чтение: Ширли Джексон «День рождения» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр.4, с.148-150  Упр.8, с.151 |
| **Корень зла (Отношение к материальным ценностям и проблеме бедности)** | | | | | | |
| 37/ 38. | Вы материалист? | 2 |  |  | Научить уч-ся размышлять о системе ценностей, проявлять себя в сфере материализма.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением слов, кратком пересказе по-русски, говорении на скорость. | Упражнения на PastContinuous  Упр.5В, с.57 |
| 39/ 40. | Борьбазажизнь | 2 |  |  | Научить уч-ся обсуждать причины и последствия бедности, способы решения проблем, писать и выступать с речью.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, чтении с общим охватом содержания и пониманием главного, с полным пониманием текста, написании речи о социальных проблемах, выступлении с речью. | Раб. тетрадь – упр.2,5, с.34-35  Упр.7, с.61 |
| 41/ 42. | Борьба за «красивую» жизнь | 2 |  |  | Научить уч-ся размышлять о своих привычках времяпрепровождения, планировании бюджета, высказывать свое мнение по поводу обсуждаемой проблемы.  Практиковать уч-ся в чтении с общим охватом содержания и пониманием главного, с полным пониманием текста, высказывании мнения, переводе. | Упр.4В, с.63;  Упражнения на PresentPerfect  Упр.6В, с.64 |
| 43/ 44. | Нет легких путей к успеху | 2 |  |  | Научить уч-ся размышлять о жизненных ценностях и способах достижения успеха, говорить о достижениях в жизни и личностных качествах, необходимых для достижения этих целей.  Практиковать уч-ся в чтении с пониманием значения текста, говорении о целях в жизни и способах достижения успеха, написании заметок, изложении результатов обсуждения в докладе, креативном письме. | Упр.5, с.66  Упр.8, с.67 |
| 45. | Контрольная работа 4 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 4. | Подготовить деловую игру |
| 46. | Интегрирование умений: Деловая игра «Заседание школьного совета» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки публичного выступления.  Закрепить знания, умения и навыки, полученные при изучении раздела. | Повторить изученное |
| 47/ 48/ 49. | Промежуточная контрольная работа | 3 |  |  | Контроль знаний, умений и навыков, полученных при изучении разделов 1-4. |  |
| 50/ 51. | Аналитическое чтение: Пол Зиндел «Телефонный розыгрыш» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр.3В, с.153  Упр.6, с.155 |
| 52. | Подведение итогов I полугодия | 1 |  |  | Подвести итоги I полугодия, выставить оценки за I полугодие. |  |
| **Семейные вопросы (Проблемы взаимоотношений в семье и семейные ценности)** | | | | | | |
| 53/ 54. | На чем держится семья? | 2 |  |  | Научить уч-ся размышлять о семейных ценностях, развивать собственную стратегию работы с незнакомой лексикой.  Практиковать уч-ся в чтении с полным пониманием текста, аудировании с пониманием основного содержания, с выборочным извлечением слов, проведении переговоров и достижении согласия. | Упр.2В, с.72  Упр.6, с.74 |
| 55/ 56. | Как только стану взрослой… | 2 |  |  | Научить уч-ся размышлять о семейных отношениях, обсуждать разные способы выхода из конфликта.  Практиковать уч-ся в распознавании значения слов через контекст, чтении с общим охватом содержания и пониманием главного, с полным пониманием текста, говорении, использовании PresentContinuous при рассказе о раздражающих привычках. | Упр.2Е, с.76 |
| 57/ 58. | Я живу на чемоданах | 2 |  |  | Научить уч-сяразмышлять позитивно о семейных проблемах, видеть связь между формой и значением в контексте.  Практиковать уч-ся в чтении с общим охватом содержания и пониманием главного, аргументированном обсуждении в диалоге, написании письма. | Упр.1D, с.78  Упр. 6, с.80 (дописать) |
| 59/ 60. | Построим мост | 2 |  |  | Научить уч-ся обсуждать суть противостояния поколений, способности видеть другие точки зрения.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением слов, чтении с общим охватом содержания и пониманием главного, с выборочным извлечением слов, высказывании мнения, суммировании, высказывании аргументов, советов, написании письма с советом. | Упр.3C,D, с.82  Упр.6В, с.83 |
| 61. | Контрольная работа 5 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 5. | Подготовить проект |
| 62. | Интегрирование умений: Проект «Семейный журнал» | 1 |  |  | Научить уч-ся создавать журнал в классе, обсуждать и презентовать материал, над которым они работали.  Практиковать у уч-ся интегрированные навыки.  Развить способности работы в командах. |  |
| 63/ 64. | Аналитическое чтение. Алекс Мозли «Кошачий лаз» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр. 5A, с.158  Упр. 6, с.158 |
| **Спорт (Роль спорта в современном мире)** | | | | | | |
| 65/ 66. | Почему вы выбрали спорт? | 2 |  |  | Научить уч-ся выражать свое отношение к спорту, давать описание устно и письменно о роле спорта в жизни людей.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, распознавание значения новых слов через контекст, высказывании мнения. | Упр.3D, с.89  Упр.6, с.91 |
| 67/ 68. | Стоит ли жертвовать всем? | 2 |  |  | Научить уч-ся говорить о преимуществах и недостатках профессионального спорта, размышлять по теме.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, высказывании мнения и отношения, написании текста. | Упр. 3D, с.94  Упр.5, с.95 |
| 69/ 70. | Высокий результат любой ценой? | 2 |  |  | Научить уч-ся рассказывать о здоровом образе жизни, выражать свое мнение по поводу употребления допинга в профессиональном спорте.  Практиковать уч-ся в чтении с общим охватом содержания и пониманием главного, с выборочным извлечением информации, письме-убеждении. | Написать изложение упр.2C, с.97  Упр.4, с.98 |
| 71/ 72. | Экстремальные виды спорта | 2 |  |  | Научить уч-ся высказывать свое мнение и отношение к рискованным видам спорта.  Практиковать уч-ся в аудировании с выборочным извлечением информации, чтении с общим охватом содержания и пониманием главного, с выборочным извлечением информации, высказывании мнения устно и письменно, написании эссе с высказыванием мнения. | Написать список причин для риска  Упр.6, с.101 |
| 73. | Контрольная работа 6 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 6. | Подготовить проект |
| 74. | Интегрирование умений: Проект «Новый вид спорта» | 1 |  |  | Практиковать у уч-ся навыки презентации, интегрированные навыки.  Практиковать уч-ся в общении на тему спортивных ценностей и здорового образа жизни |  |
| 75/ 76. | Аналитическое чтение. Барри Хайнс «Внешность и улыбка» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр.2, с.159-160 (чтение)  Упр.4, с.161 |
| **Жизнь животных (Этические проблемы взаимоотношений людей и животных)** | | | | | | |
| 77/ 78. | Рожденные служить? | 2 |  |  | Научить уч-сяговорить на тему роли животных в жизни общества, думать и говорить на тему причинно-следственных родственных связей.  Практиковать уч-ся в интенсивном чтении, выражении причинно-следственных родственных связей, письме с целью получения информации. | Упр.3С, с.107  Упр.5В, с.109 |
| 79/ 80. | Кого можно держать дома? | 2 |  |  | Научить уч-ся размышлять о животных в качестве домашних питомцев.  Практиковать уч-ся в аудировании с пониманием основного содержания, с полным пониманием содержания и смысла, говорении на скорость, написании инструкций. | Упр.4, с.111  Упр.6В, с.112 |
| 81/ 82. | Как им помочь? | 2 |  |  | Научить уч-ся говорить о соотношении цели и характеристик текста, чувству ответственности по отношению к животным, использовать текст как образец для письма.  Практиковать уч-ся в дифференциации различных текстов по цели написания, выборе средств для использования в письме. | Упр.2А, с.113  Упр.6 (4-7), с.115 |
| 83/ 84. | Раскаты грома (часть 1) | 2 |  |  | Научить уч-сяпонимать выводы в литературных текстах, чувству ответственности за собственные поступки.  Практиковать уч-ся в интенсивном чтение, новых способах работы с новой лексикой, понимании стилистических особенностей текста, аудировании с пониманием основного содержания. | Упр. 2А с. 116  Упр.3F, с.118 |
| 85. | Контрольная работа 7 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 7. | Подготовить проект |
| 86. | Интегрирование умений: Проект «Компания в защиту прав животных» | 1 |  |  | Практиковать уч-ся в устной презентации своих работ, практиковать участие в компании. |  |
| 87/ 88. | Аналитическое чтение. Рэй Бредберри «Раскаты грома» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр. 2D, с.163-164  Упр. 4, с.164 |
| **Компьютеры (Влияние новых технологий на жизнь человека, профессиональное самоопределение)** | | | | | | |
| 89/ 90. | Что день грядущий нам готовит? | 2 |  |  | Научить уч-ся писать о будущем с разным уровнем уверенности, размышлять над традиционными ценностями и ценностями прогресса.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, чтении с общим охватом содержания и пониманием главного, с выборочным извлечением информации, высказывании мнения и аргументов, высказывании мнения письменно. | Упр.2Е, с.123  Упр. 5, с.124-125 (дописать) |
| 91/ 92. | Компьютер: друг или враг? | 2 |  |  | Научить уч-ся давать определения, высказывать мнение о роли компьютеров в жизни людей.  Практиковать уч-ся в аудировании с полным пониманием содержания и смысла, с выборочным извлечением слов, чтении с целью понимания связи и структуры истории, рассказывании, написании истории, составлении определений. | Упр.3В, с.127  Упр.7, с.129 |
| 93/ 94. | Компьютеризированное образование | 2 |  |  | Научить уч-ся выражать свое мнение в форме контрастирующего эссе.  Практиковать уч-ся в интенсивном чтении, работе со структурой эссе, выражающего мнение, написании эссе, выражающего мнение. | Упр.3А, с.132  Упр.4, с.133 |
| 95/ 96. | Еще один вид зависимости? | 2 |  |  | Научитьуч-сяразмышлять о проблеме компьютерного пристрастия.  Практиковать уч-ся в чтении с общим охватом содержания и пониманием главного, с выборочным извлечением информации, аудировании с выборочным извлечением информации, описании ситуации, высказывании мнения, совета, написании заметок, написании краткого изложения в докладе. | Раб. тетрадь – упр.3,4, с.82-83  Упр.6, с.136 |
| 97. | Язык – это весело | 1 |  |  | Научить уч-сяиграть со словами.  Повторить грамматику и лексику через игру. | Повторить лексику |
| 98. | Контрольная работа 8 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 8. |  |
| 99. | Подготовка к итоговой контрольной работе | 1 |  |  | Обобщить знания, умения и навыки уч-ся, полученных при изучении разделов 5-8. |  |
| 100/ 101/ 102. | Итоговая контрольная работа | 3 |  |  | Контроль знаний, умений и навыков, полученных при изучении разделов 5-8. |  |
| 103/ 104. | Аналитическое чтение: История Николь: Найдись в сети | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр. 2А, с.165-166 (чтение, перевод) |
| 105. | Подведение итогов II полугодия | 1 |  |  | Подвести итоги II полугодия, выставить годовые оценки. |  |

*Приложение 2*

**Test (Unit 1)**

1. **Read the extracts from the newspaper articles and fill in the gaps with the correct form of the verb.**
2. An Irish schoolgirl who a few months ago (1) (to design) … a computer code for sending secret messages via the internet and e-mail (2) (to win) … the European Young Scientists’ competition in Salonika, Greece. Sarah Flannery, 17, from Cork, (3) (to be) … on work training in Dublin when she (4) (to invent) … a code that is up to 30 times faster than RSA, the current data protection code.
3. One of the youngest children to pass an A level is being prevented from going on to a degree course because his parents cannot (5) (to afford) … the fees.

