Муниципальное казенное общеобразовательное учреждение

Марьевская средняя общеобразовательная школа

Ольховатский муниципальный район

Воронежская область



**Рабочая программа**

**по иностранному языку (английский)11 класса**

**на 2018-2019 учебный год**

Составитель:

учитель английского языка I кк

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2018 год

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 102 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 (Стиль жизни. Талисманы. Необычный образ жизни. Эволюция или деградация стиля жизни?);
* общественная жизнь (Человек и место, где он живет. Проблемы туризма в больших и малых городах. Плюсы и минусы развития туризма. Загадки и тайны. Телепатия. Паранормальные явления. Тайны прошлого. Телевидение. Какие телепрограммы мы выбираем? Насилие на телеэкране. Отказ от телевидения. Искусство. Интерпретация произведения искусства. Современное искусство. Мифы в искусстве. Мы и Земля. Причины и следствия экологических проблем. Взаимоотношение людей. Вторжение людей в неисследованное. Преступление и наказание. Что есть преступление? Отношение к преступникам. Обеспечение безопасности.);
* учебная деятельность (Язык и мы. Как ты изучаешь английский? Почему мы изучаем английский? Вымирающие языки.);
* профессиональная деятельность (Работа. Выбор профессии. Как написать резюме? Интервью при устройстве на работу. Мир науки. Что может наука? Что такое наука? Почему люди становятся учеными?).

*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 (Язык и мы. Как я буду учить английский язык? Стиль жизни. Талисманы. Новый стиль жизни.);
* общественная жизнь (Язык и мы. Может ли английский заменить языки малых народностей? Загадки и тайны. На границе неизведанного. Тайны прошлого. Вы верите в …? Человек и место, где он живет. Проблемы туризма в больших и малых городах. Плюсы и минусы развития туризма. Пусть наш город процветает: проект развития туризма. Преступление и наказание. Обеспечение безопасности. Заседание школьного совета. Мы и Земля. Причины и следствия экологических проблем.);
* учебная деятельность (Язык и мы. Почему мы изучаем английский язык. Вымирающие языки.);
* профессиональная деятельность (Работа. Выбор профессии. Как написать резюме? Как написать письмо работодателю? Интервью при устройстве на работу. Мир науки. Что может наука? Что такое наука? Почему люди становятся учеными? Доклад на студенческой научной конференции.)

**Содержаниеучебного предмета**

Раздел 1. Что такое язык? (10ч)

Раздел 2.Человек и место, где он живет (10ч)

Раздел 3. Работа на всю жизнь? (10ч)

Раздел 4. Таинственные происшествия (10ч)

Раздел 5.Быть или не быть ТВ? (10ч)

Раздел 6. Мир науки (10ч)

Раздел 7.Учимся понимать искусство (10ч)

Раздел 8. Преступление и наказание (10ч)

Раздел 9.Как мы живем(10ч)

Раздел10. Чей это мир? (12ч)

**Орфография**

Знание правил правописания, совершенствование орфографических навыков, в том числе применительно к новому языковому материалу, входящему в лексико-грамматический минимум порогового уровня.

**Фонетическая сторона речи**

Совершенствование слухо-произносительных и ритмико-интонационных навыков, в том числе применительно к новому языковому материалу.

**Лексическая сторона речи**

Систематизация лексических единиц. Лексический минимум выпускников полной средней школы составляет 1600 лексических единиц.

Расширение потенциального словаря за счет овладения употреблением интернациональной лексикой, новыми значениями известных слов, новыми словами, образованными на основе продуктивных способов словообразования. Развитие навыков распознавания и употребления в речи лексических единиц, обслуживающих ситуации в рамках тематики старшей школы, наиболее распространенных устойчивых словосочетаний, реплик-клише речевого этикета, характерных для культуры стран изучаемого языка.

**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 сложноподчиненных и сложносочиненных предложениях, в том числе условных предложениях с разной степенью вероятности: вероятных, маловероятных и невероятных.

Формирование навыков употребления и распознавания в речи предложений с конструкцией “I wish…” , конструкцией “so/such + that” эмфатических конструкций .

Совершенствование навыков распознавания и употребления в речи глаголов в наиболее употребительных временных формах действительного залога:PresentSimple, FutureSimple и PastSimple; Present и PastContinuous; и страдательного залога модальных глаголов и их эквивалентов.

Знание признаков и навыки распознавания при чтении глаголов в формах страдательного залога: Present и Past Continuous Passive, Past Perfect Passive, Future Perfect Passive ; инфинитива с как средства выражения цели, дополнения, причины, времени в придаточном предложении; неличных форм глагола: Participle I и Gerund без различения их функций.

Формирование навыков употребления в речи различных грамматических средств для выражения будущего действия: Simple Future, to be going, Present Continuous .

Совершенствование навыков употребления определенного / неопределенного / нулевого артиклей; имен существительных в единственном и множественном числе, включая исключения. Совершенствование навыков распознавания и употребления в речи личных, притяжательных, указательных, неопределенных, относительных и вопросительных местоимений; прилагательных и наречий в положительной, сравнительной и превосходной степенях, включая исключения; наречий, выражающих количество (much, many few, little, very), имеющих пространственно-временные значения (always, sometimes, often, never, daily, weekly, already, soon, early, here, there); количественных и порядковых числительных.

Систематизация знаний о функциональной значимости предлогов и совершенствование навыков их употребления в речи: во фразах, выражающих направление, время, место действия. Систематизация знаний о месте наречий в предложении; о разных средствах связи в тексте для обеспечения его целостности, например, наречий (firstly, finally , at last, in the end, however, etc).

Формирование навыков распознавания и употребление в речи глаголов в действительном залоге и страдательном залоге, фразовых глаголов, обслуживающих темы, проблемы и ситуации общения на данном этапе.

 Знание признаков и навыки распознавания при чтении глаголов в формах страдательного залога, инфинитива с как средства выражения цели, дополнения, причины, неличных форм глагола.

Совершенствование навыков самоконтроля правильности лексико-грамматического оформления речи.

**Тематическое планирование**

|  |  |  |
| --- | --- | --- |
| **Содержание** | **Кол-во часов** | **Кол-во контрольных работ** |
| **Раздел 1. Что такое язык?**Уроки 1-2. Умеешь ли ты учить язык?Уроки 3-4. Почему английский?Уроки 5-6. Смертный приговор языку?Урок 7. Контрольная работа 1Урок 8. Интеграция навыков и умений: Ролевая игра «Станет ли английский первым языком у племени Бонгу?»Уроки 9-10. Аналитическое чтение: Три стихотворения о любви | **10** | **1** |
| **Раздел 2. Человек и место, где он живет**Уроки 1-2. Лондон Уроки 3-4. Маленький русский ОксфордУроки 5-6. Проекты Урок 7. Контрольная работа 2Урок 8. Интеграция навыков и умений: Деловая игра «Проект туристического центра в нашем поселке»Уроки9-10. Аналитическое чтение: Торнтон Уайлдлер «Наш городок» | **10** | **1** |
| **Раздел 3. Работа на всю жизнь?**Уроки 1-2. Не пойти ли поработать?Уроки 3-4. Письмо к работодателю и CVУроки 5-6. Интервью с работодателемУрок 7. Контрольная работа 3Урок 8. Интеграция навыков и умений: Деловая игра «Интервью с работодателем»Уроки9-10. Аналитическое чтение: Дуглас Линдси «У клиентов должны быть волосы» | **10** | **1** |
| **Раздел 4.Таинственные происшествия**Уроки 1-2. За гранью неизведанногоУроки 3-4. Телепатия Уроки 5-6. Хоть поверьте, хоть проверьте!Урок 7. Контрольная работа 4Урок 8. Интеграция навыков и умений: Ролевая игра «Телепрограмма «А вы верите, что…?»Уроки 9-10. Аналитическое чтение: Питер С.Бигл «Оборотень по имени Лайла» | **10** | **1** |
| **Раздел 5. Быть или не быть ТВ?**Уроки 1-2. Что там по «ящику»?Уроки 3-4. Кто выбирает?Уроки 5-6. Если выключить ТВ на неделю, то я «включусь»Урок 7. Контрольная работа 5Урок 8. Интеграция навыков и умений: Дебаты «Нужна ли всероссийская неделя без телевидения»Уроки 9-10. Промежуточная контрольная работа | **10** | **2** |
| **Раздел 6.Мирнауки**Уроки 1-2. Что может наукаУроки 3-4. Что такое наука?Уроки 5-6. Почему люди становятся учеными?Урок 7. Контрольная работа 6Урок 8. Интеграция навыков и умений: Деловая игра «Студенческая научная конференция»Уроки 9-10. Аналитическое чтение: Синклер Льюис «Эрроусмит» | **10** | **1** |
| **Раздел7.Учимся понимать искусство**Уроки 1-2. Линия Уроки 3-4. Современное искусствоУроки 5-6. Великие мифы искусстваУрок 7. Контрольная работа 7Урок 8. Интеграция навыков и умений: Деловая игра «Художественная выставка»Уроки 9-10. Аналитическое чтение: Сомерсет Моэм «Луна и грош» | **10** | **1** |
| **Раздел 8. Преступление и наказание**Уроки 1-2. Разве это преступление?Уроки 3-4. Быть жестким или мягким?Уроки 5-6. Безопасность жизниУрок 7. Контрольная работа 8Урок 8. Интеграция навыков и умений: Деловая игра «Инцидент в школе»Уроки 9-10. Аналитическое чтение: Кэрол Энн Даффи «Я ворую» | **10** | **1** |
| **Раздел9.Как мы живем**Уроки 1-2. Дорогая сердцу вещицаУроки 3-4. Иной образ жизниУроки 5-6. Назад или вперед?Урок 7. Контрольная работа 9Урок 8. Интеграция навыков и умений: Психологическая игра «Проект: «Совсем другой мир»Уроки 9-10. Аналитическое чтение: Шел Силврестейн «Беспорядок в комнате» | **10** | **1** |
| **Раздел 10.Чей это мир?**Уроки 1-2. Причина или следствие?Уроки 3-4. И возлюби соседа своего!Уроки 5-6. Исследователи или захватчики?Урок 7. Контрольная работа 10Уроки 8. Аналитическое чтение: Роберт Фрост «Никто не любит, чтобы на него наступали»Уроки 9-10. Итоговая контрольная работаУроки 11-12. Аналитическое чтение: Ирвин Шоу «Питер номер два» | **12** | **2** |
| **Итого:** | **102** | **12** |