Samuel Solomi (6) (to be accepted) … for an Open University degree course in mathematics. But he (7) (to have to) … forego the opportunity unless a sponsor (8) (to come forward) … before the end of the year. Now ten, Samuel (9) (to be) … by far the youngest person to enroll at the university, but the £450 fee is more than the family can afford. Samuel’s father, Andreas, (10) (to be) … disabled.

|  |
| --- |
| **Points \_\_\_ / 10** |

1. **Read the story and choose the word which best completes each sentence.**

**One Example of an English Grammar School Code of Dress**

My school, was an old established Grammar School founded (1) *in / at* the 16th century. The school was very proud (2) *by / of* its history and traditions. There was also pride in the idea that just because it (3) *were / was* an old school it was a good school, certainly a better school (4) *then / than* others in nearby towns and other suburbs of London. This idea was certainly supported (5) *by / with* a lot of parents, who, to a large extent, were what would be called middle class. It was this pride that created the (6) *code / way* of dress. What we (7) *have / had* to wear was, looking back, rather strange.

(It is also strange to you, the Russian reader, that I (8) *have / had* not mentioned yet, the oddest thing at my school – there were NO GIRLS!)

Our (9) *uniform / form* was a dark (navy) blue blazer with a badge on the top left pocket, grey trousers and a tie with dark and light blue stripes. The shirt was not (10) *prohibited / allowed* to be white. There were rules (11) *with / about* shoe colour to be black. Generally, our dress code obliged us (12) *to wear / to carry* reasonable clothes. Thus, (13) *both / and* very narrow and very wide trousers were (14) *not permitted / forbidden*.

The cap really was even a (15) *much / such* more important piece of headgear. Almost (16*) the / an* only purpose of this item was identification. It was made of the same blue as the (17) *blazer / trousers*, had the school badge in the front and it was thus easy to spot a schoolboy from this school (18) *at / in* some distance.

There were rules about hair (19) *stile / style* which were specified, as I remember, but this was the start of rock’n’roll so it was only beginning to be a problem.

|  |
| --- |
| **Points \_\_\_ / 19** |

1. **Look at the nouns in the left column and form an adjective.**

|  |  |  |
| --- | --- | --- |
| **noun – adjective** | **noun – adjective** | **noun – adjective** |
| 1. excitement … 2. pride … 3. delight … 4. boredom … | 1. nervousness … 2. anxiety … 3. confusion … 4. confidence … | 1. enthusiasm … 2. cheerfulness … 3. inspiration … 4. frustration … |

|  |
| --- |
| **Points \_\_\_ / 12** |

1. **Read the instructions the headmaster gives the student before an educational trip to London.**

* Fill in the gaps, using words and expressions from the box.
* Some may be used more than once.

|  |  |  |
| --- | --- | --- |
| “(1) … I have your attention, please? That’s the first thing I (2) … make clear to you. If you miss some information, you (3) … not know the time or place we are meeting – please, pay careful attention. We (4) … be travelling by train to London and (5) … be using public transport there, so you (6) … pay attention to my instructions or those of any other teachers. We have | | allowed  can  must  will  permitted |
| booked seats on the train in one carriage during the journey so bring a packed lunch with you. Under no circumstances (9) … you drink alcohol! Anyone caught drinking will be sent home immediately, and his or her parents will have to pay the cost of the extra fare for the accompanying teacher.  You will be (10) … to go shopping on Saturday morning in Oxford Street, but you will not be (11) … out of the hotel without the permission of one of the teachers. If you are given permission, you (12) … return in time. Finally, try to make sure that you do not give anyone any reason to remember us apart from for your high standards of behaviour.” | |  |
| **Points \_\_\_ / 12** | |

1. **Change the expression in italics to one from the box.**

|  |  |
| --- | --- |
| My friend was not allowed *to take exams* – he appeared there in torn jeans! His whole future career *was endangered* because of the incident. The school administration found his looks *improper*. They said he might *draw other students away from* doing well in exams. Would you believe it? | to distract from  to sit exams  unacceptable  to be put at risk |

|  |
| --- |
| **Points \_\_\_ / 4** |

1. **Unjumble some pieces of good advice on how to succeed in learning English.**
   1. get fed up / Don’t look up / every new word / you’ll soon / in the dictionary
   2. get used to / Try to / listening / at natural speed / speech
   3. every opportunity / in class / English / Use / to practise
   4. to write / what you want / before starting / Think about / so say

|  |
| --- |
| **Points \_\_\_ / 4** |

**CHECK YOUR SCORE**

|  |
| --- |
| **55-60 points – well done**  **48-54 points – good**  **40-47 points – not bad**  **39 points or less – go back and revise** |

**Test (Unit 2)**

1. **Read the newspaper report and put the verbs in brackets in an appropriate tense.**

**SWEET SUCCESS**

This High School graduate never had the opportunity to attend college, but he (1) (go) … on to found a multi-million dollar company.

Michael J. Coles was born into an upper-middle class Brooklyn family in 1944. However, a fire in his father’s store when Colas was eight (2) (put) … a serious financial burden on the family and a great deal of responsibility on Michael’s young shoulders. He (3) (begin) … working to help his family shortly after the fire and quickly (4) (realise) … the value of hard work.

Since Cole did not attend college, he (5) (go) … straight to full-time work after High School. He (6) (work) … as a salesman when he met a woman and fell in love. Coles and his wife Donna (7) (marry) … in November of 1972, and they had a son and two daughters. “I (8) (look) … for a business that (9) (allow) … me to stay home more,” says Coles. The solution that he (10) (find) … for this problem was the first real step on his road to financial success. Coles and a business partner (11) (open) … the first Great American Cookie Company, never knowing how popular the store (12) (become) … .

During the next 20 years, The Great American Cookie Company (13) (grow) … and Coles became even more successful. Coles surprisingly (14) (not consider) … himself a success, “I hate the word success. Success always (15) (seem) … to imply a stopping point, and I think that success is something you have to work at every day.”

|  |
| --- |
| **Points \_\_\_ / 15** |

1. **Report the following statements by Michael Coles choosing the right reporting verbs.**
2. “I had too much responsibility on my young shoulders.”

remind / complain / insist

1. “When we got married my wife kept asking me to find a new business.”

promised / admit / persuade

1. “I never knew how popular the store would become.”

persuade / insist / admit

1. “I am not a success.”

deny / promise / remind

1. “I really think one has to work hard every day to be successful.”

complain / insist / deny

1. “Now I will try to stay at home more – I said to my wife.”

promise / admit / insist

|  |
| --- |
| **Points \_\_\_ / 12** |

1. **Choose the best alternative to fill in the gaps in each of the following sentences.**
2. The message got … at last.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. out | 1. across | 1. away | 1. in |

1. The workers … against severe conditions on the plant.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. complain | 1. oppose | 1. threaten | 1. protest |

1. People taking their … to extremes tend to become aggressive.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. values | 1. thoughts | 1. beliefs | 1. ideas |

1. She tried to appear indifferent but her eyes gave her … .

|  |  |  |  |
| --- | --- | --- | --- |
| 1. up | 1. apart | 1. out | 1. away |

1. She eventually married the most … of her admirers.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. resistant | 1. defensive | 1. persistent | 1. intense |

1. The librarian carefully … how to use the catalogue system.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. showed | 1. explained | 1. asked | 1. told |

1. “I was really scared,” Jenny … .

|  |  |  |  |
| --- | --- | --- | --- |
| 1. admitted | 1. spoke | 1. persuaded | 1. denied |

1. Mike … on taking his own decision.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. told | 1. insisted | 1. complained | 1. considered |

1. I’ll just call Sylvia to … her that we are meeting at 8.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. remind | 1. say | 1. speak | 1. recall |

1. The children have … to help us with the packing.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. promised | 1. obeyed | 1. said | 1. denied |

1. How many students are going to … in this discussion?

|  |  |  |  |
| --- | --- | --- | --- |
| 1. protest | 1. participate | 1. work | 1. insist |

1. The accident was very well covered … and never reached the newspapers.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. on | 1. with | 1. up | 1. by |

1. My elder brother will never accept this new hair style. – I don’t believe he is so … .

|  |  |  |  |
| --- | --- | --- | --- |
| 1. narrow-minded | 1. like-minded | 1. absent-minded | 1. broad-minded |

1. Joyce has practised a lot in our computer class. Now she is very … in using computers.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. certain | 1. confident | 1. tense | 1. determined |

1. The robbers were … as they waited the long minutes for the van to arrive.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. tense | 1. tenseless | 1. tension | 1. tenseful | |
| **Points \_\_\_ / 15** |

1. **A. Read this letter from a young girl to a magazine.**

* Fill in the gaps with expressions from the box.
* Each expression can be used only once.

|  |
| --- |
| so I guess although I know as a result then moreover at first in fact besides |

1. … everybody has goals in life. My goal is to get noticed. I want to be a star!

It was not always this way though. All through elementary school I was a nobody. The other kids picked on (colloquial дразнили) me and (2) … I became shy and always wanted to stay in the background of things. I never spoke to anyone I didn’t know, never joined any activities and (3) … hardly ever went out anywhere.

(4) … when I was about fourteen I changed my image. (5) … it was little things like a short skirt or a new lipstick but soon I changed my style to something I liked and was comfortable with. (6) … I’d been on quite a few dates before, this was when the guys really started to take notice.

(7) … soon after that change of image I got more confident and started to join in extra classes. (8) … I joined a talent school and spent half my free time there. I discovered I was good at acting, singing, dancing and other stuff (9) … I thought that’s it … I’ll become a star!

I will work as hard as I can to make my dream come true; whether I become an actress, a dancer, a singer, a model or even a writer. (10) … it won’t be easy but I know I have to do it!

|  |
| --- |
| **Points \_\_\_ / 10** |

1. **Read the descriptions below.**

* Change the words given in brackets at the end of each sentence to form a word that fits in the space.

1. Sometimes you can be a bit … (tolerate). Don’t be so … about everything new in life (defence).
2. You demand a free and … life for yourself (depend). You always feel … and live according to you own ideas, even if it means swimming against the tide (security).
3. People admire you because you give those who are close to you … and space (secure). You are perceived as a very warm and … person (agree).
4. You take … for your life and place less faith in your luck and more in your own deeds (responsible). Your strength of will projects your … to others (confident).

|  |
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| **Points \_\_\_ / 8** |

**CHECK YOUR SCORE**

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| --- |
| **55-60 points – well done**  **48-54 points – good**  **40-47 points – not bad**  **39 points or less – go back and revise** |

**Test (Unit 3)**

1. **Put the verbs in brackets in the correct tenses (active or passive).**

**CHINESE NEW YEAR**

Of all festivals in the Chinese calendar, the New Year is without doubt the most colourful and important. It (1) (celebrate) … on the first day of the First Moon of the lunar Calendar and so varies every year from late January to early February.

On New Year’s Eve families (2) (get) … together for a meal and (3) (eat) … jiaozi, or dumplings. Children (4) (give) … red lucky money packets by their parents to wish them luck throughout the year. At midnight fireworks (5) (light) … up the sky. On New Year’s Day, people (6) (visit) … relatives, friends and neighbours to wish them peace and happiness. These traditions (7) (pass) … down through the years – but how (8) … it all (start) …?

The story goes that there (9) (be) … once a beast called Niah who (10) (swallow) … up people on earth. He (11) (terrify) … of loud noises and the colour red and, just in case he (12) (come) … back, the people of China (13) (put) … up red decorations and (14) (let) … off firecrackers to scare him away. Red (15) … now (consider) … a lucky colour.

The festival traditionally (16) (end) … on the 15th day of the lunar month with the Lantern Festival when the streets (17) (fill) … with dragon dances. It is thought that the longer the dragon’s tail, the more good he (18) (bring) … to the community.

Chinese New Year customs (19) (vary) … from place to place. However the celebrations (20) (have) … the same meaning all over the world – to wish for peace, good luck and happiness.

|  |
| --- |
| **Points \_\_\_ / 20** |

1. **Choose the best alternative to fill in the gaps in each of the following sentences.**

|  |  |  |
| --- | --- | --- |
| 1. We have a … tradition of hunting every fall. 2. long-staying 3. long-term 4. long-wearing 5. long-standing 6. This church dates … the 13th century. 7. back to 8. behind 9. back 10. towards 11. We are … that a pupil from our school has won a prize. 12. proud 13. gifted 14. tolerant 15. sad 16. Breakfast is … between 7 and 9 a.m. 17. helped 18. given 19. served 20. sent 21. Give the … to the dog. 22. leftons 23. leftafters 24. leftouts 25. leftovers | 1. The meeting will be … in the Town Hall. 2. hold 3. holding 4. held 5. holded 6. The next meeting will … on Thursday. 7. take place 8. take part 9. take work 10. take space 11. Some people believe that only herbs can protect … diseases. 12. against 13. from 14. for 15. of 16. The living conditions in this … area are improved slightly. 17. declining 18. reclining 19. inclining 20. declined 21. You can hardly see ceremonies of this kind in other regions of the world. This one is … . 22. strange 23. unique 24. beautiful 25. informal | |
| **Points \_\_\_ / 10** |

1. **Rephrase the sentences below using may / might so that they mean the same.**

|  |  |  |
| --- | --- | --- |
| 1. It’s possible I left by bag at school.   I…   1. Perhaps, he didn’t mean what he said.   He…   1. It’s possible that Tom saw me.   Tom… | 1. Perhaps Sally didn’t enjoy the meal.   Sally…   1. He possibly hasn’t left yet.   He… | |
| **Points \_\_\_ / 5** |

1. **Read the text about an interview with an unusual cook and fill in each gap with a preposition.**

**ANYONE FOR BUG SOUP?**

David George Gordon likes bugs. He has a pet tarantula called Doris.

For years, his wife and daughter have even grown to love the little pests crawling and flying (1) … the house and garden (2) … the Olympic Peninsula (полуостров) near Seattle. But now Gordon has done something even his nearest and dearest find a little too much. He has brought his insects (3) … the kitchen and put them (4) … flying pans. In short, he has turned (5) … a bug eater. He has renamed his kitchen the Eat-A-Bug Café and spent the last few months travelling (6) … the USA to demonstrate recipes from his Cookbook. Gordon is a man of warmth and humour. Our appointment is (7) … a picture-perfect kitchen (8) … the northern tip (вершина) of Seattle’s Capitol Hill.

“We are looking (9) … the food of the future,” says my host, “nutritious, cheap, easy on the earth’s resources and protein-rich”. The scorpions are ready and my host puts a couple of them (10) … my plate. It tastes a bit chalky; somewhere (11) … tinned tuna and a piece of string.

“How did you first get interested (12) … eating bugs?” I ask, politely setting the rest of my plate aside. The answer lies with his previous research. He found that English sailor (13) … the 18th century made preserves (14) … the roaches annoying them on board. “That shocked me,” he says. “Eating cockroaches still separates the men (15) … the boys.”

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| **Points \_\_\_ / 15** |

1. **Crossword.**

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1. A public enjoyment with eating, drinking, dancing and processions.
2. This bird looks like a big chicken.
3. (across) When it is carved it is scary, when it is not it is tasty.
4. (down) Children sometimes ask it when they want to leave the table.
5. There is a tradition to kiss under this plant.
6. This holiday is celebrated in winter.
7. In this town one of the oldest universities is situated.
8. (across) Its symbol is a rabbit.
9. (down) It is decorated at Easter.
10. Notting Hill Carnival takes place here.

|  |
| --- |
| **Points \_\_\_ / 10** |

**CHECK YOUR SCORE**

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| --- |
| **55-60 points – well done**  **48-54 points – good**  **40-47 points – not bad**  **39 points or less – go back and revise** |

**Test (Unit 4)**

1. **Put the verbs in brackets into the correct form (active or passive).**

**TIM’S STORY**

One Friday lunchtime I had to change some money and went to an exchange office on the main pedestrianised street in the city.

There was a queue of about half a dozen people also waiting to change their dollars. Now queuing is something that the English (1) … (do) when they have to but we tend to think how to avoid the queue – usually find another place or later time.

This time I (2) … (save) by a young man who (3) … (suggest) that if I wanted to change a few dollars we (4) … (can) do it quicker outside in the street.

I (5) … (follow) him outside and gave him the two $50 notes. While I (6) … (wait) for the money I (7) … (tap) on the shoulder by another young man who (8) … (explain) to me that it was a slightly dangerous practice to change money on the street.

I (9) … (embarrass) by this warning, and now (10) … (want) to get out of this situation as soon as possible. I (11) … (turn) to the chap and he returned the money immediately and went down the street. I stuffed the money in my pocket and (12) … (go) in the other direction to find another place to change my cash. But when I (13) … (take) the two notes out of my pocket I (14) … (see) two one dollar notes! I might have saved ten minutes but I (15) … (lose) nearly $100 instead and all because of my own stupid greed and impatience.

I (16) … still (wonder) where to seek help when I (17) … (see) the two chaps who (18) … (take) my dollars. I (19) … (come) up to them and asked if they wanted me to explain the story to the policeman who was a few metres away. They quickly handed me the two $50 notes – which this time I (20) … (check) before pocketing them.

I was so glad to have my greed rewarded with some great luck that I gave them back their two one dollar notes – so they could catch someone else out? I don’t know why!

|  |
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| **Points \_\_\_ / 20** |

1. **Rephrase the following sentences so that they mean the same.**

|  |  |
| --- | --- |
| 1. It is a slightly dangerous practice to change money on the street.   Changing…   1. He has always wanted to have the right designer clothes.   Having…   1. She always gets what she wants.   She is used to…   1. It is important to teenagers to create their own image.   Creating…   1. If you want to deal with problems effectively you need optimism.   Dealing… | 1. You need to work hard if you want to make a fortune.   Unless…   1. Being considerate to others helps you establish good relationships.   If…   1. People listen to you if you are self-confident.   Unless…   1. Lack of education may force you to accept low paid work.   If…   1. You can be sent to prison for unpaid fines.   Unless… |

|  |
| --- |
| **Points \_\_\_ / 10** |

1. **Choose the best alternative to fill in the gaps in each of the following statements.**

|  |  |  |
| --- | --- | --- |
| 1. The charity provides homeless people with … like food and clothing. 2. goods 3. basic rights 4. essentials 5. leaflets 6. Kevin was … for a year before he got a job. 7. out of the dole 8. on the dole 9. on the debt 10. without a dole 11. Look! Mary has just bought a new | 1. Diana is a … boss who is always willing to listen. 2. domineering 3. decisive 4. rebellious 5. considerate 6. Don’t worry, Mr. Symes, this problem has already been dealt … . 7. with 8. about 9. on 10. for 11. I’m sure, he will achieve his goal. He is really hard working and … . 12. easy-working | |
| 1. Ferrari! She has always been a … . 2. spendthrift 3. skinflint 4. waster 5. miser 6. I’m … a new house. 7. saving on 8. saving out 9. saving for 10. saving over 11. The closure of the plant means that 500 workers will become … . 12. unemployment 13. unemployable 14. employ 15. unemployed 16. I forgot to return my books on time and paid a … of $3. 17. dole 18. fine 19. bonus 20. fund 21. Leaving the heating on all the time … electricity. 22. spends 23. wastes 24. economises 25. saves | 1. obstinate | |
| 1. rebellious 2. ambitious 3. I can’t afford a car, so I guess I’ll just have to do … . 4. out 5. with 6. without 7. on 8. I am not quite … with my new responsibilities. 9. glad 10. content 11. proud 12. interested 13. I hate playing tennis with Steve. He is too … 14. competent 15. competing 16. competition 17. competitive 18. … experience can help you not to feel lonely. 19. sharing 20. having 21. giving 22. taking 23. She is a … mother – she is looking after her children on her own. 24. lone 25. alone 26. lonely 27. lonesome | |
| **Points \_\_\_ / 15** |