***Приложение 1***

**Календарно-тематическое планирование**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№ п/п** | **Тема урока** | **Кол-во часов** | **Дата по плану** | **Дата по факту** | **Цели урока** | **Д/з**  |
| **Что в языке тебе моем? (Роль языка в человеческом обществе)** |
| 1/ 2. | Умеешь ли ты учить язык? | 2 |  |  | Научить уч-ся размышлять о изучаемом языке, 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 соглашения. | Упр. 2С, с.9Упр. 6, с.11, выучить слова |
| 3/ 4. | Почему английский? | 2 |  |  | Научить уч-ся давать определения, высказывать мнение о роли иностранного языка 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. | Выучить слова с.12Упр. 4F, с.15 |
| 5/ 6. | Смертный приговор языку? | 2 |  |  | Научить уч-ся размышлять о мертвых языках, 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 соглашения. | Упр. 4, с.17, выучить словаУпр. 6D, с.19 |
| 7. | Контрольная работа 1 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 1. | Подготовить ролевую игру |
| 8. | Интеграция навыков и умений: Ролевая игра «Станет ли английский первым языком у племени Бонгу?» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки публичного выступления.Закрепить знания, умения и навыки, полученные при изучении раздела. |  |
| 9/ 10. | Аналитическое чтение: Три стихотворения о любви | 2 |  |  | Практиковать уч-ся в чтении с разной стратегией. | Читать стихотворение с.188-189Упр.4, с.190 |
| **Человек и место, где он живет** |
| 11/ 12. | Лондон | 2 |  |  | Научить уч-ся выражать свое мнение по отношению к тому или иному городу, повышать уровень результативности при работе в группе.Практиковать уч-ся в высказывании мнения, письме. | Упр. 2С, с.25; презентация по упр.1, с.24Упр.6, с.27 |
| 13/ 14. | Маленький русский Оксфорд | 2 |  |  | Научить уч-ся обсуждать культуру и ее 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. 2С, Е, с.30Упр. 4С, с.31 |
| 15/ 16. | Проекты  | 2 |  |  | Научить уч-ся понимать и ценить разнообразие культур, работать с энциклопедией, давать описание одному из русских городов.Практиковать уч-ся в чтении энциклопедии с выборочным извлечением информации, описании традиционного праздника, написании энциклопедической статьи. | Упражнения на предложения условного типаУпр.5, с.35 |
| 17. | Контрольная работа 2 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 2. | Подготовить проект |
| 18. | Интеграция навыков и умений: Деловая игра «Проект туристического центра в нашем городе / поселке / районе» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки публичного выступления.Закрепить знания, умения и навыки, полученные при изучении раздела. |  |
| 19/ 20. | Аналитическое чтение: Торнтон Уайлдлер «Наш городок» | 2 |  |  | Практиковать уч-ся в чтении с разной стратегией. | Упр.3B, с.193Упр.5, с.193 |
| **Работа на всю жизнь? (Проблема профессионального самоопределения)** |
| 21/ 22. | Не пойти ли поработать? | 2 |  |  | Научить уч-ся размышлять о будущей профессии, 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 соглашения. | Выучить слова упр.1В, с.40Упр.5, с.43 |
| 23/ 24. | Письмо к работодателю и резюме | 2 |  |  | Научить уч-ся давать определения, высказывать мнение о роли профессии 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. | Написать письмо-заявлениеНаписать резюме |
| 25/ 26. | Собеседованиес работодателем | 2 |  |  | Научить уч-ся размышлять над трудностями, связанными с прохождением собеседования 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. | Упражнения на Present PerfectУпр.5, с.50 |
| 27. | Контрольная работа 3 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 3. | Подготовить игру |
| 28. | Интеграция навыков и умений: Деловая игра «Собеседование с работодателем» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки публичного выступления.Закрепить знания, умения и навыки, полученные при изучении раздела. |  |
| 29/ 30. | Аналитическое чтение: Дуглас Линдси «У клиентов должны быть волосы» | 2 |  |  | Практиковать уч-ся в чтении с разной стратегией. | Упр.2B, с.194-195 (чтение, перевод)Упр.3, с.195 |
| **Таинственные происшествия** |
| 31/ 32. | За гранью неизведанного | 2 |  |  | Научить уч-ся размышлять о мистических событиях, 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 соглашения. | Упр. 2А, с.56; составить рассказ с выражениямиУпр. 5В, с.59 |
| 33/ 34. | Телепатия  | 2 |  |  | Научить уч-ся обсуждать роль телепатии в повседневной жизни.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.62Упражнения на настоящее время |
| 35/ 36. | Хоть поверьте, хоть проверьте! | 2 |  |  | Научить уч-ся говорить о мистике, размышлять по теме.Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, высказывании мнения и отношения, написании текста. | Упражнения на прошедшее времяУпр. 5В, с.66 |
| 37. | Контрольная работа 4 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 4. | Подготовить игру |
| 38. | Интеграция навыков и умений: Ролевая игра «Телепрограмма «А вы верите, что…?» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки публичного выступления.Закрепить знания, умения и навыки, полученные при изучении раздела. |  |
| 39/ 40. | Аналитическое чтение: Питер С.Бигл «Оборотень по имени Лайла» | 2 |  |  | Практиковать уч-ся в чтении с разной стратегией. | Упр.2B, с.196-197 (перевод)Упр.4, с.197 |
| **Быть или не быть ТВ? (Роль телевидения в современном мире)** |
| 41/ 42. | Что там по «ящику»? | 2 |  |  | Научить уч-ся размышлять о времяпрепровождении, 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 соглашения. | Упражнения на типы вопросовУпр.6С, с.73 |
| 43/ 44. | Кто выбирает? | 2 |  |  | Научить уч-ся говорить о преимуществах и недостатках телевидения, размышлять по теме.Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, высказывании мнения и отношения, написании текста. | Упр.3, с.76;Упражнения на типы вопросовУпр.5, с.76 |
| 45/ 46. | Если выключить ТВ на неделю, то я «включусь» | 2 |  |  | Научить уч-ся говорить о неделе без телевизора.Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, высказывании мнения и отношения, написании текста. | Упражнения на типы вопросовУпр.4, с.80 |
| 47. | Контрольная работа 5 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 5. | Подготовиться к дебатам |
| 48. | Интеграция навыков и умений: Дебаты «Нужна ли всероссийская неделя без телевидения» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки публичного выступления.Закрепить знания, умения и навыки, полученные при изучении раздела. | Повторить изученное |
| 49/ 50. | Промежуточная контрольная работа | 2 |  |  | Контроль знаний, умений и навыков, полученных при изучении разделов 1-5. |  |
| **Мир науки (Развитие исследовательской компетентности и профессиональное самоопределение)** |
| 51/ 52. | Что может наука | 2 |  |  | Научить уч-ся размышлять о науке, 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 соглашения. | Упр. 3В, с.88; упражнения на временаУпр.6, с.89 |
| 53/ 54. | Что такое наука? | 2 |  |  | Научить уч-ся понимать и ценить роль науки в жизни людей.Практиковать уч-ся в чтении энциклопедии с выборочным извлечением информации, написании письма. | Упр.3, с.91; упражнения на словообразованиеУпр.5В, с.92 |
| 55/ 56. | Почему люди становятся учеными? | 2 |  |  | Научить уч-ся говорить о причинах, по которым люди становятся учеными.Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, высказывании мнения и отношения, написании текста. | Упр.3В,С, с.95Упр.5, с.95 |
| 57. | Контрольная работа 6 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 6. | Подготовить игру |
| 58. | Интеграция навыков и умений: Деловая игра «Студенческая научная конференция» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки публичного выступления.Закрепить знания, умения и навыки, полученные при изучении раздела. |  |
| 59/60. | Аналитическое чтение: Синклер Льюис «Эрроусмит» | 2 |  |  | Практиковать уч-ся в чтении с разной стратегией. | Упр.2, с.199Упр.4, с.200 |
| **Учимся понимать искусство** |
| 61/ 62. | Линия  | 2 |  |  | Научить уч-ся размышлять о искусстве, 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 соглашения. | Упр.3С, с.102Упр.5, с.103 |
| 63/ 64. | Современное искусство | 2 |  |  | Научить уч-ся говорить о современном искусстве, 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.106Упр.6, с.107 |
| 65/ 66. | Великие мифы искусства | 2 |  |  | Научить уч-ся говорить на тему мифов в искусстве, 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.3D, с.110Упр.6, с.111 |
| 67. | Контрольная работа 7 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 7. | Подготовить игру |
| 68. | Интеграция навыков и умений: Деловая игра «Художественная выставка» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки публичного выступления.Закрепить знания, умения и навыки, полученные при изучении раздела. |  |
| 69/70. | Аналитическое чтение: Сомерсет Моэм «Луна и грош» | 2 |  |  | Практиковать уч-ся в чтении с разной стратегией. | Упр.3, с.203Упр.5, с.203 |
| **Преступление и наказание** |
| 71/ 72. | Разве это преступление? | 2 |  |  | Научить уч-ся размышлять о преступлениях и последующем наказании, 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 соглашения. | Упр.3Е, с.118Упр.4Е, с.119 |
| 73/ 74. | Быть жестким или мягким? | 2 |  |  | Научить уч-ся обсуждать суть противостояния характеров, 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.3F, с.122Упр.5В, с.123 |
| 75/ 76. | Безопасность жизни | 2 |  |  | Научить уч-ся размышлять о своих привычках времяпрепровождения, 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.2D, с.125Упр.6, с.126 |
| 77. | Контрольная работа 8 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 8. | Подготовить игру |
| 78. | Интеграция навыков и умений: Деловая игра «Инцидент в школе» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки публичного выступления.Закрепить знания, умения и навыки, полученные при изучении раздела. |  |
| 79/80. | Аналитическое чтение: Кэрол Энн Даффи «Я ворую» | 2 |  |  | Практиковать уч-ся в чтении с разной стратегией. | Упр.2, с.204 (выразительное чтение)Упр.8, с.205 |
| **Как мы живем** |
| 81/ 82. | Дорогая сердцу вещица | 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 соглашения. | Лексические упражненияУпр.7, с.132 |
| 83/ 84. | Иной образ жизни | 2 |  |  | Научить уч-ся обсуждать жизнь, 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.3D, с.135Упр.6, с.136 |
| 85/ 86. | Назад или вперед? | 2 |  |  | Научить уч-ся размышлять о своих привычках времяпрепровождения, 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.3С, с.139Упр.5В, с.140 |
| 87. | Контрольная работа 9 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 9. | Подготовить игру |
| 88. | Интеграция навыков и умений: Психологическая игра «Проект «Совсем другой мир» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки публичного выступления.Закрепить знания, умения и навыки, полученные при изучении раздела. |  |
| 89/90. | Аналитическое чтение: Шел Силврейстейн «Беспорядок в комнате» | 2 |  |  | Практиковать уч-ся в чтении с разной стратегией. | Упр.4, с. 206 (выразительное чтение)Упр.9, с.206 |
| **Чейэтомир?** |
| 91/ 92. | Причина или следствие? | 2 |  |  | Научить уч-ся размышлять мире, 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. | Упражнение на словообразованиеУпр.6, с.146 |
| 93/ 94. | И возлюби соседа своего | 2 |  |  | Научить уч-ся размышлять о дружеских отношениях, 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 соглашения. | Лексические упражненияУпр.5, с.150 |
| 95/ 96. | Исследователи или захватчики? | 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. | Упражнение на временаПовторить изученное |
| 97. | Контрольная работа 10 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 10. |  |
| 98. | Аналитическое чтение: Роберт Фрост «Никто не любит, чтобы на него наступали» | 1 |  |  | Практиковать уч-ся в чтении с разной стратегией. | Упр.6, с.208 |
| 99/100. | Итоговая контрольная работа | 2 |  |  | Контроль знаний, умений и навыков, поученные при изучении разделов 6-10. |  |
| 101/ 102. | Аналитическое чтение: Ирвин Шоу «Питер номер два» | 2 |  |  | Практиковать уч-ся в чтении с разной стратегией. | Чтение и перевод абзацаПересказ текста |

*Приложение 2*

**Test (Unit 1)**

1. **This is a student’s essay. All his mistakes are underlined, and the teacher asks questions beside the text to help him to correct them.**
* Answer the questions and correct the mistakes.

**MY ATTITUDE TO LEARNING ENGLISH**

|  |  |  |
| --- | --- | --- |
| 1. Is present simple or present perfect *a time*?
2. We can count words, can’t we?
3. Doesn’t *all* look too lonely?
4. Do you need anything else in a negative statement?
5. Are you asking a question here?
 | If I could choose subjects, I would never study English at school. There are a lot of reasons for that. First, English grammar is very difficult. Verb times (1) make me lose sleep. Second, the words – they are so much (2) of them and I can’t remember all (3)! Third, it is very difficult to read. If I not know (4) a word I come across, I try to find it in a dictionary and while I’m looking for it, I forget what was the sentence about (5). Fourth, it’s listening. English-speaking people speak so quickly that I can’t catch nothing (6). I work at English very hardly (7), but nothing doesn’t help (8). My friend says me (9) that I must find something interesting to learn and that he has begun (10) with the same problems six years ago. I afraid (11), it is a bit too late for me to begin! | 1. Isn’t this sentence negative?
2. That’s why you make so many mistakes!
3. Do you need two negatives?
4. Is there anything missing here?
5. Look at the time expression at the end of the sentence!
6. Is *afraid* the verb?
 |

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| **Points 11** |

1. **Choose the correct word.**
2. Today *there are / they are / it is* millions of people who speak English.
3. Some people *study / studies / is studying* English for special purposes.
4. They may need English for *the job / their job / job* for example.
5. Some of them *need / need to / are needing* it for travelling.
6. But the majority of leaners of English *has / have / are having* other needs.
7. Most of them use it *for talk / to talk / that they can talk* to people who aren’t English.
8. *Most of / The most / Most* people in the world have heard some English.
9. *It is / There is / There are* hardly any countries where English is never spoken.
10. Very few people haven’t heard *some / the / any* English at all.
11. English is now *the most / the more / a most* widely spread language in the world.

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| **Points 10** |

1. **Read the text and look carefully at each line. Some of the lines are correct and some have a grammar or vocabulary mistakes.**
* On your answer sheet put numbers 1-12 and opposite each number put a tick if the line is correct or write the correct version if there is a mistake.

|  |  |
| --- | --- |
| 1. On the surface, young childrens seem to be phenomenal
2. language learners, often appearing being more capable than
3. their parents of learning quickly and accurately.
4. Younger learners tend to do more progress, perhaps in part
5. because they are having more time than adult learners. They also tend
6. to do relatively well in acquiring native-speaker standard pronunciation.
7. But older learners begin with several distinct advantages: knoweledges
8. of a first language, knowledge of how the world work,
 | children |
| 1. awareness of the structural features of languages in general and other.
2. Several research studies has shown
3. that this advantages make language learning more efficient
4. and more fast for older learners, at least in the beginning.
 |
| **Points 12** |

1. **Fill in the gaps with the words from the box.**
* There are two extra words.

|  |
| --- |
| expand gain an appreciation fluent endangered assimilate beneficial well-rounded widely spread  |

**TOP SIX REASONS FOR STUDYING RUSSIAN**

1. Why not? *Pochemu net*? In Russia every little kid is … in Russian.
2. It is one of the five most … … languages in the world. There are about 200 million people in the world who speak Russian and a quarter of a million of them live in the USA.
3. American companies ready to … their business with the new Russian market will be eager to give you a job.
4. We can … … … of the true genius and artistry of Dostoevsky, Tolstoy and Chekhov when we read their works in the original.
5. Russian language skills are … for careers in law, science, engineering, the military and federal service.
6. Knowledge of Russian should be part of the education of every … person.

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| **Points 6** |

1. **Do the “arrow” crossword.**

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**Across**

1. Having good and varied experience
2. An understanding of good qualities
3. Something or someone that is not included in a general rule
4. To increase, grow larger
5. Be able to speak or write in an easy, smooth manner

**Down**

1. Something that no longer exists
2. Exactness or correctness
3. Thoroughly skilled, well practised
4. Anything that brings advantage or profit
5. Forward movement, continual improvement

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| **Points 11** |

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| **TOTAL 50** |
| **CHECK YOUR SCORE****45-50 – Well done!****38-44 – Good****30-37 – Not bad****29 and less – Go back and revise** |

**Test (Unit 2)**

1. **Fill in the gaps with the definite article where necessary.**

Why not visit (1) … Plymouth, the Waterfront City that shaped the lives of (2) … Drake, (3) … Pilgrim Fathers, (4) … Darwin, (5) … Cook and many more who set sail from its harbour?

Start your own exploration by visiting (6) … spectacular Plymouth Hoe, climb up Plymouth’s best-known landmark, (7) … Smeaton’s Tower Lighthouse and enjoy the most breathtaking view over Plymouth Sound.

If it is entertainment you are looking for, try to visit (8) … Theatre Royal, with top-class programmes from drama to music to musicals. (9) … Plymouth Pavilions is the major regional venue for both pop and classical concerts, top comedians and sporting events. (10) … city also has an excellent spread of accommodation and B&Bs ranging from small and cosy guesthouses to the luxury of three- and four-star hotels. (11) … modern pedestrianised city centre, with its floral displays, water features and (12) … largest range of shops in the region is a delight for shoppers. With its unique location between Dartmoor, the last great wilderness of (13) … Plymouth is an ideal base for venturing into the countryside or onto the water.

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| **Points 15** |

1. **Read the article and decide what the underlined words are substitutes for.**
* Choose the appropriate answer in the box on the right.

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| **ARE TOURISTS GUIDEBOOKS ALWAYS RELIABLE?**Most London guidebooks introduce visitors to the principal hotels, recommending a few good restaurants and the virtues of St Paul’s Cathedral. But (1) those who pick up the Lonely Planet Guide will be educated in underground etiquette, and directed to the Millennium Dome for architectural inspiration.While the guide is quick to point out the drawbacks of what it describes a one of the planet’s most crowded cities, (2) it is also keen to stress the positive aspects of London (3) which are rarely celebrated.London residents are controversially described as victims of increased pollution and overcrowding, which makes them aggressive.Visitors are told of the capital’s residents: “Don’t try and be their friend: they’re too absorbed in (4) their own world of workmates, school friends and family.” The guide’s authors – Steve Fallon from Boston, Massachusetts, and Pat Yale, from Bristol – are particularly exercised by the underground system (“slow, unreliable, and terribly expensive”). (5) It does, however, have a “rigid etiquette” which visitors ignore. “Where there’s an escalator you absolutely must stand on the right so that people in a hurry can rush up or down on the left. This is an extremely important rule – and should you break (6) it, you risk getting pushed aside or verbally abused.”Responding to the guide, Louise Wood of the London Board denied that the capital’s citizens are difficult. “All our surveys indicate tourists think Londoners are very friendly. Four out of five of (7) them thought people here were quite friendly or very friendly. And even the underground equals or exceeds (8) their expectations,” she said.  | 1. those:
2. visitors
3. guidebooks
4. it:
5. the drawback
6. the guide
7. which:
8. positive aspects of London
9. drawbacks of London
10. their:
11. visitors’
12. capital’s residents’
13. it:
14. the guide
15. the underground system
16. it:
17. the etiquette rule
18. the escalator
19. them:
20. the capital’s residents
21. the capital’s visitors
22. their:
23. tourists’
24. Londoners’
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| **Points 18** |

1. **This tourist has a lot of problems. Write about what he regrets, paying attention to the time reference.**

**Example:** (know) what city I am in – If only I knew what city I was in.

 (not be late) for the flight – If only I hadn’t been late for the flight.

1. (not take) so much luggage
2. My watch (show) the right time
3. (have) my mother, driver and secretary with me
4. (not lose) my passport
5. (know) where the hotel was
6. (take) more money
7. (study) foreign languages
8. (read) a guidebook
9. (can remember) my friend’s phone telephone
10. (can stay) at home next summer

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| **Points 10** |

**4A. Fill the missing words in the table.**

|  |  |
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| **Verb**  | **Noun**  |
| dignify |  |
| integrate |  |
|  | prosperity |
|  | restriction |
| attract |  |
| accommodate |  |
| renovate |  |
|  | lack |
|  | contribution |
|  | implementation |

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| **Points 10** |

**4B. Fill in the gaps with the correct form of words from the table.**

* Pay attention to the form.
1. Many old Russian cities have their own special … .
2. A new hotel in our city centre can … more than 300 visitors.
3. Our town began to … after the new mayor had been elected.
4. The project of making Morwellham Quay a tourist destination was successful … .
5. St Petersburg was considerably … for its tercentenary celebration.
6. City authorities are trying to … the number of tourists visiting the local nature reserve.
7. The Kremlin is still one of the most important … in Nizhny Novgorod.

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| **Points 7** |

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| **TOTAL 50** |

**Test (Unit 3)**

1. **Read what several people say about their professions.**
* Find who’s who?
1. I look after all aspects of our company’s campaign to find new customers. I’m not directly involved in selling, but I have a team of a dozen representatives who deal with our customers. I need to be very organised. I often work long hours.
2. I suppose I am lucky. I travel a lot in my job: all over Europe in fact. I deliver goods to customers and sleep in my lorry wherever I stop. The hours are very irregular and I have to be flexible. Sometimes I’m away from home for three or for weeks.
3. My work is pretty boring. I work for an office cleaning company in London, which means night shifts five times a week. Each office has to be clean and bright by 9 o’clock in the morning, so I have to work hard and carefully.
4. I joined the police force when I left school after a time in uniform, I moved into crime detection. It’s an interesting job which is never the same from one day to the next. You need to think quickly and read the criminal’s mind.
5. I’ve always enjoyed working with children, though they can sometimes drive you crazy. They don’t always learn as much as they should and I have to be inventive to find new ways of motivating them. I also need to be patient, especially with slower learners.
6. I’m good at communicating and quite creative so I always wanted a job in which I could use my language skills. I have to work quickly to meet deadlines – tomorrow’s newspaper won’t wait! What I like best about my work is meeting people.
7. Holidaymakers are demanding people. Perhaps that’s not surprising since an annual holiday is expensive and they expect a lot. But I know a lot about the part of Greece where I work and I’m helpful and patient by nature, so I get on very well with most of guests.
8. Caring for sick people takes a lot of patience and compassion. It’s not well-paid but it is rewarding. The most satisfying part of my job is seeing a patient get well and leave the hospital. We work in teams on shifts, so I have to be flexible and co-operative in my work.
9. Dealing with customers is fascinating. I didn’t pick up many qualifications at school but I have a good head for figures and I’m naturally open and sociable, so working in a big supermarket suits me. I wish it was better paid though.
10. Maths was my best subject at school so I suppose it was inevitable that I would get a job involving figures or money. I had to pass a series of exams to qualify, but now I have a pretty good salary and enjoy helping people with their financial problems.
11. I am a good listener and I can keep a clear head in a difficult situation. I often need those qualities as I spent most of my time working with families who are going through a crisis. I also have to be able to analyse a situation objectively, without taking sides, and be persistent until a solution is found.
12. a lorry driver
13. a detective
14. a sales manager
15. a social worker
16. a journalist
17. a cleaner
18. an accountant
19. a teacher
20. a nurse
21. a tour guide
22. a shop assistant

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| **Points 11** |

1. **Fill in the gaps in this letter of application, using the verbs in brackets.**

Flat 104

33 Nevsky Prospect

St Petersburg

The Manager

Paris Boutique

Nevsky Prospect

St Petersburg

Dear Sir / Madam,

I (1) … (to write) to apply for the job of part-time salesperson that (2) … (to be advertised) in last Saturday’s edition of St Petersburg Vedomosty.

At the moment, I (3) … (to be) a fourth-year student at the College of Design and I (4) … (to study) Fabrics and dress design. I (5) … (to want) to produce and sell clothes of my own design, but first of all I would like to gain first-hand experience of selling clothes. I (6) … (to believe) that by doing that I (7) … (to understand) more completely what it (8) … (to be) that women (9) … (to look for) when they (10) … (to buy) clothes. In this way I (11) … (to be able) to understand customers’ needs and (12) … (to design) clothes that are more popular.

I often (13) … (to pass) your shop and (14) … (to admire) the clothes on display, so it would be a wonderful experience to be able to help sell these clothes.

I (15) … (to have) some experience of selling in a shop near my parent’s home and I would be very grateful for the opportunity of an interview.

Yours faithfully,

Olga Novikova

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| **Points 11** |

1. **Join the pairs of sentences to make a statement of purpose with in order, to or**

**so (that). Make minimum changes.**

1 I’ll give you my e-mail and a contact phone number. You’ll be able to find me

if you need a part-time employee.

2 The management team called a meeting. They wanted to discuss the sales

figures.

3 He asked me to сontaсt him confidentially. Тhen nobody apart from him

would be able to use the information.

4 He worked very hard. Нe wanted to bесome a full-time employee.

5 She always sits at the baсk of the сonferenсe room. Beсausе of that she

doesn't have to answer any questions.

6 Тhe сompany offers some senior staff members a study tour to Britain.

Тhis will enable them to сompare personnel management praсtiсes.

7 We need a Нuman Resourсе Department. It will deal with reсruitment issues.

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| **Points 7** |

1. **Fill in the gaps with the most suitable word or expression.**
2. I am afraid I will not be … for interview on Saturday.
3. available b) acceptable c) receivable
4. She is responsible for training new … in our company.
5. newcomers b) recruits c) vacancies
6. … accountants often do the detailed but tedious aspects of auditing.
7. trainer b) trainee c) train
8. When he was … to be the company’s Sales.
9. prompted b) proclaimed c) promoted
10. I’m looking for a new job – I think the present one doesn’t really … me.
11. challenge b) chance c) shape
12. A company car is often a … of a senior position.
13. payment b) gift c) perk
14. … work is a feature of many jobs such as airline pilots and post office workers.
15. shift b) group c) team
16. Many famous people have worked their ... up from tea boy to Managing Direсtor of the same company.
17. day b) job c) way
18. The ... of repetitive tasks is important so that the workers pay attention.
19. television b) supervision c) vision
20. lf saIes are greatеr than last year we should get a... .
21. bonus b) focus c) status
22. ... work for a big сompany to get a wider experienсe to help me in mу future сareer.
23. I’d prefer b) I’d rather c) I rather
24. … to work with a small team inside the company beсause I like the sense of belonging that you get.
25. I’d rather b) I rather c) I’d prefer

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| **Points 12** |

1. **Fill in the gaps with an appropriаte time аdverbiаl from the box.**
2. We often spend muсh timе in business trips and we are ... prepared to aсcept difficulties of working away from our home сountry.
3. … I am involved in a very exсiting nature projeсt in a remote сorner of Africa.
4. … I am leaving for Mosсow for the seminar on human resourсes development.
5. The company hasn't completed the orders for Christmas ... . We have to do a lot more overtime.
6. I’ve tried all his phonе numbers ... - his mobile is dead and so are both his work and home phones. Has anуthing happened, do you think?

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| at the momentalwaysyeтseveral times now |
| **Points 5** |

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| **TOTAL 50** |

**Test (Unit 4)**

1. **Rеad the story and put the verbs in braсkets in the сorrect tenses.**

It was so weird, it still freaks me out to think about it. About a year ago, I (1) (shop) in Marks and Spencer. I (2) (be) to a lot of shops and I was feeling a bit tired. Final|y, I (3) (think) l'd go up to the next floor of the shopping centre and look for a CD.

As I was going up, l (4) (notiсe) a girl ahead of me almost at the top of the esсalator. She was wearing a red jaсket like mine. You know how you always (5) (feel) curious about people you see wearing the same clothes, so I kept looking at her absent-mindedly. With growing amazement, I sаw that the girl (6) (look) just like me from behind - same hairstyle, same сolour' even hеr blaсk bag was exactly like mine.

Тhe girl (7) (get) to the top of the esсalator before me. When I (B) (reach) the top I looked around for her, but she (9) (disappear) in the сrowd of Saturday shoppers.

I thought it was funny, until I went to look at some CDs in a shop window. I notiсed another reflection in the window. I (10) (know) it wasn't me, it was the girl I hаd seen on the esсalator. She (11) (stand) just behind me and looking at the same things. It was so weird. I turned round slowly but there was no one there. The next moment I сaught a glimpse of the red jaсket disappearing round the сorner.

But thе weirdest bit was when I dаshed after her and ran into my friend who was out shopping that day too. She (12) (look) surprised when she saw me. She said she had just seen me walk straight past her without even saying hello. She was sure the girl she

had seen was me.