1. **Read the text, and then write questions to the answers.**

|  |  |  |
| --- | --- | --- |
| 1. A cafeteria. (What…?) 2. America. (Where…?) 3. He wanted to get something to eat. (Why…?) 4. Nobody did. (Did…?) 5. A woman. (Who…?) 6. He had to go along the line. (What…?) 7. At the end of the line. (Where…?) 8. Anything. (What…?) 9. Never. (Will…?) | **LIFE IS LIKE A CAFETERIA IN AMERICA!**  A friend’s grandfather came to America from Eastern Europe. After being processed at Ellis Island, he went into a cafeteria in lower Manhattan to get something to eat. He sat down at an empty table and waited for someone to take his order. Of course nobody did. Finally, a woman with a tray full of food sat down opposite him and informed him how a cafeteria worked.  “Start out at that end,” she said. “Just go along the | |
| 1. To get up and get it. (What…?) | line and pick out what you want. At the other end | |
| they’ll tell you how much you have to pay.”  “I soon learned that’s how everything works in America,” the grandfather told a friend. “Life’s a cafeteria here. You can get anything you want as long as you are willing to pay the price. You can even get success, but you’ll never get it if you wait for someone to bring it to you. You have to get up and get it yourself.” | |
| **Points \_\_\_ / 10** | |

1. **Match the phrases on the right to the people who could have said them.**

|  |  |
| --- | --- |
| 1. a person who has given up eating meat 2. a person who is unemployed 3. a person who has dropped out of college 4. a person who is into designer clothes 5. a person who is going to get in touch with his friends | 1. It’s a pity I didn’t get the job. 2. I’d rather have some vegetables. 3. At least I won’t have to take exams! 4. I’ll write to you soon. 5. Where did you buy this sweeter? It looks great! |

|  |
| --- |
| **Points \_\_\_ / 5** |

**CHECK YOUR SCORE**

|  |
| --- |
| **55-60 points – well done**  **48-54 points – good**  **40-47 points – not bad**  **39 points or less – go back and revise** |

**Контрольная работа № 1 (Test Units 1-4)**

**Reading**

1. **You are going to read a magazine article about a Swedish group Ace of Base who were very popular in the 90s.**

* For questions 1-10, circle the answer (A, B, C or D) which you think fits best according to the text.

|  |  |  |  |
| --- | --- | --- | --- |
| **ACE OF BASE**  The Swedes have given lots of nice music to the rest of the world: Abba, Roxette, and now Ace of Base. Ace of Base is a group of four, just like Abba. They have conquered not only Europe but also America and the rest of the world. It’s hard to believe but they have made it into the Guinness Book of records for selling 19 million copies of their Happy Nation album. No debut album has sold more.  Malin Berggren, 25, blonde and average height, doesn’t like being a pop star. She had never dreamed of becoming famous and instead of going forward wants to push backwards. ‘All this wasn’t my plan,’ she complains, ‘For me this is far too big, especially with the success in America. It doesn’t look like it, but it takes a lot of energy to push yourself to success on this level… The guys wanted success, but not like this; it’s too big for all of us. Europe is a big market, we can live on it very well. It would be good to be able to go to America and be left alone.’  Malin is one of those people who like success at home. She doesn’t like travelling. What’s worse, poor Malin is terrified of flying, most unfortunate for a pop star popular in countries she hadn’t even heard of before. ‘I don’t like it,’ she sighs. ‘When the plane takes off, my heart skips a beat and I can’t breathe, talk, speak or move. I’ve been thinking about travelling by train or car and doing very little promotion. They said taking flying lessons might help so I went to look at an airport, but I felt sick.’  Popularity is not meant to happen like this, especially to a band with no contracts, no |  | sponsor, nothing but cheaply produced songs – some parts of Happy Nation are demo versions. Jonas Berggren came up with an original idea. He led a five-piece Gothenburg ensemble featuring his young sisters, blonde Malin and dark-haired Jenny, both veterans of their church choir. On August 6, 1990, Jonas had a late-night gig in a club, supported by a band featuring his pal Ekberg. One of Jonas’ band was too scared to go on stage and left. Ekberg took over. That’s when Ace of Base were born. Eighteen months later, they had played all over Gothenburg and made a demo tape.  ‘We wanted people to hear our material, remembers Jonas. ‘We knew it was good and had a message, but never dreamed of such success.’ They signed a deal with the producer of the original version of Wheel of Fortune, who then sold them to Denmark’s Mega Records for a miserable $2,900. Wheel of Fortune was quite a hit, but what came next was a chart topper all over the world: All That She Wants. Each single became a hit and Happy Nation found itself in the charts for over a year.  But then their popularity started to infringe upon their private lives. ‘I guess we were afraid of that from the beginning,’ says Malin. Worse still, a German woman was jailed for a year and banned from Sweden for a decade after attacking Jenny and her parents in their home as they slept. ‘There are two kids of fans,’ says Jenny, ‘those who become obsessed with the group and those who are perfectly normal. I love the fans but I can’t handle lunatics.’ This has led to the atmosphere of paranoia around the group and the constant presence of private security guards. | 35  40  45  50  55  60  65 |

|  |  |  |
| --- | --- | --- |
| 1. **According to the text** 2. Abba’s first album sold less than Ace of Base’s. 3. Ace of Base’s first album sold less than Abba’s. 4. Ace of Base have sold the biggest number of records. 5. Ace of Base have sold the same number of records as Abba. 6. **Malin Berggren admits that she** 7. can’t stand being in America. 8. likes their popularity in America. 9. would rather not have any success. 10. would prefer the group to give concerts in Europe only. 11. **Success** 12. has come easily to the group. 13. has been planned carefully by the group. 14. is the result of a lot of effort. 15. was the inevitable consequence of the group’s talent. 16. **In order to feel less scared in future Malin is going** 17. to take flying lessons. 18. to arrange fewer public events. 19. to learn about countries she has never been to. 20. to visit airports more often. 21. **According to the author, the group’s way to success is** 22. hard. 23. not typical. 24. deserved. 25. predictable. | 1. **In the band there are** 2. four relatives. 3. four friends. 4. two relatives and two friends. 5. three relatives and one friend. 6. **A year and a half after the group was born** 7. they started making a demo tape. 8. they had finished making a demo tape. 9. they were in the process of making a demo tape. 10. they were thinking of making a demo tape. 11. **They liked their own songs because** 12. they knew they would become popular. 13. producers offered lots of money for them. 14. people wanted to hear them. 15. they thought they had something to say to people. 16. **The phrase ‘to infringe upon their private lives’ in line 57 means** 17. to limit freedom in their private life. 18. to reveal their private lives to public. 19. to make their private lives impossible. 20. to make their private lives complicated. 21. **Malin thinks that** 22. they have achieved what they wanted to achieve. 23. life won’t always be a big party. 24. they should not have started singing at all. 25. their life is bright and exciting. | |
| **Total 20** |

1. **You are going to read three encyclopedia entries describing different festivals.**

* For questions 11-20 choose answers from the texts A – C.
* The festivals may be chosen more than once.
* There is an example at the beginning.

|  |  |
| --- | --- |
| 1. **THE LOVE PARADE**   Every July Berlin as host of the annual Love Parade, becomes the centre of the world of electronic dance music. Organised in 1989 by a fan club, the parade was registered with the city as a political demonstration for ‘piece, joy, and pancakes’ and until 1997 was held on the West Berlin’s main shopping street. The first Love Parade consisted of a couple of vans playing techno music for a crowd of about 300 fans, but the event soon grew into a festival that attracted corporate sponsorship, heavy coverage by MTV Europe, and many more spectators; in 1997 the crowd size ranged from 750,000 to 1,500,000 people. Each year the city threatens to ban the Love Parade for environmental or safety reasons, but politicians have found it adventurous to support the event. Although the parade itself gets most of the media attention, the real point for the fans is the hundreds of parties in Berlin’s clubs during the weekend, when nearly every major star of the electronic dance music world appears. | |
|  |  |
| 1. **THE PALIO**   The Palio or ‘Course of the Banner’ is a festival of medieval origin held annually in certain Italian cities and featuring bareback horse races. Best known to foreigners is the Palio of Siena, which was first held in 1482 as a civil celebration. The current course was formally established in 1659 and has been held since 1701, except during wartime. Lasting about a minute, the race consists of three turns around the main city square.  Before the horse race, a splendid parade is staged by representatives of the city organisations, which now function as social clubs but which in the European Middle Ages were rival military companies. Ten city areas complete in each race and each of them hires a professional jockey to dress in the 15th-century costume in its colours. Riding without saddle, whipping their competitors’ horses as they race for the Palio (a silk standard painted in black and gold), the riders finish with cannon fire signaling the end of the race. The festival is enhanced by drummers and flag throwers who demonstrate their arts using the colourful banners. | 1. **ROSE BOWL**   The Tournament of Roses is the oldest American postseason college football contest, held annually in Pasadena, California, USA, on New Year’s Day or January 2, if New Year’s Day falls on a Sunday. Each Rose Bowl game is preceded by a Tournament of Roses Parade, or Rose Parade, which is one of the world’s most elaborate and famous annual parades.  The first festival, originally called the Battle of Flowers, was held on January 1, 1890, with the help and support of the Valley Hunt Club and consisted of local citizens decorating their carriages and buggies with flowers and driving over a prearranged route; the parade was followed by amateur athletic events. In 1902 the first football game was held in Tournament Park; but football was not introduced as the annual contest until 1916.  The morning parade now consists of about 60 floats of intricate design, elaborately decorated with flowers and illustrating some aspect of the parade’s theme of the year. Among the floats are marching bands and costumed horses and riders; and included in the five-and-a-half-mile-long procession are a grand marshal and a Rose queen. |

**Which of the festivals…**

|  |  |  |
| --- | --- | --- |
| …has been held in Europe since medieval times? |  | 1. B |
| …involves the participants wearing fancy dress? |  | 11 | 12 |
| …has some political aims? |  | 13 |
| …is closely connected with a sport? |  | 14 |
| …has grown in popularity lately? |  | 15 |
| …is world famous? |  | 16 | 17 |
| …was interrupted by historical events? |  | 18 |
| …is visited by international celebrities? |  | 19 |
| …changes its topic each year? |  | 20 |