I (13) (read up) about it quite a lot, and the only explanation that fits what happened is that I (14) (see) my Doppelgёnger - my double. What bothers me, though, is that people usually see thеir Doppеlgёnger beforе they (15) (die). I'm not easily sсared, but

I (16) (not wear) that red jaсket anymorе.

|  |
| --- |
| **Points 16** |

1. **Matсh these English and Russian expressions.**

|  |  |
| --- | --- |
| 1. I was rooted to the soot.
2. My heart nearly stopped.
3. I got myself together.
4. It made my hair stand on end.
 | 1. Я пpишeл в сeбя.

b) Я пpиpoс к зeмлe.c) У мeня вoлoсы вcтaли дыбoм.d) Moe сepдцe зaмepлooт ужaсa. |

|  |
| --- |
| **Points 4** |

1. **Choose the best alternаtive to fill in the gaps in eасh of the following sentenсes.**
2. I’ve ... some researсh on sea animals.
3. made b) done с) prepared d) ended
4. Тhe theory will be … by сomputer simulation

a) made b) helped с)tested d) experimented

1. It's diffiсuIt to … animals' uneхplained powers and obtain reliable results.

a) experiment b) look for с) searсh d) investigate

1. Sсientists found no ... for the existenсe of life on other pIanets.

a) ways b) evidenсе с) faсts d) signs

1. A good understanding of mathematiсs is suffiсient to explain a wide variety of

natural ..

a) events b) сauses о) effeсts d) phenomena

1. Unfortunately, the investigation did not run as smoothly as had been ... .

a) done b)worked out с)anticipated d) deсided

1. Pets sometimes ... to know what we are thinking about.

a) seem b) look с) think d)feel

1. Тhere have been some ... on unusual animals' behaviour.
2. evidence b) reports c) stories d) articles

|  |
| --- |
| **Points 8** |

1. **Do the crossword.**
* All the words refer to the movement of things.

**Across**

1 To put an amount of something on or into a vehicle (4)

3 To take goods, people etс from one plaсe to another (9)

5 Тo go down below the surfaсe of water (4)

**Down**

2 Тo pull something along the ground beсause it is too heavy to сarrу (4)

3 Тo pull a vehicle using a rope or a сhain (3)

4 If you ... a rope over a tree branсh you throw it (5)

5 To move smoothlу over a surfaсe while сontinuing to touсh it (5)

|  |
| --- |
| **Points 7** |

1. **Read the story and rewrite the underlined sentences stаrting with the**

**words given alongside the text.**

It was a niсe sunny morning and I felt exhilarated and confident. I had

hardly got into the сlass whеn a paranormal phenomenon ocсured;

all my talkative and lively сlassmates were sitting dead silent as if they

were rooted to the spot. Some horrible, trembling voice started to dictate

something to us. l had never heard anything so sсary before. I got myself

together and started following the instruсtions. ln two hours the nightmare

which struсk terror in my heart suddenlу сame to an end' l understood only

later that I shouldn't have paniсked. I managed to do all the tasks. But I

have nevеr visited this frightful plaсe sinсe then. I decided that l wouldn't

partiсipate in this kind of experiment again under any сircumstanсes' it

was my final exam in physiсs!!!

1. Hardly...
2. Never before...
3. Only Iater...
4. Nеver again…
5. Under no cirоumstanсes…

|  |
| --- |
| **Points 5** |

1. **Reаd the text аnd fill in the gаps with artiсles where necessаry.**

**THE MOST EXTREME**

“The Most Еxtreme” is (1 ) ... long-running documentary ТV series on

(2) ... Ameriоan television. It first aired on July 1, 2002. Еaсh episode

foсuses on (3) ... speсifiс animal feat, such as strength, speed, diet etс,

and examines and ranks .10 animals which portray extreme or unusual

examples of that quality. (4) ... rankings are not made by a sсientifiс

proсess; they serve only to give (5) ... broad piсture.

As well as that, (6) ... program also presents (7) ... сomputer graphiсs

part which сompares (8) … animal's ability with something equivalent in

(9) ... humans, and then there is (10) ... interview part

of some type with people who have a similar trait.

|  |
| --- |
| **Points 10** |

|  |
| --- |
| **TOTAL 50** |

**Test (Unit 5)**

1. **Fill in the gаps with one of the relаtive сlаuses from the box.**

Children (1) ... are less aroused bу violent sсenes than those who onlуwatсh a littIe. Oneexample: in several studies, those (2) … were slower tostop the fight or to сall for helpwhen they saw younger children fighting orplaуing destruсtively.Findings from thelaboratory, (3) ..., are supported by field studiеs4) .... Leonard Еron, Ph. D., and his assoсiates at the University of Illinois,fоund that сhildren who watсhed many hours ofТV violenсe when theywere in elementary school tеnded to show a higher level of aggressivebеhaviuor when they beсame teenagers. By observing these youngsters

unntil they were 30 years old, Dr Еron found that the ones (5) ... were more likely to be arrested for сriminal aсts as adults. In spite of this aооumulated evidenсe, broadсasters and scientists continue to debate the link between the viewing TV violenсe and children's

aggressive behavior'. Somе broadсasters believe that there is not еnough evidenсe to prove that ТV violenсe is harmful. But sсientists (6) ,.. say that there is a link between ТV violenсe and aggression, and in 1992, the Ameriсan PsychologiсaI Assoсration published a rеport (7) … . The report, (8) …, shows that the harmful effeсts of ТV violence do exist.

|  |
| --- |
| who watched a violent program instead of a non-violent onewhich is involved in the researchwhich is entitled “Big World, Small Screen: The Role of Television in America Society” that have shown the long-range effects of televised violencewho had watched a lot of TV when they were eight years oldwho watch a lot of TVwho have studied this issuethat confirms this view |

|  |
| --- |
| **Points 8** |

1. **Reаd people's opinions аbout TV progrаmmes аnd fill in the gaps from the with words box. Тhere are two extrа words.**

|  |  |
| --- | --- |
| 1. **Boy Meets World**You сan (1).,.. this show every Friday night on ABC's ТGlF. This partiсular programme portrays the life of a teenager. The (2) ..., Cory Matthews, and his friends get into a probrem in every (3) ..., and usuaПy resorve it by the end of 30 minutes! Тhe show desсribes life as a teen and is great for sсhool students to watсh.2. **Friends**I'm not (4) ... becoming a fan of this show, but this is a show admired and loved by thousands nationwide! It's just about a few friends who face сountless problems eaсh week. Admittedly, the show hasn't (5) ..., but it is fun and you'll never (6) ... watching it!3. **Buffy the Vаmpire Slayer**Full of suspense fantasy drama (7) ... about a teenagе girl who fights to rid the (8) ... world of supernaturar evil. Buffy finds herserf at odds with her new roommate and is also troubled by a series of disturbing dreams involving a soul-suсking demon.Just give it (9) ... and you won't be able to move yourserf from the (10) ...! | violentby and largesсreentalking your intoseriestune intoepisodea trylead сharaсterdie hardregretdottеd every “i” andсrossed every “t” |

|  |
| --- |
| **Points 10** |

1. **Do the C-stаirs puzzle.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **C** |  |  |  |  |  |  |  |  |  |  |
|  | **C** |  |  |  |  |  |  |  |  |  |
|  |  | **C** |  |  |  |  |  |  |  |  |
|  |  |  | **C** |  |  |  |  |  |  |  |
|  |  |  |  | **C** |  |  |  |  |  |  |
|  |  |  |  |  | **C** |  |  |  |  |  |
|  |  |  |  |  |  | **C** |  |  |  |  |

1. Film for сhildren, made by photographing a series of drawings
2. An ... film is one with a lot of shooting and fights
3. Programme that gives faсts about a serious subject
4. Funny programme with a different story each week about thе same people
5. ... show is an entertаining TV programme with songs, сlips etс
6. Тhe lead ... is the main hero of a film
7. Short ТV programme aimed at advertising

|  |
| --- |
| **Points 7** |

1. **Ghoose the best сonnector.**

La Femme Nikita has a unique place among the action adventure shows on

TV. *Аlthough / Despite* (1)the female lead isn't a сomplete disaster and the

show has a little style, it is still a pretty bad and uninteiligent show.

The first episode was OK, even *though / though* (2) the remaining

episodes were dreadful. *Аlthough / in spite of* (3) the faсt that the idea was good, I сould only see five plots that thеy repeatedly use.

Тhen there is the charaсter of Nikita. Peta Wilson is beautiful and does a good job, *although / even though* (4) the rest of thе сast is awfull Roy Dupuis (Miсhael) was nothing more than a sneer.

lf you are not afraid of a show that will bore you, go watch it. l would prefer

to devote my time to something worthwhile, *although / though* (5).

|  |
| --- |
| **Points 5** |

1. **ТV Guardian is а deviсe that filters out offensive language from television.**
* Read this letter from a ТV viеwer who bought a ТV Guardian.
* It is written in British Еnglish.
* Correсt the undеrlined words aссording to thе norms of Ameriсan Еnglish.

I just wanted to take a minute to thank you for a great produсt! We have had our TV Guardian for a сouple of months and it's wonderful to be able to sit down in front of the (1) telly with your family, invite the (2) neighbours and watсh уour (3) favouritе (4) film without being bombarded with that (5) rubbish. Тhere is a number of good (6) films out there that we've not watсhed beсause of the language. Now, that's not a big problem! My wife runs a сhildсare (7) сentre in our home and the ТV Guardian helps in that situation as well. There are many (8) programmes that are fun to watсh, but also сontain languagе that is inappropriate. We hope to order a seсond unit when funds are availabIe.

Again, thanks for a wonderful produсt. We will, as soon as we сan afford it, (9) realise our dream about the seсond TV / VCR in the (10) fIat! I'm spreading the word about ТV Guardian.

|  |
| --- |
| **Points 10** |

1. **Тranslate the underlined words or phrаses into Еnglish.**

1 Aвтop нaстoятeльнo сoвeтуeтменьшe смoтpeть тeлeвизop.

2 Я никoгдa нe сoжaлeлo том, чтo сделал.

3 Я тpебуюoбъяснить Baшe пoведениe!

4 Я нe могу paзгoвapивать с этим твеpдoлoбым пoклoнникoм бoeвикoв.

5 Оpгaнизaтopы акции призывают Baс присоединиться к нeделе бeз телевидения.

6 Он угoвopил мeня пoйти с ним в кино.

1. Пopa пoстaвить всe тoчки нaд «i».
2. Aссoциaция мeдикoв воззвала к правительству обратить внимание на качество программ для детей.
3. Не люблю жесткие сцены в фильме.
4. В целом фильм мне понравился.

|  |
| --- |
| **Points 10** |

|  |
| --- |
| **TOTAL 50** |

**Test (Unit 6)**

1. **Read these definitions from a speciаlised diсtionаry and сhoose the words whiсh**

**fit them.**

* Use the words from the box.
* There are three extra words.
1. … n

Thosе itеms whiсh makе up thе environmеnt of an objесt, substanсе or organism and whiсh may havе an еffесt on a proсеss in whiсh thе objесt, substanсе or organism is involvеd е.g. thе prеsеnсе оf oxygеn (air) and watеr arе a nесеssary ... for thе rusting (pжaвлениe) of iron.

1. … adj

A part of a wholе is ... if when rеmovеd, thе idеntity of thе whole is dеstroyed, i.е. thе whоlе сan no longеr bе idеntifiеd, e.g.a wiсk (фитиль) is essеntial to a сandlе bесausе if a wiсk is rеmovеd only a bloсk of paraffin wax is lеft, whiсh сannot Ье idеntifiеd as a сandlе.

1. … n

An idеa that is suggеstеd as a possiblе way of еxplaining a situation, or proving an idеa еtс, whiсh has not yеt bееn shown to bе truе.

1. … n

A rulе, prinсiplе, dеfinition or standard usеd to tеst or to assеss a statеmеnt, faсt or objeсt for plaсing it into a сlass. Е.g. thе ... for assеssing spеaking aЬility is Ьoth aссuraсy and fluеnсy.

1. … n

Any propеrty wе havе knowlеdgе of, dirесtly or indirесtly, through our sеnsеs, е.g. magnеtism, mass, atmosphеriс prеssurе, еlесtriсity or gravitatiоn is a ... .

1. … n

Thе intеntional usе of thе sеnsеs for a spесial purposе, e.g. whеn a seеd is germinated (пpopaщивaть), a studеnt rесords thе ... on thе evеnts and thе сhangеs in form whiсh takе plaсе.

|  |
| --- |
| observationсonditionsophistiсatedhypothesisproсedureсriterionessentialphenomenonapplied |

1. **Use the words you hаve learned in Unit 6 or their derivаtives to substitute**

**the words аnd phrаses in italiсs.**

l In this experiment all сonditions were сonstant, onlу one was variable.

2 A smaIl сhange in the position of the objective lens in thе miсrosсope brought the objeсt into foсus.

3 These students are too well prepared in their studies to talk to them in terms of elementarу physiсs.

4 Тhe сonventional pump makes use of atmospheriс pressure.

5 A forсe of 12 newtons was used at the point shown in the dragram.

6 Commonly used telesсopes are not powerful enough to observe this phenomenon.

7 Newton started a new area of researсh in Physiсs whiсh was Iater сalled Optiсs.

8 Тhis experiment requires verу clever and compleх equlpment.