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| **Total 10** |

**Writing**

**This is a part of letter you have received from an English pen friend.**

|  |
| --- |
| In our class, we’ve been assigned a task to do some research about Russian schools. I’d be really grateful if you could write about school rules in your country. I’m interested in what you are allowed and not allowed to do at school. Is there anything you’d like to change? |

**Write a reply to your pen friend. (Maximum 180 words.)**

|  |
| --- |
| **Total 30** |

**English in use**

1. **Read the text below. Use the words given in capitals at the end of some lines to form the word that fits the space in the same line.**

* There is an example at the beginning (0).

|  |  |  |
| --- | --- | --- |
| **LOOKING BACK ON MY SCHOOL DAYS**  When I was eleven years old I was (0) *delighted* to pass the eleven plus exam so that I could go to the local grammar school.  On my first day there I felt a mixture of (1) \_\_\_\_\_\_\_\_\_\_ and  (2) \_\_\_\_\_\_\_\_\_\_\_. There seemed to be so many other boys who were much bigger than us. They were so (3) \_\_\_\_\_\_\_\_\_\_\_ and seemed to know everybody. The worst thing was the (4) \_\_\_\_\_\_\_\_\_\_ prefects ordering us around. Of course, such feelings did not last long. After a few weeks, I was (5) \_\_\_\_\_\_\_\_\_\_, had friends and was beginning to be (6) \_\_\_\_\_\_\_\_\_\_ about life at my new school. In those days, most schools had a uniform and I became quite (7) \_\_\_\_\_\_\_\_\_\_ of wearing mine. Fairly soon I learnt that to make sure one got a job or went on to university after (8) \_\_\_\_\_\_\_ school, you had to pass exams. Then you would not be in danger of being (9) \_\_\_\_\_\_\_\_\_\_. To pass exams you had to know something and that meant studying. I was (10) \_\_\_\_\_\_\_\_\_\_ by biology and geography, completely  (11) \_\_\_\_\_\_\_\_\_\_ by chemistry, and generally (12) \_\_\_\_\_\_\_\_\_\_\_ to other subjects. In the English (13) \_\_\_\_\_\_\_\_\_\_ tradition, sport was considered an important character building aspect of school life. So I (14) \_\_\_\_\_\_\_\_\_\_ managed to play lots of different sports all of which I enjoyed, except for cricket with which I was always terribly (15) \_\_\_\_\_\_\_\_\_\_\_. | DELIGHT  EXCITE  CONFUSE  CONFIDENCE  DOMINEER  CHEER  ENTHUSIASM  PRIDE  LEAVE  EMPLOY  INSPIRE  CONFUSE,DIFFERENT  EDUCATE  EASY  BOREDOM | |
| **Total 15** |

1. **Fill in the gaps with the correct prepositions.**
2. Don’t distract me \_\_\_\_ my composition, otherwise I won’t finish it on time.
3. Years ago many schools in Britain insisted \_\_\_\_ students wearing school uniform, but fewer do so now.
4. Hippies protested \_\_\_\_ the conventional lifestyle of the 1960s.
5. People are always impressed \_\_\_\_ the energy of traditional Irish dancing, especially if they try to take part in St. Patrick’s Day festivities.
6. Younger children are content \_\_\_\_ the clothes their mother buys, but not teenagers!
7. As we become older we grow out \_\_\_\_ childish habits like being afraid \_\_\_\_ the dark.

|  |
| --- |
| **Total 7** |

1. **Match the reporting verbs with its definition, putting a cross in the right box, as in the example.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | admit | persuade | remind | reply | deny | promise | complain | insist |
| 1. to say that something somebody has said about you is not true |  |  |  |  | x |  |  |  |
| 1. to say funny that something is true especially when other people think it may not be true |  |  |  |  |  |  |  |  |
| 1. to tell somebody that you will definitely do something |  |  |  |  |  |  |  |  |
| 1. to say that you are annoyed, dissatisfied or unhappy |  |  |  |  |  |  |  |  |
| 1. to accept or agree unwillingly that something is true or something is right |  |  |  |  |  |  |  |  |
| 1. to make somebody decide to do something |  |  |  |  |  |  |  |  |
| 1. to answer somebody by speaking or in writing |  |  |  |  |  |  |  |  |
| 1. to make somebody remember something that they must do |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Total 8** |

1. **Report the following statements choosing the right reporting verbs.**
2. ‘I will buy you a new pair of shoes on Saturday,’ said mother to Jane. (deny / complain / promise)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ‘Don’t forget to read the article at home,’ said the teacher to us. (remind / reply / promise)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ‘The bus didn’t come and it took me an hour and a half to get to school in the morning,’ said Mike to Tom. (persuade / complain / insist)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ‘I have never seen this girl,’ said John to the policeman. (reply / deny / remind)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ‘I have to say I haven’t read this book and I can’t answer the question,’ said Mike to his teacher. (complain / admit / persuade)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Total 10** |

1. **Read the text and put the verbs in brackets in the correct form.**

* The first one has been done for you.

|  |
| --- |
| ‘We won the lottery and my life became hell.’  Colleen’s luck changed when her family matched six numbers on their lottery ticket. But success hasn’t been so sweet.  Last August my mum and step-dad (0) *bought* (buy) a £1 lottery ticket and (1) \_\_\_\_\_\_\_\_\_\_ (win) the £4.3 million jackpot. They were out when the draw took place and didn’t find out they  (2) \_\_\_\_\_\_\_\_\_\_ (win) until they (3) \_\_\_\_\_\_\_\_\_ (check) their ticket the following evening.  We (4) \_\_\_\_\_\_\_\_\_\_\_ (not have) a lot of money so I was really pleased for them. But things soon started to go wrong.  Gary, a lad I (5) \_\_\_\_\_\_\_\_\_\_ (see) at the time, told me he (6) \_\_\_\_\_\_\_\_\_ (not really want) to talk or be seen with me because of what other people might say or think. He thought that everyone thought he was with me for my mum’s money!  We couldn’t stay in our house in case we (7) \_\_\_\_\_\_\_\_\_\_ (get robbed) so we moved 13 miles out of town, which meant I (8) \_\_\_\_\_\_\_\_\_ (have to leave) my friends and my boyfriend. And now even though they (9) \_\_\_\_\_\_\_\_\_\_ (not say) it to my face some of my friends call me a snob or stuck-up. They do not understand that that is not the case. You see, even though my mum and step-dad have money, I don’t. They (10) \_\_\_\_\_\_\_\_\_\_ (invest) for us but I still have to work like any normal person. It’s hard to get that through to my friends. They listen to what I’m saying but they don’t understand what I mean. |

|  |
| --- |
| **Total 10** |

1. **Paraphrase the sentences using the word in bold:**
2. He is going to dye his hair violet. I don’t think he will be allowed to sit exams. **(if)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If we don’t find unusual costumes we will not take part in the carnival. **(unless)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The train usually arrives in time. Then we will be able to see the parade from the very beginning. **(if)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If she doesn’t work harder she will never get a good job. **(unless)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I hope we’ll have enough money to go to the seaside in summer. **(if)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He is such a strange person. Ten years ago he had short hair and wore suits but now he wears torn jeans. **(used to)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Kate was interested in straight edge groups when she was younger, but she is not very interested in them anymore. **(used to)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Perhaps Tom left out school for technical college. **(may)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He possibly didn’t move to another place. **(may)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. It is possible that Mary didn’t pass her exams in June. **(might)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Total 10** |
|  |  | |

**Test (Unit 5)**

1. **Choose the right verb to fill each gap (only one choice is possible).**
2. I … to repair my little brother’s bicycle.

|  |  |  |
| --- | --- | --- |
| 1. said | 1. promised | 1. made |

1. Lena … cooking for special occasions.

|  |  |  |
| --- | --- | --- |
| 1. refuses | 1. doesn’t mind | 1. would prefer |

1. I … to be independent in choosing clothes.

|  |  |  |
| --- | --- | --- |
| 1. would love | 1. enjoy | 1. admit |

1. We … to be more tolerant to each other.

|  |  |  |
| --- | --- | --- |
| 1. enjoy | 1. don’t mind | 1. decided |

1. People sometimes … to be on their own.

|  |  |  |
| --- | --- | --- |
| 1. stop | 1. enjoy | 1. don’t want |

1. Everybody … to have enough privacy.

|  |  |  |
| --- | --- | --- |
| 1. wants | 1. enjoys | 1. denies |

1. Mike’s parents don’t … him coma back too late.

|  |  |  |
| --- | --- | --- |
| 1. want | 1. let | 1. ask |

1. Maggie … visiting her dentist twice a year.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. is made | 1. agrees | 1. doesn’t mind | |
| **Points \_\_\_ / 8** |

1. **Put the number of each sentence in the right column.**

**A**

|  |  |
| --- | --- |
| **Things people did** | **Things people are / were supposed to do** |
|  |  |

1. I still remember reading my first book.
2. Remember to phone your parents if you are going to come home late.
3. I’ll never forget going on my first date.
4. I forgot to prepare all the stuff for our project lesson.
5. Don’t forget to switch off the light.
6. I will always remember getting my first bad mark.

**B**

|  |  |
| --- | --- |
| **Giving up the activity** | **The reason for stopping** |
|  |  |

1. I stopped for a few minutes to chat with my friend.
2. I stopped reading in bed when my eyes got worse.
3. My favourite TV programme started and I stopped doing my homework.
4. Our bus was so overcrowded that it didn’t stop to collect the passengers.

**C**

|  |  |
| --- | --- |
| **Making an effort to do something difficult** | **Experimenting in different ways** |
|  |  |

1. He has always tried to make fun of me (1): he tried teasing me, hiding my clothes and spoiling my papers (2).
2. He tried sending her flowers, composing verses, writing sentimental messages (3) – that’s how he tried to attract her attention (4).
3. I tried to sleep (5): I tried counting elephants, taking sleeping pills, having a cup of hot milk but nothing helped (6).

|  |
| --- |
| **Points \_\_\_ / 16** |

1. **Read “Granny’s Puzzle” and fill in the table.**

“My four granddaughters are all very clever, but lazy and naughty girls. Each of them has her own responsibilities, but they never carry then out properly. Tanya’s responsibility is washing up. I’ve now forgotten who does shopping, but I know it’s the girl who makes fun of everybody. The girl who cooks breakfast is not Lena, the girl who forgets everything is not Marina, and Tanya is not a sleepyhead. Olga doesn’t do the shopping, and she is not the girl who comes home late. Lena doesn’t make fun of everybody. Marina doesn’t walk the dog. And the girl who cooks breakfast is not a sleepyhead, either. What does each of them do?”