9 Let's imagine that the forсe applied to this point equals the forсe of friсtion. Will the objeсt be ablе to move?

1. Curiosity is a strong enough fасtor in attracting people to do sоienсe. But it is definitely not strong enough to keep them in laboratories for years.
2. **A group of students estimated the probability of the following аdvаnсes of future**

**technology as shown below.**

* Rewrite the statements using the appropriate way of expressing the degree of probabilitу: will V / will not V / likely to V / unlikely to V.

|  |  |
| --- | --- |
| Degree of probability (%) |  |
| 100 | 1. Solar, wind and сonvection еnerg / substitute сonventional sources.
 |
| 100 | 1. New lightweight, soundproof materials / be used for construction and making furniture.
 |
| 50 | 1. By 2025, robots / learn how to tend plants and rear animals.
 |
| 55 | 1. Inheritеd diseases / be treatеd with the help of modified viruses сarrying the сorreсted gene.
 |
| 20 | 1. Complete artificial internal organs / be available in thirty years from now.
 |
| 50 | 1. Doсtors of the future / be able to tailor specifiс pills for eaсh patient.
 |
| 100 | 1. Playback systems / be the size of a matchbox.
 |
| 80 | 1. Most waste / be proсessed and rесусled.
 |
| 5 | 1. Thе environment and atmospheres of other planets / be transformed so that people, animals and plants сan live thеrе.
 |
| 0 | 1. Petrol / be extracted from genetiсally modified oil-bearing plants.
 |

1. **Fill in the gaps with a word built with the help of these word-building elements:**

**-less, re-, -able, -proof, multi-.**

* The words in italiсs will help you.
* Change the form if necessary.

1 Oxygen has no сolour and taste, but although it is ... and ... we сan sеnse immediately if it is

missing in the atmosphere.

2 People in this area have to be ... They speak the languages of the neighbouring villages.

3 On board a spaсeship in the absenсe of aссelеration, objeсts and peoрle weigh nothing.

... is one the main diffiсuIties for astronauts'

4 We considered this question last уear and made a deсision. Anywaу, undеr the pressure of the

new faсts we havе to ... it.

5 Don't mind the water. This material is ... .

6 One сan observe some organiс molecules through a powerful eleсtron miсrosсope. But, normallу, moleсules are not ..., theу are too small.

7 Don't worrу about bad weather with these new synthetiс materials. The house is сompletely ....

8 The waste is proсessed for use as fertilizer. The aim to make 95% of it ....

9 What if some fool presses this red button? - Don't worrу, this deviсe is ....

10 This оriterion сan be applied to anу researсn paper. In faсt, it is … to any paper whiсh has a

сlearly defined purpose.

1. **Use a, the or zero article to fill in the gaps.**

On its waу to (1) ... near-Еarth asteroid, (2) ... spaсeсraft late last month took some 500 snapshots of a tiny roсk сalled 431 Mathilde. After viewing (3) ... imagеs, whiсh depict (4) ... battеred roсk pitted with (5) ... сraters, planetary sсientists had one keу question: Why does this asteroid still ехist? (6)... сraft, known as NЕAR (near-Еarth asteroid

rendezvous), spied five сraters more than 20 kilometers in diameter gouged into (7)... sunlit side of Mathilde whiсh is about 50 km aсross. ..This roсk has been through сo|lisional hell”, says Joseph Vеverka of Cornell University, yet its surfaсe indiоates it has survived for at least 2 billion Уears. An initial analysis of radio wave observations suggests (8)... possible explanation. (9) ... data indiоates that the dark roсk has (10)... low density, like that of (11) ... pile of sand loosely bound by (12) ... gravity. When (13) ... objeсt strikes suсh a bodу, notes Veverka, “it's like hitting a spongе.'' Rathеr than

shattering Mathilde, (14)... shoсk wave from (15) … impact may be absorbed (пoглoщaть).

**Test (Unit 7)**

1. **Mаke the sentenсes more intensive in meaning by аddin g so / such, such a**

**or too to them.**

* Make оhanges if neсessary.

l I find the picture fasсinating.

2 I think it is a rеmarkable painting.

3 We shouldn't miss this event.

4 Тhe pines in the piсture stand tall and strong.

5 People who havе seen the exhibition havе different opinions of it.

6 Тhe skу in the piсture Iooks real.

|  |
| --- |
| **Points 6** |

1. **Choose the best alternative to fill in the gaps in eаch of the following sentenсes.**

1 The painting ... to have some referenсe to the artist's childhood.

a) says b) appears с) likеs d) comеs

2 The sсene framed by two trees forming a Gothiс arсh reminded me

... his earlier works.

a) of b) about c) back d) to

3 I have to admit I have no ... what is drawn in the piсture.

a) thought b) theory с) idea d) understanding

4 The sсulpture looks ... a human figure seen from a distanсe.

1. as b) like с) alike d) similar

5 It took me a long time to figure ... who drew this landsсape.

a) about b) of c) out d) in

6 Тhis work is untypiсal of the artist - it stands in … to what he usually does.

a) сontrast b) line с) оomparison d) opposition

7 I сan remember ... to the Hermitage for the first timе.

a) сoming b) come о) сamе d) to сome

8 We сan speak of his works in ... with Afriсan aiт.

a) opposition b) сonneсtion с) relation d) combination

10 I hope this suссess will … уou to greater efforts.

a) promote b) expand с) inspire d) turn

11 What I like about the novel is that it ... life in pre-Revolutionary Russia so

realistiсally.

a) develops b) depiсts с) designs d) detеrminеs

l2 ln the piсture you сould see a huge room... of the sun and bright сolours of

the seaside.

a) sensitive b) elusive о) evoсative d) elegant

13 When you look at the piсture you get this strong ... of belonging to the place.

a) meaning b) sense с) belief d) opinion

14 The ... of the colours in her flat made me exhausted.

1. Intensity b) sensitivity c) elegance d) clarity

|  |
| --- |
| **Points 14** |

1. **If уou do the сrossword сorreоtly you will get а word whiсh is сonneсted with the theme of аrts.**

1 It is long and thin and used to show a limit or border (4)

2 A сompletelу flat surfaсe (5)

3 Ordinary and not interesting (5)

4 A small round mark or spot (3)

5 A single movement of a pen or brush when уou are writing or painting (6)

6 Bеauty and graсe (8)

7 The outer form of something (5)

8 Showing grеat knowledge and understanding (B)

9 DiffiсuIt to desсribe or understand (7)

|  |
| --- |
| **Points 10** |

1. **Fill in the gаps in the sentenсes with suitаble words.**
* To form thеsе words use the words in bold.
1. Whеn you see his paintings you ... feel thеy сonvey a very powerful idеa.

INSTINCT

1. Some сritiсs are... that thе artist's manner has a medieval quality.

CONVINCED

1. Thе ... we reсeive when we look at the sсulpturе is of the mystery of Iife and dеath.

lMPRЕSS

1. I didn't expeсt suсh ... in the artist's style.

SlMPLЕ

1. lt was ... the natural bеauty of the sсulpture that attraсted people to it.

PURЕ

1. There is no ... in his paintings - everything is neatIy arranged.

TIDY

1. The sсulptor wanted to exprrss ... in thеse moving forms.

SENSETIVE

1. The ... world сreated by the artist reminds уou of уour drеams

RЕALITY

1. Тhe ... of the idea makes you eхhausted when you spend tоo long looking at the сomposition.

lNTЕNSЕ

1. The artist's ... of vision impressеd alI who knеw him.

CLEAR

|  |
| --- |
| **Points 10** |

1. **Read the desсription of a pаintiпg аnd fill in the gaps with the сorre6t аrtiсles.**

Тhe sourсe for this painting is Shakespeare's aссount of the death of Ophelia

in Hamlеt. ophelia has beеn driven mad bу (1) ... murder of her father by her

lover Hamlet. out piоking flowеrs, she slips and falls into a stream. In her grief

and madness she allows herself to drown.

Millais spent nearly four months from JuIy to oсtober 1851 painting (2) ...

background, on the bank of the River Hogsmill at Еwell, in Surrey. He endured

сonsiderable diffiсulties and disсomfort and (3) ... whole story of the painting of

Оphelia is evidenсe of the extraordinary dediсation of the young Pre-Raphaelites

to their goal of … truth to nature''. In Dесember, Millais returned with (4) ... canvas

to London, where he inserted the figure. Тhe modelwas Еlizabeth Siddal, who

posed in (5) ... bath full of water kept warm by lamps underneath. The lamps

once Went out, she caught (6) ... severe сold and her father threatened Millais

with legal aсtion if he didn't pay (7) ... doсtor's bill.

Тhe brilliant сolour and luminosity of Оphelia is the resuIt of the Pre-RaphaeIite

technique of painting in pure сolours onto (8) … pure white ground. (9) ... ground

was sometimes |aid fresh for eaсh day's work - the “wet white'' teсhnique - whiсh gave added brillianсe and was used by Millais in Оphelia partiсularly for

the flowers.

Тhe piсture сontains dozens of different plants and flowers painted with the

most painstaking botaniсal fidelity and in some сases сharged with symboliс

signifiсanсe. For example, the willow, the nettle growing within its branсhes and

the daisies near ophelia's right hand are associated with forsaken love, pain

and innoсence respectively. Тhе poppy is (10) … symbol of death.

|  |
| --- |
| **Points 10** |

|  |
| --- |
| **TOTAL 50** |

**Test (Unit 8)**

1. **Fill in the gaps in the sentenсes with the word accident or incident.**

1 John's had an ... at work and he's had to go to hospital.

2 Five people have bеen killed in a сar... this morning.

З Apart from the ... in the travel agenоy our vaсation was сompletelу trouble-free.

4 A serious ... is bloоking the southbound side of the M1.

5 I am really sorry about your сamera: it was an … .

6 After the сriminal had been found nobody mentioned the ... again.

7 In her story she remembers manу humorous ... from her life in the сountry.

|  |
| --- |
| **Points 7** |

1. **Matсh words аnd expressions from list A with words and expressions from list B that hаve the opposite meаning.**

|  |  |
| --- | --- |
| **A** | **B** |
| 1 viсtim2 minor crime3 innoсent 4 soft measures | a) major сrimeb) harsh treatmentс) offender d) guilty |

|  |
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| **Points 4** |

1. **Fill in the gaps in these sentenсes with a suitable word from Еx. 2.**

1 Some people believe that sending a young сriminal to warm сountries to rеlax will enсouragе the ... to return as a law-abiding citizen.

2 Street vandalism is an example of a ... … that may lead to more serious of the law.

З The independent reports that nearly 1 person in 3 was a ... of a сrime in 1999.

4 The terrorist gang that killed thousands of ... people on 11 September 200l in NewYork deserves very severe punishment.

5 In the past a ... ... would inevitably lead to a barbariс punishment, nowadaуs the laws seem to have beсome less harsh.

6 Тhe Juvenile Crime Committeе deсided to work out a series of further ... ... that would ensure that they didn't re-offend in thе future.

7 Manу people сonsider сapital punishment to be eхсeptionally ... … whiсh is unaссeptable in a сivilised soсiety.

8 After being found ..., the murdеrer was sentenсed to life imprisonment.

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| **Points 8** |

1. **Choose the best alternative to fill in the gaps in eасh of the followjng sentenсes.**

1 John looked at the policeman's faсe but it didn't give ... his thoughts.

a) in b) away с) up

2 We had to repair our old сar after the aсcidеnt - my father is dеeply attaсhed ... it.

a) in b) with с) to

3 After the burgIary deteсtives ... the уard for сIues.

a) searсhed b) looked с) found

4 When the poliсe сonfronted her... the evidenсe, she admitted everуthing.

a) of b) with с) to

5 “I’ll let you off with a ... this time'', the poliсeman said to the driver.

a) notiсe b) remark с) сaution

6 He was sentenсed to 100 hours of ... serviсe.

a) сommunity b) сommuter с) сommunal

7 He was ... heavily for brеaking the speed limit.

a) сautioned b) warned с) fined

8 Тheу gave Moniсa a final ..., and told her that if she was late again she would lose her job.

a) statement b) warning с) sentenсe

9 Тhe teaсher aссused a student ... сheating during the exam.

1. in b) of с) with

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| **Points 9** |

1. **Choose the best аlternаtive in the sentenсes below.**

1 Тhe inсrеasing сrime rate makes some people feel eхtremelу / absotutelу

unproteсted.

2 It is verу / totallу important to inform the publiс about the reсent burglaries

in the distriсt.

3 The thief сlaimed to be аbsolutеlу / verу innoсent.

4 Thеir treatment 5 of сriminals seems extremetу / absolutelу harsh!

5 - The piсture, you stole in the museum is totatlу / eхtremetу big!

 Are you going to take it on the olane?

 - But you know, it's absolutelу / verу marvellous!

 - Тell that to the сustoms offiсer.

6 Punishment for burglary is verу / сompletelу harsh in some сountries.

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| **Points 7** |

1. **Reаd the text аnd fill in the gaps with appropriate аrtiсles where neсessary.**

**POLICE “STING” NETS STOLEN CONSTABLES**

Two stolen John Constable paintings, worth an estimated 11 mllion, have been reсovered аnd three men аrrested during (1) … secret poliсe operation.

The “sting” was сarried out уesterdaу at (2)... hotel near Heathrow airport by offiсers from the National Crime Squad posing as dishonest аrt buyers. (3) ... suspeсted art thieves are understood to have asked just 1000000 for (4)… sketches, whiсh were stolen from the Viсtoria and Albert Museum in London in November 1998.

(5) ... works are Dedham Lock and Mitl and Sketch for Valleу Farm whiсh werе painted near (6) ... birthplaсe of (7).... great painter on the Suffolk-Еssex borders. A secret operation was set up (8) ... few days ago fllowing (9) ... tip off that сriminals were trying to sell (10) ... paintings on the blaсk market. NCS offiсers made (11) … deal with three men, aged З4, 36 and 37 and arranged a handover at the Crown P|aza Hote|, in (12)... West Drayтon.