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Washing up** | **Shopping** | **Cooking** | **Walking the dog** | **Name** | **Comes home late** | **Makes fun of everybody** | **Forgets everything** | **Is a sleepyhead** |
| Tanya |  |  |  |  | Tanya |  |  |  |  |
| Lena |  |  |  |  | Lena |  |  |  |  |
| Marina |  |  |  |  | Marina |  |  |  |  |
| Olga |  |  |  |  | Olga |  |  |  |  |

|  |
| --- |
| **Points \_\_\_ / 8** |

1. **Do the crossword.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  | 7 |  |  |  |
|  |  |  |  |  |  |  | 3 |  |  |  |  |  |  | 5 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | 1 |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  |  |  |  |  | 2 |  |  |  |  |  |  |  |  | 6 |  |  |  |  |  |
|  |  |  |  |  | 4 |  |  | 6 |  |  |  |  | 9 |  |  | 11 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | 7 |  |  |  |  |  | 10 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | 8 |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |
| --- | --- | --- |
| **Across**   1. We … our family when we are far away. 2. Father or mother. 3. An … family may include grandparents, aunts, uncles, etc. 4. I’m good … cooking. 5. TheEnglishforпостоянно ворчать, придиратьсяis … . 6. To … something together with others is to share. 7. Generation … . 8. My brother is two years … than me. 9. We always … housework together. 10. … parents are people who take someone’s child into their family. 11. A golden … is a symbol of wedding. | **Down**   1. My mother’s daughter for me. 2. My mother’s sister. 3. You … me like a baby. 4. All members of a family should … each other. 5. His marriage unfortunately … in divorce. 6. I want to get my younger sister … my back. 7. Unpleasant questions you don’t want to answer are … questions. | |
| **Points \_\_\_ / 18** |

1. **This is a paragraph on the topic “Generation Gap”, written by a 15-year-old boy.**

* There is one mistake in every sentence.
* Find and correct it.
* Write the corrected part of the sentence like in the example.

**Example:** 1. enjoy listening

1. Generation gap will always exist not only because teenagers and their parents *enjoy to listen* different kinds of music. 2. A lot of things are different: tastes, manners, behaviour, and the staff like that. 3. Teens often think that their parents just make fun on them. 4. They do not let them to hang out with friends.
2. They are always nagging when their children do badly at school.
3. They make them to do their homework, though sometimes it is unnecessary. 7. Teens often feel a lack of privacy because their parents want know what they are up to. 8. More than that – it is impossible for them to keep anything in secret.
4. But I often wonder if we’ll also have do the same when we are adults for our children’s security and success. 10. And our children will complain to others on their boring parents…

|  |
| --- |
| **Points \_\_\_ / 10** |

|  |
| --- |
| **Total \_\_\_ / 60** |

**CHECK YOUR SCORE**

|  |
| --- |
| **55-60 points – well done**  **48-54 points – good**  **40-47 points – not bad**  **39 points or less – go back and revise** |

**Test (Unit 6)**

1. **Make up list of:**

|  |  |  |
| --- | --- | --- |
| * five sports that don’t need a ball * two sports that need a track * two sports that need a table | * five things you can do with a ball * two sports that need a racket | |
| **Points \_\_\_ / 16**  **(one for each kind of sport or activity)** |

1. **What do you call a person who:**

|  |  |
| --- | --- |
| 1. swims 2. rides horses in races 3. plays football 4. does gymnastics 5. plays hockey | 1. does the high jump 2. plays darts 3. does cycling 4. runs long distance 5. does sports? |

**Example:** plays tennis – **a tennis player**

|  |
| --- |
| **Points \_\_\_ / 5**  **0.5 for each word** |

1. **Do the crossword.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. the sport of fighting in gloves | | | | | | | | |  |  |  | i | n | g |
| 1. a slow run for exercise | | | | | | | |  |  |  |  | i | n | g |
| 1. sailing, travelling or racing in a yacht | | | | | | |  |  |  |  |  | i | n | g |
| 1. a sport in which two people fight to throw each other to the ground | | | | | |  |  |  |  |  |  | i | n | g |
| 1. the sport of flying in a balloon | | | | |  |  |  |  |  |  |  | i | n | g |
| 1. dropping from an aircraft using a parachute | | | |  |  |  |  |  |  |  |  | i | n | g |
| 1. racing down an ice-covered track in a small vehicle | | |  |  |  |  |  |  |  |  |  | i | n | g |
| 1. the sport of sliding on a small board with wheels | |  |  |  |  |  |  |  |  |  |  | i | n | g |
| 1. climbing a mountain |  |  |  |  |  |  |  |  |  |  |  | i | n | g |

|  |
| --- |
| **Points \_\_\_ / 9** |

1. **Fill in the gaps in the advertising booklet using the words from the box in the appropriate form.**

* The initial letters will help you.

|  |
| --- |
| be into increase decrease improve sense of individuality to acquire  self-confidence to overcome fitness weight make a big impact injury include in |

A sport such as cycling has always m… … … … (1) on people. If you a… … (2) cycling your life will completely change. You are sure to a… … (3), your f… (4) will i… (5). You will be able to i… … (6) taste things, because your intensive training will prevent putting on the w… (7). Moreover, it will d… (8). Cycling will help you o… (9) difficulties and avoid i… (10). Your friends will not recognise you because of your new look and s… … … (11). And your outlook will be i… (12) as you will see new places and new faces.

|  |
| --- |
| **Points \_\_\_ / 12** |

1. **Write one sentence for each picture according to the example.**

* Use the following verbs: decrease, force, inspire, improve, injure, lose, win.

**Example:** *His strength has increased.*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Points \_\_\_ / 7** |

1. **Make conditional sentences for the following situations.**

**Example:** I’m not very strong so I won’t be a weight lifter. – *If I were stronger I would be a weight lifter.*

The dog bit me. (I tried to stroke it.) – *If I hadn’t tried to stroke the dog, it wouldn’t have bitten me.*

I fell down from the oak-tree. (Tried to climb it in high-heeled shoes.)

I train a lot. I have no time to spend with my family.

I injured my foot. (It was raining and the track was slippery.)

I never learned to cycle. (Didn’t have a bicycle in my childhood.)

I have to keep fit, so I can’t indulge in sweets.

I don’t live by the sea. I can’t go windsurfing or yachting.

Our team lost the game. (Didn’t train enough.)

Our opponents won. (We were judged subjectively.)

I don’t do sports and I often fall ill.

I missed a very exciting football match. (Didn’t manage to buy a ticket.)

I watched a figure-skating championship on TV when I was 5 and took up this sport.

|  |
| --- |
| **Points \_\_\_ / 11** |

|  |
| --- |
| **Total \_\_\_ / 60** |

**CHECK YOUR SCORE**

|  |
| --- |
| **55-60 points – well done**  **48-54 points – good**  **40-47 points – not bad**  **39 points or less – go back and revise** |

**Test (Unit 7)**

1. **Look through the table. What features characterize these two types of texts? Tick the appropriate column.**

|  |  |  |
| --- | --- | --- |
| **Peculiar features** | **A personal letter to a newspaper** | **An encyclopedia entry** |
| 1. Use of the passive voice |  |  |
| 1. Informal vocabulary |  |  |
| 1. Longer sentences |  |  |
| 1. Formal vocabulary |  |  |
| 1. Use of personal questions |  |  |
| 1. Use of personal pronouns |  |  |
| 1. Shorter sentences |  |  |
| 1. Use of scientific terms |  |  |
| 1. Use of direct speech |  |  |

|  |
| --- |
| **Points \_\_\_ / 9** |

1. **A. Find the odd feature one.**

* The numbers of the features characterizing a text (as they are listed in ex.1) are given in brackets.

|  |  |  |
| --- | --- | --- |
| 1. Pets are chosen for various reasons. For people who have a disability, a pet can be used as an aid to make life easier. (1,2,4) 2. Have you ever wondered why so many people keep pets around the house? What does a pet mean to you? (5,6,8) 3. I asked my friend Amy this question. (1,6,7) 4. For many others their choice of pets is based on their living arrangements. (1,4,5) 5. She says that a pet means everything to her. “They are caring, sweet, and don’t talk back to you,” she says. (1,2,6,9) 6. According to Amy, they love you for who you are and never judge people. (2,6,8) 7. Those who are not allowed to have pets in their home may choose an alternative pet, such as a reptile. (1,4,8,9) | 1. An alternative pet is a pet that is not the norm. They are pets that are kept in cages the majority of the time, or just have different needs than a dog or a cat. (1,3,4,7) 2. People that purchase alternative pets are not always aware of what they need in the way of care. (4,6) 3. This often results in the “premature death of the pet”. (4,5) 4. Most often the pet is “bought on impulse, because of a certain trend” and after the trend is over the pet is no longer wanted. (1,3,4,7) 5. Did know that pets could actually improve your health? Your dog can keep you well exercised, if you walk it regularly. (1,2,5,6) | |
| **Points \_\_\_ / 12** |

1. **Put the numbers of the sentences from ex.2A under the appropriate heading.**

* The order of the sentences is preserved.

|  |  |
| --- | --- |
| **A personal letter** | **An encyclopedia entry** |
|  |  |

|  |
| --- |
| **Points \_\_\_ / 6** |

1. **Choose the most appropriate word for each sentence.**

* Change the form or use another part of speech, if necessary.

|  |  |  |
| --- | --- | --- |
| 1. Before buying a pet, I think we should \_\_\_\_\_ all the problems we could come across. 2. “Dad! Will you buy me a kitten?” “I’ll \_\_\_\_\_ it.” 3. If you’re \_\_\_\_\_\_ about buying or adopting a green iguana, please examine its requirements first. 4. Please \_\_\_\_\_\_ about it because this is not like buying furniture, | | EXAMINE  CONSIDER  RESEARCH  INVESTIGATE  THINK  STUDY |
| 1. this is a living animal that will depend on you for many years. 2. We \_\_\_\_\_\_ iguana care for a year before we decided to actually go out and buy our first iguana. We read books, talked to vets, to people that had already had iguanas. 3. Exotic animals can be dangerous for their owners. Several cases of pet attacks are under \_\_\_\_\_ now. 4. I took my sick puppy to the vet where he was thoroughly \_\_\_\_\_. | |  |
| **Points \_\_\_ / 14** | |