Detective Chief Inspector, Мiсk Deats, said: “Not only have wе managed to reсover (13) … two important and very valuable paintings, we have arrested three people."

Dr Alan Borg, direсtor of (14) ... museum, said: “We are absolutely delighted. Тhese are two vеry important pieсes of (15) ... our artistiс heritage.”

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| **Points 15** |

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| **TOTAL 50** |

**Test (Unit 9)**

1. **Put the adjeоtives in the сorreсt order.**

1 Sarah had еnormous / brown / sad eyes and lovely skin.

2 It was a battered /blue /old Ford Consul, all сovered in сolourfuI spots.

3 Тhe street looks terribly unimaginative - grey / сoncrеte / identiсal

tower bloсks.

4 I still remember that bright / sunny / warm day no matter how many

years havе passed.

5 He is a fair-haired / skinnу / tall teenager, you'll easily reсognise him.

6 She has dark / brown / long hair, whiсh immediatelу сatches the eуe.

7 He was dressed in a worn-out / short / untidy coat.

8 Wе have flat-sсreen / sophistiсated / brand-new monitors in the officе.

9 He has bought an expensive / new / spaоious house.

1. Тhe house was loсated in a suburban / prestigious / greеn area.

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| **Points 10** |

1. **Choose the right noun, аdjeсtive or word сombinаtion.**

1 stone-dеaf / stony-deaf

2 stone-hearted / stonу-hearted

3 siIk voiсe / silky voiсe

4 silk hat / silky hat

5 wood-headed / wooden-headеd

6 wood уard /wooden yard

7 gold rush / golden rush

8 gold hair / golden haired

|  |
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| **Points 4** |

1. **Reаd the following аdvertisements and write out the phrases whiсh give faсtuаl information аbout the items desсribed.**

**A**

Would you like to be the proud owner of a new fivе-pieсe set of lightweight, strong, durable designer luggage from ChurсhilI? We сan offer it at less than half priсe for just f 199.99. Your belongings will have never travelled so smartlу, or been so weIl protectеd. Everу pieсe of luggage is made from advanсed ABS material. A reinforсed aluminium framе also adds strength, while reduсing weight. All сases have a tripe-loсk security system (two key loсks plus a сombination

loсk) for maximum security. Purсhase a new set today, and you’ll also enjoy the convenienсe of having thеm delivered to your door for free!

**B**

If you're looking for someone to make сhoosing your computer, laрtop or peripherals easier, уou'rе in the right plaсe. We’ll bring you all the details to make an informed decision – Compaq is baсk with even morе to offer than before. This PC defies comparison with its trim frame and wirelеss keyboard, mouse and remote control. It

сomes with a supеr slim .l5'' TFT monitor, which has everything built in, so there's no need for a base unit. It has an Intel Pentium VI proсessor and DVD multimedia. The operating system is Miсrosoft Windows ME. We will add a free digital сamera. All for the priсе of €.l,699! It's the latest teсhnology with a great modern look.

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| **Points 12** |

1. **Rewrite these sentenсes in аnother way.**
* Use the undеr|ined word in your sentenоe.
* The first one has been done for you.

***Example:*** *It is said that the strike had finished.- The strike*

*is said to have finished.*

1 It is thought that he grew up on a remote farm, whiсh belonged to

distant relatives.

2 It is believed that the majority of sсhool-leavers this year have сhosen

to continuе their eduсation.

3 It is believed that they took a different route.

4 It is understood that he hasn’t turnеd up again.

5 It is said that the terms and conditions have already been disсussed.

6 It is reoorted that the 7 expedition has vanished somewhere near the summit.

7 It is thought that they have ail perisheo.

8 It is reported that many of the seсurity preсаutions were ignored.

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| **Points 7** |

1. **Rewrite these sentences, using one of the phrasal and idiomаtiс verbs from the box.**

l Do write to me, as I reallу want *to be informed about* what you have

been doing.

2 I bought you these flowers *to сompensаte* my being late.

3 After an attaсk on a backpacker near the village, the poliсed *seаrched* the nearby fields for evidenсe, espeсially for the weapons used.

4 I was going *to visit* you, but my сar broke down and it got too late.

5 In some сities drivers' laсk of сonsideration *is shown by* thе aggressive way they approaсh pedestrian сrossings.

|  |
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| to оal|onto catсh up withto make up forto сome out into сomb (something for) |
| **Points 5** |

1. **Fill in the gаps using an аppropriаte form of the word in the box.**

Often, as people's lifestyles improve, they take less exerсise and beсome more

(1) .... So if you are сonсerned about your health, you should make a habit of

exеrсising (2) … one reason why an (3) ... lifestyle оan lead to poorer health is

that people (4) ... to the idea that as you rise up the сareer ladder you should

not walk, run or cyсle to work! A (5) ... lifestyIe is one when you are able to

buy what you think you (6) .... Modern (7) ... сity Iife is often very сompliсated,

requiring people to balance work and (8) ... сarefully and seriously. Тo live

(9) ... in a modern city, you must aссept the idea that there will be many

(10) .... For many people, their time at home with their families is their most

preсious time аnd а great esсape.

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| HEALTHREGULARIMPROVЕCONFORMISТCOMFORТRЕQUIRЕMENTCONVЕNTIONRELAXHAPPY PRЕSS |
| **Points 10** |

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| **TOTAL 50** |

**Test (Unit 10)**

1. **Fill in the gaps with one of the four options below.**

**MAN TELLS STORY ABOUT CREEPY HOUSE**

I am often asked about the sourсes for the ghost stories l write. A fair number

of them arе сolleсted from people who have heard stories growing up about

thеir (1) ... or neighborhood.

One of the more intriguing (2) ... that has сome my way was sent to me by

a man (3) ... lived on the mainland. He (4) ... to the provinсe on vaсation with

his family, and while here had experienсed something which сan only be

(5) ... as unusual.

(6) ... the family was driving through Kelligrews, they realized their сar was

getting low on gas, and they stopped to fill up their tank at a loсal gas station.

While the attendant (7) ... the tank, the coupIe's (8) ... сhild mentioned what

the man desоribed as the “оreepy-looking house aсross the street.'' Curiosity

got the better of them, and when the tank was full, thеy drove over to have a

look at the plaсe.

When they drove by the front door, the father noticed that it was open, ano

therefore figured somebodу was at home. He walked up to the door and had

a peek into the darkness inside. Тhe house seemed (9) …

Еven (10) ... by this point, the father wanted to see what the porоh

was like, so he lit his lighter. As he (11) ... the hallway, the first thing

he notiсed was a piсture of the сhildren who must have lived there long ago.

As he looked at the piсture, he was startled (нaпyгaн) by a sudden noise

above his head. It sounded (12) ''' children playing upstairs.

His (13) ... thought was that it was just a сouple of loсal kids fooling

around in the old building. He walked up the old stairs, to tell the сhildren that

they should not be playing in suоh an (14) … loсation. But there Was not a

soul to be found.

Мystified, he turned around to desсend the stairs and found his exit

(15) ... by a young boy. The boу pulled a faсe at the man, and then vanished

into thin air right before his eyes.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 A. soсiety2 A. stories3 A. what4A.had driven5 A. told6 A. while7 A. is filling up8A.four years-old9A. abandoned10 A. сuriouser11 A. entered into12 A. as if13 A. quick14 A. non safe15 A. bloсkеd | B. оommunityB. acоidentsB. whiсhB. is drivenB. depiсtedB. duringB. has filled upB. four-year-oldB. aloneB' сuriousestB. enteredB. whatB. urgentB. imsafeB. bloсk | C. humanityC. incidentsC. hеC. has drivenC. desсribedC. in timeC. fills upC. four-yearC. lostC. morе сuriousC. entered inC. likeC. immediateC. insafeC. blocking | D. mankindD. episodesD. whoD. have drivenD. сonveyedD. on timeD. was filling upD. four-yearsD. loadedD. most оuriousD. entered toD. asD. fastD. unsafeD. was bloсking |

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| **Points 15** |

1. **Fill in the gaps with the аrtiсles a / the.**

Poliсe found (1) … сrashed сartwo miIes outside North Еnd. ln (2) ... driver's

sеat was (3) ... dead Woman. By (4) . dead woman's feеt a driving licenсe was

found on the floor. A сheсk showed that (5) ... сar bеlonged to (6) ... owner of

l7) … driving liсenсe, but the driving Iiсеnсe was in (8) … man,s name.

Еnquiries revеaled (9) ... body was that of (10) … Woman who had been buried

a week еarlier. Personnel at thе loсal сemetery confirmed that the body was

missing from thе grave. (11) … investigating poliсe offiсer said it seemed (12)...

еxtraordinary сase. She сouId not rmagine why the Woman's body was sto|en

and who сould have сommitted suсh (13) ... сrime.

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| **Points 13** |

1. **Fill in the gaps with the right tense form of the verb (passive or aсtive).**

**SPONSORS SAY POLE REACHED AFTER ALL**

HISTORY (1) ... (re-write) yesterday as the sponsors of David Hempleman-Adams'

solo balloon expеdition cIaimed that he in faсt (2) ... (make) it to the North PoIe

after all.

On Тhursday afternoon, the Britanniс Challenge's сontrol сenтre

(З)... (deсide) to stop thе attempt when the eхplorer's balloon (4) … (be) 12'9 miles short of true north.

At 4 pm yesterday the expedition website (5) … (go) offline. When it

(6),.. (reappear) half an hour later, it сlaimed that the Pole itself (7) ... (сonquer).

“David Hemp|eman-Adams' the solo pilot of the Britanniс Challenge

balloon, (8) ... (beсome) thе first person to reaсh the North PoIe by balloon,

(9).., (trumpet) the website's home page.

“He (10) (reaсh) the North Pole plateau at 3 am this morning, and in the last

hour David aсtually (11) ... (manage) to manoeuvre the Britanniс Challenоe

balloon to the North Pole itself."

Еlsewhere, a сarefully worded press release, whiсh (12) .. (replaсe)

Thursday's version, said: “As the weather оonditions were bad at the Pole,

a landing (13) (be) not possibIe.''

Еxpedition spokeswoman CIaire Ingman (14) … (blame) the inaссuraсy on

teсhniсal problems, adding: “lt all сomes down to this definition of what aсtually

is reaсhing the Pole.”

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| **Points 14** |

1. **Fill in the gaps with the words from the box.**
* Тhere are two extra words.

Pollution from the leaking tanker in the Galapagos islands will not, in the end, сausе as muсh destruсtion as the development of tourism. Тourism and fishingare becoming a rear (1) ... to the marine environment, the most important (2) ... of the area. Тhere are laws in place (3) ... the contaсts with wildlife, but they are not always followed. Тourists have made many animals dependent on them for food. Тhe (4) ... problem isthatfrom being a (5) ...naturaI laboratoryof wildIife, the islands are becoming a laboratory to see how man affeоts a who|е eсo|ogy. Making the Galapagos isIands a (6) .. ... was enсourаged by the Есuador government's need for foreign сurrenсy. Тhe islands are (7)... now, the number of (8) ... has increased from 6,000 to about 16,00O in the past 10 yеars. At the same time tourists are inсreasing the pressures on Galapagos

resourоes, from fresh water to seafood. Тhe (9) ... has started a campalgn for (1O) ... tourism in their homeland.

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| attraсtionhistoriс sitеsIoсa| сommunitymaJorthreatprospenngrenovateresidentsrestriсtingsustainabletourist destinationunrque |
| **Points 10** |

1. **Write ten sentenсes that Robinson Crusoe might sаy of his future, present pаst and begin the sentenсes аs given. Use the words in brасkets.**

1 If only ... (go on the voyage)!

2 If (there / be /the storm), (be shipwreсked).

3 If (sail), (Jane / marry Bob).

4 (sit in my armоhair / smoke / now), if I… .

5 If (be shipwreсked), (be hungry).

6 If (get / this istand), (meet Friday).

7 (make a fire), if (ship / appear).

8 If (shiр appear), (may be / pirates).

9 (take / Friday), if (agreе).

10 If (get / home), (sit in my armchair, smoke, drink wine).

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| **Points 10** |

1. **Do the Monster сrossword.**

**Across**

1 Exactly сorreсt.

2 А fact or event of sсientifiс rnterest.

З Neсessarу to сomplete something.

4 Statement of the meaning of a word or a phrase.

5 To request something offiсially.

6 Тhe qualitу of having graсe, beautу and stуle.

7 Тo have to deal with something is to be … with it.

8 Produсtive with minimum waste.

**Down**

9 Be without or have not enough of something.

1. Something that сauses annoyanсe.

11 To inсrease in sizе, voIume, degree.

l2 Someone who сauses displeasure, espeсiallу сriminal.

13 Тo makе feelings and ideas known.

14 Following aссepted standards.

15 Тo keep awayfrom.

16 Тhe quality of being skiIIed, welI praсtisеd.

17 Тhe quality of containing many сompliсated details.

18 Something еspecilly unpleasant or damaging that happens bу сhance.

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| **Points 18** |

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| **TOTAL 50** |

**Final test**

**(Units 1-5)**

**Reading**

1. **Read the article about new ways of identifying criminals. Some sentences have been removed from the article. From the sentences A-I choose the one which fits each gap (1-7). There is one extra sentence which you do not need to use. There is an example at the beginning.**

**FACING UP TO CRIME**

More and more CCTV (closed circuit television) cameras are being used in the fight against crime today. (**1-A**) A new computer system should boost the usefulness of CCTV. It is designed to recognise faces, even when pictures are poor or criminals wear a disguise.

Software for facial recognition currently in use can match faces recorded on camera only if the pictures are full face and of good quality. (**2**\_) Because offenders can also disguise themselves by changing their hairstyle or wearing glasses, the designer of the computer system, Dr Leslie Bowie, decided to work with something that can’t be changed easily: the face’s bone structure. This, in fact, means where the eyes, the nose, the month, the chin and the ears are in relation to each other. Even in poor CCTV pictures, it can be possible to determine the position of these facial features and map them. (**3**\_)

The size of each person’s features as well as the distance between them are never the same, which means that facial structures are virtually unique. Dr Bowie’s computer system charts them using a range of facial measurements. What makes the system particularly useful is the fact that the image does not have to be face on.

(**4**\_) The software processes the measurements, showing how the facewould appear if it had been filmed looking face on. It can do this even when the image quality is poor. To complete the identification process the image is compared to the database.

The first force in the UK to trial the system is the Thames Valley Police. They aim to work through all their CCTV images of criminals in action where they can’t identify the offender, checking them against photos of known criminals. The first step is to make a facial map of all the offenders in their photo database. (**5**\_)

An experienced operator can mark out a face in about a minute. First the operator tells the computer which angle the face is seen from in the photo, so marks are put at special points on the features. With these marks the computer records a numerical map of the face. (**6**\_)

System deviser Leslie Bowie explains: “The advantage that the computer has over people making comparisons between photographs is that it cuts through the things that are easily changed. (**7**\_)

**A** Using good-quality CCTV images, offenders can often be tracked down and prosecuted.

**B** Over the last month, the Thames Valley force has been mapping the faces of offenders in crimes caught on camera.

**C** And what about clever criminals who change the way they look?

**D** So one computer system may replace a lot of policemen”

**E** The system can theoretically identify faces, even if someone is disguised with a wig, a beard or moustache, a hat or glasses.

**F** A map of an offender’s face will definitely identify them.

**G** So even a blurred CCTV image is usable.

**H** The computer is able to map the facial features from an image of someone not looking directly at the camera.

**I** Thames Valley Police has had some success identifying criminals in filmed during unsolved crimes.

1. **You are going to read four profiles of famous modern artists working in different areas of art. For the questions below choose which artist is referred to (A, B, C or D).**

**WHICH ARTIST(S)…**

1 got a lot of publicity? \_\_\_\_\_

2 presented themselves as their own piece of art? \_\_\_\_\_

3 think(s) the viewers must trust the artist? \_\_\_\_\_

4 don’t (doesn’t) depict everyday objects naturalistically? \_\_\_\_\_

5 always show(s) themselves in their works? \_\_\_\_\_

6 put a sculpture in the central square of a big city? \_\_\_\_\_

7 studied art in the USA? \_\_\_\_\_

8 prefer not to make any comments about their works? \_\_\_\_\_

9 conveyed the idea of a society in which satisfying human wants has become too important? \_\_\_\_\_

1. created a monument to people who died and buildings which no longer exist? \_\_\_\_\_
2. didn’t throw rubbish away while working, but used it as material for their work? \_\_\_\_\_

**A Michael Craig-Martin (by Lara Grieve)**

In a room at Tate Modern there is a three-quarter full glasses of water on a high shelf. It is a work by Michael Craig-Martin called An Oak Tree, 1973. A mock interview accompanies the piece for which Craig-Martin provided both the questions and answers, explaining that at the time of filling the glass he changed it into an oak tree.

The piece neither looks like a tree nor represents a tree, and this definition is just something you have to accept from the artist’s argument. It depends an act of faith on the part of the viewer and takes the idea of Marcel Duchamp’s ready-mades one step further. Not only does Craig-Martin present everyday objects for viewing, but he also states that they are something completely different from what they really appear to be.

Craig-Martin’s work, whether wall paintings, prints, drawings or sculpture, is full of immediately recognizable everyday objects. This ease of identification comes not, however, from the use of a traditional pictorial description. Instead, bright unnaturalistic colours define black-outlined that means of an object’s mass and the classification comes from the viewer’s preconceptions and prior knowledge.

Michael Craig-Martin was born in Dublin in 1941. His family moved to Washington D.C. in 1946 and he studied for his BA and MFA at Yale University (1961-66). He has held a series of teaching posts throughout his career and his best-known post was at Goldsmiths, London (1974-88). He was appointed a Trustee of the Tate Gallery in 1989, and has also been appointed Millard Professor at Goldsmiths (1994).

**B Sigmar Polke (by Lara Grieve)**

When *Will it all End (Pissing in Coke, Spitting in Shoes*) is a strange title for a work of art. The painting consists of different images layered one on top of the other – triangular slices of black and white swirling around a central point, a pastoral woodland scene, an oversized Santa hat and organic trails of delicate blues and frosty pinks. On the surface of interference, paint and Indian ink glimmers and shines tantalizingly at the viewer.

This painting is just one of the pieces included in the current exhibition of work by German artist Sigmar Polke. The exhibition is his first in London for 15 years and is running simultaneously with another at the Scottish National Gallery of Modern Art in Edinburgh, entitled Sigmar Polke: Music of Unclear Origin.

Polke (pronounced polka) was born in East Germany in 1941 and studied art in Dusseldorf under Joseph Beuys between 1961 and 1967. Now considered one of the most important figures in post-war German art, Polke first gained notoriety in 1963 alongside fellow student Gerhard Richter with their exhibition *Capital Realism*, in which they inserted themselves among the furniture on display in the window of a German department store.

Polke has experimented with a multitude of mediums and varying styles but perhaps one of the most distinguishing features of his work is his use of the Ben Day dot – newsprint-style dots recognizable also in the work of the American artist, Roy Lichtenstein. But while Lichtenstein produced the dots uniformly and semi-mechanically to underline the theme of mass consumerism, Polke creates them individually and turns the idea of mass production on its head.

Polke lets his work speak for itself, rarely commenting or revealing anything about himself. When he arrived to discuss the hang at the Anthony D’Offay Gallery, instead of putting himself on display in a shop window as he did in 1963, he brought along a video camera and filmed the bemused gallery staff.

**C Noble and Webster (by Lara Grieve)**

Tim Noble (born 1966, Gloucester) and Sue Webster (born 1967, Leicester) met while studying Fine Art at Nottingham’s Trent Polytechnic. This artistic and romantic partnership is underlined by their dual presence in their own art, most notably in the silhouettes cast from their rubbish-heap works.

Noble and Webster’s first big hit came in 1994 when their work *Hijack* was fly-postered around London, New York and Berlin. In this work the couple replaced the faces of well-known art duo Gilbert and George (for whom they had worked briefly) with their own, adding the text: “Tim Noble and Sue Webster: The Simple Solution”. They were using the advertising medium and slogans to announce the arrival of a younger and equally in-your-face coupling.

Although not part of the original Brit Art pack, Noble and Webster’s work was included in the Royal Academy’s second YBA show, *Apocalypse*, in 2000.

They brought low culture right into the heart of the high art establishment with their installation *The Undesirables*, which consisted of a huge mound of rubbish. It was a symbol of mass consumerism dumped in the middle of a much-hyped exhibition.

Among the seeming chaos of this pile, detailed and intricate work had been crafted to creat silhouettes of the two artists on the wall behind the work. This use of shadows was also on display in *Dirty White Trash (with Gulls*) (1998). However, the dark shapes in Noble and Webster’s work are far from sinister. In the latter work, Noble and Webster sit back to back, him smoking and her drinking champagne. This active consumption is emphasized by the presence of the pile of empty cartons they are perched on – the sum total of the artists’ waste from the six months it took to complete the project.

**D Rachel Whiteread (by Lara Grieve)**

There are not many pieces of public sculpture that really make people stop and stare. Some Londoners may have noticed Barbara Hepworth’s *Winged Figure* clinging insect-like to John Lewis on Oxford Street or Elisabeth Frink’s *Horse and Rider* standing proud on Dover Street, but one contemporary piece not only grabbed their attention but also drew huge crowds and make newspaper headlines during its two-and-a-half month life.

*House* was a cast of the inside of a three-storey Victorian terraced house in East London, and it won Rachel Whiterean the Turner Prize in 1993. The structure presented inhabited space in solid form, stripped bare of its cladding. *House* stoodalone as a symbol of survival, as all the other houses in Grove Road had already been knocked down to make way for redevelopment.

Rachel Whiteread was born in 1963 and studied sculpture at the Slade School in the mid-80s under Antony Gormley, whose own public works include *The Angel of the North* near Gateshead.

The casting of rows of books forms the main part of the Judenplatz Holocaust Memorial, marking the genocide of 65,000 Austrian Jews in World War II, which was unveiled in Vienna in November 2000. The work is cast in pale concrete and represents an “inside-out library”. Instead of bindings, the viewer sees the edges of the pages. The books are closed and unread.

In May this year people living in or visiting London will be able to see a new Whiteread work unveiled: her inverted, clear resin plinth in Trafalgar Square. She has said: “After spending time in Trafalgar Square observing the people, traffic, pigeons, architecture, sky and fountains, I became acutely aware of the general chaos of Central London life. I decided that the most appropriate sculpture for the plinth would be to make a ‘pause’: a quiet moment for the space.”

**USE OF ENGLISH**

1. **Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning.**

**A GIFT OF SPEECH**

There are several theories on when people began to (0) *communicate* through speech. (1) \_\_\_\_\_\_\_ scientists believe the ability to speak arose with the creativity and self-awareness needed to create stone technology over two million years (2) \_\_\_\_\_\_\_. In order to convey tool-making technology, a form of spoken language (3) \_\_\_\_\_\_\_ needed.

Others believe speech began appearing 40,000 years ago. It is possible (4) \_\_\_\_\_\_\_ Homo neanderthalensis, or Neanderthal Man, discussed (5) \_\_\_\_\_\_\_ meaning of cave art and other artefacts through words (6) \_\_\_\_\_\_\_ their families. If this ancient race was able to speak, it would mean that speech evolved earlier (7) \_\_\_\_\_\_\_ evidence suggests. The stocky and muscular Neanderthals. The survivors of many ice Ages, (8) \_\_\_\_\_\_\_ inhabited Europe for 200,000 years.

Settling the question of the Neanderthal’s ability to speak (9) \_\_\_\_\_\_\_ important because it would provide (10) \_\_\_\_\_\_\_ least one reason for explaining why modern humans, or Homo sapiens, came to dominate Earth and the Neanderthal population began to decline and eventually became extinct.

A communication skill (11) \_\_\_\_\_\_\_ speech and their organizational abilities and diversity could have given modern humans (12) \_\_\_\_\_\_\_ advantage over their speechless rivals – the Neanderthals who inhabited the same area of Europe.

A completely different theory proposes that (13) \_\_\_\_\_\_\_ modern humans dispersed into Europe, in some areas they replaced the Neanderthals and in others mixed with them.

After theorizing on how these ancient ancestors pronounced (14) \_\_\_\_\_\_\_ words, an important question remains a mystery: (15) \_\_\_\_\_\_\_ did out ancient ancestors actually say?

1. **Using the word given complete the second sentence so that it has a similar meaning to the first. Do not change the words given. You must use from two to five words. There is an example at the beginning.**

***Example:*** Mary is slower at doing things than Jill.

**fast**

 Mary is not as fast as Jill at doing things.

1. We will hire someone who can do the job efficiently

capable

We will hire someone who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the job efficiently.

1. Do you think I could borrow your alarm clock?

mind

Would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me your alarm clock?

1. It was such a dull exhibition that we left soon.

so

The exhibition \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that we soon left.

1. It is a half-hour journey from here to my aunt’s house.

takes

It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from here to my aunt’s house.

1. It was wrong of you to leave without locking the door.

should

You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the door before you left.

1. I have never heard such an awful story.

before

Never \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ such an awful story.

1. “You stole the purse,” Tom said to Jerry.

accused

Tom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the purse.

1. Pandas are becoming extinct at an alarming rate.

dying out

Pandas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at an alarming rate.

1. We have to contract them immediately.

be

They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ immediately.

1. I am sure he knew all the details.

known

He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all the details.

1. **Read the text below. Use the word given in the box to form a word that fits the space in the same line. There is an example at the beginning.**

|  |  |
| --- | --- |
| **WHY ELEPHANTS NEVER FORGET**The (0) saying goes that “elephants never forget” – and now1. \_\_\_\_\_\_\_\_\_\_ have proved that it’s true.