1. **The biology teacher underlined Vasia’s mistakes. Correct them.**

* There is only one vocabulary mistake in each sentence.

|  |  |  |
| --- | --- | --- |
| *TEST IN BIOLOGY*   1. *Man keeps such reptiles as frog for companionship and aesthetic pleasure.* 2. *Wild animals are those that have been bred to live with people for thousand of years.* 3. *Sheep are carnivores.* 4. *Green Piece supports the commercial exploitation of wild animals.* 5. *There is a statistical concern that tigers and lions are too dangerous to be kept as pets.* | 1. *People watch birds for companionship.* 2. *The tiger, the mouse, the elephants are animal variants.* 3. *Domestic animals adopt on people for food, care and medical aid.* 4. *A nature reserve is a place where abandoned animals are kept.* | |
| **Points \_\_\_ / 9** |

1. **Fill in the gaps with a / the or nothing.**

The cat does not seem to have been domesticated as … (1) pet until … (2) new Kingdom period (about … (3) 16th century BC) in … (4) Egypt. This is all the more strange as … (5) ancient Egyptians had tamed many types of … (6) animals, such as … (7) lions, hyenas, monkeys, dogs and Nile geese, since … (8) Old Kingdom period. But once cats were finally domesticated, their popularity was enormous. Gradually, … (9) cat became one of … (10) most universally worshipped animals.

|  |
| --- |
| **Points \_\_\_ / 10** |

|  |
| --- |
| **Total \_\_\_ / 60** |

**CHECK YOUR SCORE**

|  |
| --- |
| **55-60 points – well done**  **48-54 points – good**  **40-47 points – not bad**  **39 points or less – go back and revise** |

**Test (Unit 8)**

**Do as many crossword clues as you can.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lessons 1-2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 1 | I |  |  |  |  |  |  |  | 1 World computer net  2 Connection  3 Computers might replace books in the…  4 Be not sure  5 Happening or existing now but not expected to last for a long time  6 The key-word of this unit  7 A long period of time in history  8 A small computer  9 Something that you say is going to happen  10 A paperback…  11 Existing on the pet |
|  |  | 2 |  |  | N |  |  |  |  |  |  |  |
|  |  |  |  | 3 | F |  |  |  |  |  |  |  |
|  |  |  | 4 |  | O |  |  |  |  |  |  |  |
|  | 5 |  |  |  | R |  |  |  |  |  |  |  |
|  |  | 6 |  |  | M |  |  |  |  |  |  |  |
|  |  | 7 |  |  | A |  |  |  |  |  |  |  |
|  | 8 |  |  |  | T |  |  |  |  |  |  |  |
| 9 |  |  |  |  | I |  |  |  |  |  |  |  |
|  |  |  | 10 |  | O |  |  |  |  |  |  |  |
|  |  |  | 11 |  | N |  |  |  |  |  |  | |
|  | | | | | | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Lessons 3-4**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | 1 |  |  | C |  |  |  |  |  |  |  | 1 To find information on a computer  2 A set of programs that you put in computer when you want it to do particular job  3 Using a mixture of sound, pictures, film, and writing to give information  4 PC stands for … computer  5 It destroys the information  6 A large amount of data  7 A square piece of plastic to store on information for computer  8 Opposite of “real” |
|  |  |  |  | 2 |  | O |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  | M |  |  |  |  |  |  |  |
|  |  |  |  |  | 4 | P |  |  |  |  |  |  |  |
|  |  | 5 |  |  |  | U |  |  |  |  |  |  |  |
|  |  |  | 6 |  |  | T |  |  |  |  |  |  |  |
|  | 7 |  |  |  |  | E |  |  |  |  |  |  |  |
|  |  |  | 8 |  |  | R |  |  |  |  |  |  |  |
|  | | | | | | | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Lessons 5-6**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | 1 | E |  |  |  |  |  |  |  |  | 1 Something necessary or of certain importance  2 Not modern  3 To make something more modern  4 A book containing facts about different  subjects (*BrE*)  5 Difficult in an interesting way  6 Felling physically relaxed and satisfied  7 An international network of computers  8 Helpful, because it saves you time or does  not spoil your plans  9 Your beliefs about particular subjects |
|  |  |  | 2 |  |  |  | D |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 3 | U |  |  |  |  |  |  |  |
|  |  | 4 |  |  |  |  | C |  |  |  |  |  |  |  |  |
|  |  |  |  | 5 |  |  | A |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  | T |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 7 | I |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 8 |  | O |  |  |  |  |  |  |  |  |
|  |  |  | 9 |  |  |  | N |  |  |  |  |  |  |  | |
|  | | | | | | | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Lessons 7-8**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 1 | R |  |  |  |  |  |  |  |  | 1 Comfort, reduction of pain  2 Say that something is untrue  3 To experience pain  4 To pay too little attention  5 The need to have something regularly  6 Illness  7 the ability or power to make someone or something do what you want  8 Any addiction brings harm to… |
|  |  |  | 2 |  | E |  |  |  |  |  |  |  |  |
|  |  |  |  | 3 | S |  |  |  |  |  |  |  |  |
|  |  |  | 4 |  | E |  |  |  |  |  |  |  |  |
|  |  |  |  | 5 | A |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  | R |  |  |  |  |  |  |  |  |
|  |  |  |  | 7 | C |  |  |  |  |  |  |  |  |
|  |  |  |  | 8 | H |  |  |  |  |  |  |  |  |
|  | | | | | | |

**The keyboard game**

|  |  |
| --- | --- |
| **Rules of the game**  This game is played with dice. Taking turns, throw the dice and move forward. Do the steps and fulfil the task determined by the button.  **\*red buttons** – word definitions  **\*blue buttons** – one minute talk on the topic given  **\*purple buttons** – give a piece of advice to your neighbour, reacting to an imaginary complaint or a problem  **\*yellow buttons** – decode the symbol from the computer chat  **\*green buttons** – say a sentence on the topic, beginning with the letter  **\*if you make a mistake or can’t fulfil the task** – you miss a turn  **\*each Russian word** – one step back | **A** – hard disk  **D** – areas of computer application  **F** – “I’ve got a computer at home, and it does all my maths homework.”  **G** – 4u2c  **J** – the internet  **K** – computer addiction – what’s it?  **L** – “I’ve got a message on e-mail, inviting me a date.”  **;** – lol  **“** – e-mail  **Z** – books or computers in education?  **C** – access  **B** – floppy disk  **N** – “My younger brother spends day and night in front of the computer.”  **M** – RL  **’** – “My friend offers me a choice between CD and a book of Robert Burn’s poems. What should I choose?”  **.** – computers are not always friends  **/** – virtual reality  spare bar – the future of computers |
| **Q** – website  **W** – advantages of computers  **R** – data base  **T** – books vs computers  **Y** – VR  **I** – f2f  **O** – use of computers as teachers  **P** – “I can’t tear myself away from my computer.”  **[** – software  **]** – virtual reality, pros and cons |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q** | **W** | **E** | **R** | **T** | **Y** | **U** | **I** | **O** | **P** | **[** | **]** |
| **A** | **S** | **D** | **F** | **G** | **H** | **J** | **K** | **L** | **;** | **’** |
| **Z** | **X** | **C** | **V** | **B** | **N** | **M** | **,** | **.** | **/** |

**Assess yourself**

**Follow the algorithm below.**

**Crosswords**

|  |
| --- |
| I guessed all the words |

yes no

|  |  |  |
| --- | --- | --- |
| I didn’t look up the words anywhere |  | I looked up the words in the textbook |

no yes yes no

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Well done! |  | You are able to work with the textbook but you should revise these words |  | You don’t know the material of the unit well enough. Look it through again. |  | Aren’t you a bit too self-confident?  Don’t forget that the book is the source of knowledge. You are welcome to use it. |

**Keyboard game**

|  |
| --- |
| I coped with every step of the game |

yes no

|  |  |  |
| --- | --- | --- |
| I felt pleased |  | I felt displeased |

yes no yes no

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Well done! |  | You are well prepared but aren’t you a bit too serious? |  | It’s good that you feel responsible for what you do. But don’t take it too seriously – just go back and revise. |  | It’s OK that you liked the game. But aren’t you a bit too frivolous? |

**Контрольная работа № 2 (Test Units 5-8)**

**Reading**

1. **Match each paragraph with a sentence that sums up its content.**

* Write the paragraph numbers in the boxes on the left.
* There is one extra sentence.
* The first one has been done for you.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1. Adult racoons are less friendly toward people. | | |
|  | 1. Owning a racoon is much more like having a second job than it is like having a pet. 2. Racoons’ desire to learn and know often leads to disorder. | | |
|  |
|  |
|  | 1. Racoons are not recommended as pets for some families. | | |
|  | 1. If a racoon has lived with people it won’t be able to find food and protect itself from people that set free. 2. Racoons on the whole haven’t yet become real pets. | | |
|  |
|  |
| **0** | 1. Pet racoons shouldn’t be left alone at home for a long time. | | |
|  | 1. In some places there is a law against keeping racoons at home. | | |
|  | 1. If you are keen on tidiness and order, racoons are not suitable pets for you. | | |
|  | 1. Racoons can easily get ill, if living conditions are not appropriate to their needs. | | |
| 1. Got vocation plan? If you are keeping a pet racoon, you may as well cancel them now. A raccoon can not be left to its own devices for any length of time longer than a few hours. No kennel will board a racoon and if they did, the racoon would be in misery being kept in a small cage. 2. People have been attempting to keep and domesticate racoons for centuries, yet as a species, they are still not domesticated. Domestication is a process that takes hundreds of generations and after centuries of trying there is still no such thing as a domesticated racoon. Even a racoon who is raised in the company of humans is still by definition very much a wild animal. 3. There is no doubt that young racoons are among the most adorable of wild babies. Unfortunately, raccoons grow up and as they get older they have been known to become aggressive and unmanageable. They sometimes become so aggressive toward their owners that they can no longer be kept in captivity. 4. The racoon who has been kept in captivity is not a good candidate for release to the wild. Racoons learn their wild survival skills from their mothers during the first 10 to 12 weeks of their lives and the captive racoon is utterly without these skills. Releasing such an animal to the wild usually results in the premature death of the animal by starvation or, more likely, because of their lack of fear of humans. | | 1. In many states it is illegal to own a pet racoon. In these states, if a person is found to be keeping a racoon as a pet, the animal may be seized and destroyed and the owner may face legal action including expensive fines. 2. Racoons are noted for their curiosity. They are compelled by their nature to touch everything they meet, climb anything that can be climbed, open every door and investigate every corner and hole. They do this with great interest and no regard for what may be dropped, spilled, shredded and broken. 3. It can be very difficult to maintain the health of a captive racoon. They very specialised dietary requirements and need lots of exercise and space. A racoon who is denied any of these requirements is at risk of serious health problems. 4. Give a racoon a bowl of water and a dish of dry dog or cat food and he will create for you a mess of epic proportions. Racoons are very clean animals when it comes to personal hygiene but otherwise they are experts at creating wet, sloppy messes. 5. Racoons are not domesticated animals and even the most well-behaved of pet-racoons will occasionally administer a painful bite. Their unpredictability makes them unsuitable as pets in any house with small children. | |
| **Total 8** |

1. **Fill in each gap in the text with the number of the appropriate sentence from the list below (a) is done for you):**
2. It is possible to fight this virus.
3. To illustrate, several new viruses have been found.
4. I think most people who aren’t familiar with computers would be astonished to be told that any computer program could do even those two things.
5. First, just what is a computer virus?
6. First it destroys all data.
7. It has the ability to clone itself, so that it can multiply, constantly searching for new host environments.

|  |  |
| --- | --- |
| **HOW DO COMPUTER VIRUSES WORK?**  Speaking about the analogy between the human mind and the computer, let us look at the behaviours of computer viruses for analogies to problems with the mind. (a) *4*.  John MacAfee, one of the outstanding experts on computer viruses, define a virus as: a computer program created to infect other programs with copies of itself. (b) \_\_\_. That may be all it does – a single mission to multiply and spread from one system to another. Or the virus program may be written to damage other programs, change data, and then perhaps self-destruct, so that defences cannot be developed against it.  Thus computer viruses are much like biological viruses: a halfway point between life and non-life. They have the minimum requirement of all known living creatures: the ability to multiply. They have enough intelligence to recognise their environment as friendly or hostile, and to take corresponding | Action. (c) \_\_\_ . if they knew the full extent of the astonishing ability displayed by computer viruses, I think that astonishment might change into fear, fear not only of computer viruses, but of the future of computers.  Computer viruses, created for a variety of reasons, can have many different effects, depending on the creator’s purpose. (d) \_\_\_.  \*‘Gingrich’ fills word processing files with law terminology often found in contracts. (e) \_\_\_ . To do this users should type their names at the bottom of infected files, thereby singing them, as if singing a contract.  \*‘Clipper’ mixes all the data on a hard drive, making it useless.  \*‘Lecture’ formats the hard drive. (f) \_\_\_. Then it blames the user for not catching it.  \*‘Clinton’ is designed to infect programs, but it destroys itself when it cannot decide which program to infect. |

|  |
| --- |
| **Total 5** |

**Writing**

**Choosing one of the topics and write a letter to a newspaper. (Maximum 180 words)**

* Your work will be assessed according to the following criteria:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content** | **Organisation** | **Vocabulary resource** | **Grammar accuracy** | **Spelling and punctuation** |

1. Children should leave their home only after they are married.
2. There’s more harm than benefit in computer games.
3. The civilisation level of a country is determined by the attitude of its citizens to animals.
4. Athletics should reduce stress, not increase it.

**Language in use**

1. **Fill in the gaps with one of the words from the box in the proper form.**

|  |
| --- |
| consider research examine |

1. Tibetan spaniels and other small Tibetan were exhibited in the London Zoo in the 1840s as they \_\_\_\_\_\_\_\_\_\_ quite exotic.
2. We \_\_\_\_\_\_\_\_\_\_ hamster care for half a year before we decided to buy our hamster.
3. ‘You need to talk to people who have similar pets,’ Dr. Carpenter said. ‘You need to read about them and do some \_\_\_\_\_\_\_\_\_\_ so that you knew how to take care of these animals.’
4. Animals are turned into drug addicts and alcoholics. They are force-fed sweets in the course of dental \_\_\_\_\_\_\_\_\_\_.
5. First I took the temperature and then I \_\_\_\_\_\_\_\_\_\_ the animal’s foot and claws. These were normal.
6. It is important to \_\_\_\_\_\_\_\_\_\_ carefully the reasons for choosing an exotic pet and learn as much as possible about the pet before bringing it home.

|  |
| --- |
| **Total 12** |

1. **Re-write the following rules for parents using words and expressions from the box.**

* There are two extra words / expressions.
* Sometimes you will need to change the word order.

|  |
| --- |
| act like complain about control curiosity embarrassing  jealous privacy respect stuff treat trust |

1. Enjoy your children. Don’t expect them to behave in the way you did at their age.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Respect their wish to be away from other people.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Don’t say to your friends that you are annoyed and dissatisfied with your child.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Don’t ask your children questions which cause them to feel anxious and uncomfortable.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Listen more than you talk. The desire to learn and know is more efficient than
2. attempts to have a directed influence over their thinking.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Show your firm belief in the honesty and goodness of their ability to make decisions.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Show your consideration and care for them.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Behave towards them in the way that would be pleasing for you too.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Total 9** |

1. **Choose one of the words in italics to fill in the gaps.**

* There is one extra word in each case.

1. **Companionship / companion / companions**
2. Mice and rats are excellent and funny \_\_\_\_\_\_\_\_\_.
3. Pets, animals are kelp for pleasure and \_\_\_\_\_\_\_\_\_\_, were domesticated and selectively bred for coexistence with human beings.
4. **Suffers / suffering / suffer**
5. The fisherman uses the animal as a plaything; most fish \_\_\_\_\_\_\_\_\_ physical
6. damage and die as a result, or are doomed to a long \_\_\_\_\_\_\_\_\_\_.
7. **Considerations / consider / are considered**
8. Types of pets rise and fall in popularity, just like anything else. Nevertheless, practical \_\_\_\_\_\_\_\_\_\_ determine choice.
9. In order to obtain the young animals, which \_\_\_\_\_\_\_\_\_\_ most desirable as pets, many adults of the wind species are killed.
10. **Injures / injured / injure**
11. When the matador finally thrusts his long sword into the bull, it is \_\_\_\_\_\_\_\_\_\_ and weakened by loss of blood. It rarely dies instantly and is usually left to bleed to death.
12. The picadors’ horses also get serious \_\_\_\_\_\_\_\_\_\_ from a bull.

|  |
| --- |
| **Total 8** |

1. **Fill in the gaps in the sentences with one of the words below.**
2. Several things \_\_\_\_\_\_\_\_\_ to be done.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. remain | 1. stay | 1. rest | 1. leave |

1. Regular exercise helped me to \_\_\_\_\_\_\_\_\_ my results in track-and-field.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. increase | 1. improve | 1. lift | 1. rise |

1. She goes to \_\_\_\_\_\_\_\_\_ in her curiosity.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. extreme | 1. extremes | 1. extremely | 1. extremity |

1. A computer can’t \_\_\_\_\_\_\_\_\_ a human mind, as it doesn’t have an imagination.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. exchange | 1. interchange | 1. replace | 1. take the place |

1. The rescue group carried out an efficient \_\_\_\_\_\_\_\_\_\_ for the lost rock-climbers.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. finding | 1. search | 1. looking | 1. examination |

1. Some people \_\_\_\_\_\_\_\_\_\_ in search of new experience.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. take risk | 1. take risks | 1. do risk | 1. have risks |

1. You should \_\_\_\_\_\_\_\_\_ before diving into an unknown pool – it might be really dangerous.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. think attentively | 1. think two times | 1. think double | 1. think twice |

1. We are an \_\_\_\_\_\_\_\_\_\_ family: two aunts, three grannies and four cousins live with us.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. extensive | 1. expensive | 1. expanded | 1. extended |

1. Many teenagers think that their parents \_\_\_\_\_\_\_\_\_ too much on their studies.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. are attentive | 1. focus | 1. pay attention | 1. attend |

1. I \_\_\_\_\_\_\_\_\_\_ all the stuff in my handbag, but I couldn’t find the key.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. searched | 1. looked for | 1. went trough | 1. went around | |
| **Total 10** |

1. **Fill in the gaps with the right verb form.**

* Write the correct one on the empty line on the right of the text.

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| Our neighborhood in Tampa, Florida has a flock of peacocks that are semi-wild. A few weeks ago as I (1) \_\_\_\_\_\_\_\_\_\_ (drive) home I (2) \_\_\_\_\_\_\_\_\_\_ (notice) one of them staring intently at something next to the sidewalk. As I (3) \_\_\_\_\_\_\_\_\_\_ (get) closer I saw that the object the bird (4) \_\_\_\_\_\_\_\_\_ (look at) was a two foot iguana. I (5) \_\_\_\_\_\_\_\_\_\_ (park) my car and (6) \_\_\_\_\_\_\_\_\_ (walk) back over to the spot. The iguana (7) \_\_\_\_\_\_\_\_\_\_ (lie) quietly in the grass. I (8) \_\_\_\_\_\_\_\_\_ (take off) my T-shirt and slowly (9) \_\_\_\_\_\_\_\_\_ (approach) it. A couple (10) \_\_\_\_\_\_\_\_\_ (sit) in a car across the street. The main yelled, ‘Is that your iguana?’ I yelled back, ‘It will, if I (11) \_\_\_\_\_\_\_\_\_ (can) catch it.’  I picked it up and kept it in the bathtub until my girlfriend came home. Since neither of us knew anything about iguanas, we went to a pet store and (12) \_\_\_\_\_\_\_\_ (specialize) in reptiles. The owner looked over the iguana and told us several things; it was in good health, but a little dehydrated and (13) \_\_\_\_\_\_\_\_\_ (live) in the wind for the past five months. It was a ‘girl’ about two years old and probably (14) \_\_\_\_\_\_\_\_\_ (abuse) and (15) \_\_\_\_\_\_\_\_\_ (escape) it’s previous owner. Though it is warm in Florida, it (16) \_\_\_\_\_\_\_\_ (not survive) the winter, so it was lucky that I (17) \_\_\_\_\_\_\_\_ (catch) it. We named her ‘Lizzy the Lizard’. Lizzy (18) \_\_\_\_\_\_\_\_\_\_ (grow accustomed) to her freedom over the past few months and (19) \_\_\_\_\_\_\_\_\_ (not like) the confines of her new aquarium at first. We bought her a leash and harness and let her get out by taking walks. She (20) \_\_\_\_\_\_\_\_ (do well) now and (21) \_\_\_\_\_\_\_\_ (seem) happy to be with us. |

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| **Total 21** |