They studied (2) \_\_\_\_\_\_\_\_\_\_\_\_\_ elephants and found out that thegrannies of the herd can remember which elephants are (3) \_\_\_\_\_ and which are hostile. They remained (4) \_\_\_\_\_\_\_\_\_\_\_\_ around elephans they knew.Then all the elephants feel safer and (5) \_\_\_\_\_\_\_\_ and the herd is able to have more (6) \_\_\_\_\_\_\_. But when a group came that the grannies didn’t know, they would put their trunks in the air. The problem is it’s the (7) \_\_\_\_\_\_\_ female elephants who took out for friends and foes. But (8) \_\_\_\_\_\_\_\_ tend to kill the older animals because they want their larger trunks. (9) \_\_\_\_\_, this study will put more pressure on (10) \_\_\_\_\_\_\_ to stop hunters, and the older members of the herd can keep looking out for everyone else. | 0 SAY1 SCIENCE2 AFRICA3 FRIEND4 RELAX5 HAPPINESS6 BABY7 OLD8 HUNT9 HOPE10 GOVERN |

**WRITING**

1. **You have seen this advertisement in *TV WEEK* magazine and have decided to apply. Write your letter of application. Write about 150-200 words.**

**THE EXPERIENCE OF A LIFETIME**

We are looking for ten people different regions to take part in the TV project *Desert Island*. Being part of a team you will have to survive in hard living conditions with no contact with outside world for a month. Training will be given.

Write and tell us why you are the person we are looking for.

**Apply to Desert Island now!**

Contact Jim Fraser for details.

1. **Write a story for a school competition beginning with the words: “She woke up at midnight.” Write about 150-200 words.**

**Final test**

**(Units 6-10)**

**Reading**

1. **Read the text and choose the correct answer.**

**TOURIST DIES IN BUNGEE JUMP**

Another fatal accident in Switzerland has renewed concern about the safety procedures of adventure holiday companies. Adventure World, a Swiss company that is under investigation following the death of 21 canyoners in a flash flood in Interlaken last year, has suspended all operations after the death of a bungee-jumper during one of the trips in the LauterbrunnenValley last month.

A 22-year-old American, Mathew Coleman, died after leaping from the Schilthorn cable car, one of the highest fixed-point bungee jumps in the world. He had been offered a choice of jumps – 100 m or 180 m – and chose the shorter. However, the rope for the 180 m jump was attached by mistake, and he crashed into the car park below.

Adventure World posted a notice on its website ([www.adventureworld.ch](http://www.adventureworld.ch)) that contained a single-page apology and a short announcement to state that the company has “stopped all activities”.

Adventure sports holidays are increasingly popular, and with such a wide range of activities on offer, regulation is difficult. The Royal Geographical Society has a code of conduct for companies that arrange youth expeditions abroad but this does not extend to general tour operations. “Companies in this country are licensed and routinely inspected, so people booking a complete activity package can feel confident about their standards.”

But what about holidaymakers who buy a whitewater rafting or canyoning trip on the spur of the moment once they have arrived at their resort? “All we can recommend,” says the specialist operator Tall Stories, “is that they ask for proof of indemnity insurance and about the qualifications and experience of their guides. In fact, just keep asking questions until they’re satisfied.

“If the company doesn’t seem interested in providing such information, that’s a good indication of the sort of operation it is.”

1. **Adventure World has:**
2. stopped its activities.
3. continued its activities.
4. stopped its work for a period of time.
5. started its work.
6. **Adventure World came under investigation after:**
7. Mathew Coleman’s death.
8. it had placed the information on its website.
9. an accusation about Tall Stories.
10. the death of 21 canyoners.
11. **Mathew Coleman died because the rope ha was given was:**
12. too short.
13. torn during the jump.
14. too long.
15. attached to the wrong place.
16. **The announcement that Adventure World posted on its website was:**
17. to advertise the work of the company.
18. to apologise for the accident and inform the public about the decision to stop their activities.
19. to inform everybody about the accident.
20. to announce that the company had been closed.
21. **Management of adventure sports holidays is difficult because:**
22. they are popular.
23. they provide a lot of possibly dangerous activities.
24. the code of conduct is out of date.
25. the regulations are too complicated.
26. **People going on adventure sports holidays should trust companies if:**
27. they are licensed.
28. they are well equipped.
29. they have high standards.
30. they provide a complete activity package.
31. **Those who decide on the spot to have adventure holidays should:**
32. not go whitewater rafting.
33. be satisfied with asking questions.
34. be qualified and experienced.
35. make careful enquiries about insurance and guides.
36. **If a company doesn’t give all the necessary information about its work:**
37. it is not trustworthy.
38. it’s a good sign.
39. it is not interested in operating safety.
40. it means that it cares about the clients’ safety.
41. **Match the titles to the parts of the text. Two of the titles are extra.**

**TIGERS: GOING…GOING…GONE?**

1. Just a hundred years ago, more than 100,000 tigers prowled the dark, still forests of India and the Far East. From dusk to dawn, they searched for prey. But now it is tigers that are hunted. Fewer than 5,000 of the cats may be left in the wild. Tigers are disappearing faster than any other larger mammal besides the rhino. In the early 1900s, there were eight different species of tigers. Today – three species.
2. Why are so many tigers disappearing? Poachers – illegal hunters – are killing them for money. In areas where tigers live, many people are very poor. For one tiger, a village poacher can earn as much as $300 – more than a year’s wages. By the time it is smuggled out of a country, a tiger skin alone can be resold for $15,000. A tiger isn’t killed just for its skin. Every part of it is for sale – even the blood. The tiger parts are mostly used for medicines. That’s because many people in Asia believe the tiger has incredible healing powers.
3. Scientists have proven that tiger parts do not have any medical value. Many people believe the animal parts have a spiritual benefit. By eating tiger bones, they think they can absorb some of the animal’s energy and power. The Global Tiger Campaign is working with many traditional healers in Asia. They want adults there to stop buying medicines that include tiger parts.
4. “I understand why people value these animals’ parts,” says Dr Rabinowitz, a direct of the Global Tiger Campaign. “When you see a tiger in the wild, it’s more than just huge and powerful. It makes you feel humble. You’re no longer the most powerful being in the jungle.” Weighing in at 500 pounds, a tiger is about nine feet long, including a three-foot-long tail. It can bring down an animals that weights a ton. And its powerful jaws and dagger-like teeth are able to break a back with one quick snap.
5. Tigers usually prey on guar – an ox-like beast. But they’ll also eat grass, pigs, rats, monkeys, birds, lizards, leopards, other tigers and even the occasional person! Dr Rabinowitz found out firsthand how quite a tiger can stalk a human. “I was tracking a tiger and it was getting late,” he recalls. “I turned around and there was the tiger! This unbelievable powerful animals was stalking me all the time I thought I was stalking him!” Lucky for Dr Rabinowitz, the tiger was just curious, not hungry.
6. For all the tigers’ powers, they are still easy prey. Many cats have died from eating poison that villagers sprinkle on animals the tigers have killed and left briefly. Others have fallen victim to guns. Even with armed guards patrolling the wildlife parks, it has been difficult to protect the cats. Poachers at one nature reserve in India killed as many as 40 tigers in just four months. As fewer and fewer tigers are left to kill, they fetch higher and higher prices. “Because the animal parts have become so valuable,” explains Dr Rabinowitz, “it’s worth it for the poacher to take the risk of hunting inside a protected area – even if it means shooting a forest guard. There’s a war going on in the forest.”
7. But the battle to save the tigers has to go beyond the forest borders. “The key is to change attitudes about using tigers for medicines,” says Dr Rabinowitz. “That way, the demand for tiger parts will stop.” In the meantime, countries are getting together to come up with solutions to save the tiger, such as tougher punishments for poaching and smuggling. Last March, 122 nations met to discuss how to protect these endangered animals. Help must come soon. In the last year alone, half the Siberian tiger population has disappeared. More Siberian tigers now live in zoos than in the wild. Can the great cats be saved? “Yes,” Dr Rabinowitz responds. “As long as there are people who care about tigers, there’s hope.”
8. Why they are killed
9. The king of the jungle
10. They are vulnerable
11. Tiger facing extinction
12. Proven medical value?
13. Tigers at the zoo
14. How we can save them
15. Who stalks who?
16. New tiger reserves

**USE OF ENGLISH**

1. **Fill in the gaps with one of the four options below.**

Theatre executive Jenny Harris has learnt never to (1) \_\_\_\_\_\_\_\_\_\_\_\_ on trains to get her to an airport on time after (2) \_\_\_\_\_\_\_\_\_\_\_ and wrong information led her to (3) \_\_\_\_\_\_\_\_\_ a plane in Edinburgh. Ms Harris said she (4) \_\_\_\_\_\_\_\_\_\_\_ a day when she should have been at an important rehearsal after she was twice given misleading information by railway (5) \_\_\_\_\_\_\_\_, which led her to board the wrong train and then wait for another one that did not exist. “When I complained, the guard told me never rely to on the train service to get you to an airport,” said Ms Harris, (6) \_\_\_\_\_\_\_\_\_\_\_\_ of education and training at London’s Royal National Theatre. “I asked him if he was being sarcastic – but he said that he was just being (7) \_\_\_\_\_\_\_\_\_.” Ms Harris missed the best part of the (8) \_\_\_\_\_\_\_\_\_\_\_\_ for her new show at the Edinburgh Fringe Festival after she was forced to (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ her plane ticket for one departing the following day. Ms Harris had followed rail information (10) \_\_\_\_\_\_\_\_\_\_\_\_ and caught a train to Luton Airport from London Bridge station. “I watched the board and got on the train indicated. After it left Waterloo, I realised I was on the (11) \_\_\_\_\_\_\_\_\_\_ train.” Ms Harris caught a train back to London Bridge. The board said it was the Bedford train – but at the very (12) \_\_\_\_\_\_\_\_ minute, the board changed to indicate that the train was bound for Charing Cross. Ms Harris then realised she would miss the plane and had to change her ticket booking – at an (13) \_\_\_\_\_\_\_\_ cost $50. Ms Harris has written to Thameslink asking for a full (14) \_\_\_\_\_\_\_\_ and compensation for the additional cost incurred. “This does not (15) \_\_\_\_\_\_\_\_\_\_\_ stress, wear and tear and the fact that valuable time was waste.”

1. A rest B rely C respond D support
2. A delays B postpones C stops D detentions
3. A long B slip C miss D pass
4. A spent B wasted C missed D dropped
5. A trains B stiff C stuff D staff
6. A student B head C chief D chef
7. A realism B realist C real D realistic
8. A rehearsal B revision C repetition D reviewing
9. A buy B sell C change D choose
10. A advise B advice C advices D advises
11. A wrong B untrue C mistaken D false
12. A late B latest C lost D last
13. A upper B super C extra D larger
14. A fare B refund C refind D refine
15. A switch on B contain C conclude D include
16. **Read the text below and look carefully at each line. Some of the lines are correct, and the others have a word which should not be there. Put a tick (✓) if the line is correct or write down the odd word out.**
17. Five hundred of years ago they didn’t speak English in North America.
18. The American Indians had their own languages. So did the Eskimos and
19. Aleuts in the Canada. The English arrived and set up their colonies.
20. And then other people came from all over the world, bringing many of different languages.
21. and cultures. The USA has the most biggest mixture of all, it is often called a “melting pot”
22. of cultures. In 1619 a small ship has arrived in Virginia, with twenty slaves from Africa.
23. For over than two hundred years, the Americans important, bought and sold African slaves.
24. Today there are over 29 million black Americans who living in the USA. In 1884 the
25. population of the United States was still very small. Millions of immigrants came to America
26. when gold was discovered in California, and a new law, the Homestead Act, gave free land to farmers.
27. **Using the word given complete the second sentence so that it has a similar meaning to the first sentences. Do not change the word given. You must use between two and five words, including the word given.**

***Example:***

*She really didn’t want to offend him so she kept quiet.*

*She was anxious \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him so she kept quiet. (avoid)*

*She was anxious to avoid offending him so she kept quiet.*

1. Pools are not available in the circus for the bears to cool off.

The circus \_\_\_\_\_\_\_\_\_\_\_ the bears with pools to cool off. (provide)

1. If urgent action is not taken, the orangutang could be extinct within twenty years.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the orangutang could be extinct within twenty years. (unless)

1. The recent increase in finishing in the Caspian region is the result of the collapse of the Soviet Union and competition between fishermen.

The collapse of the Soviet Union and competition between fishermen in the Caspian region \_\_\_\_\_\_\_\_\_\_\_ the recent increase in fishing. (resulted in)

1. It’s a pity that local authorities do not take better care of environmental protection in the region.

\_\_\_\_\_\_\_\_\_\_\_\_ better care of environmental protection in the region. (if only)

1. Group Tiger Trust hopes to educate the Indian people that it is dangerous to kill tigers.

Group Tiger Trust hopes to educate the Indian people about \_\_\_\_\_\_\_\_\_\_ . (killing tigers)

1. An expert from the Indian Wildlife Trust says that the member of elephants being killed has been growing.

An expert from the Indian Wildlife Trust says that there has been \_\_\_\_\_\_\_\_\_\_ number of elephants being killed. (increase)

1. Thousands of Milan residents went without their cars on Sunday in an experiment to reduce atmospheric pollution levels.

Thousands of Milan residents went without their cars on Sunday in an experiment \_\_\_\_\_\_\_\_\_\_\_\_\_\_ atmospheric pollution levels (aimed at)

1. Over forty people were hospitalised after eating poisoned fish from the river.

Over forty people were hospitalised after \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ poisoned fish from the river. (eat)

1. Climate scientists now agree that our climate is probably changing for the worse.

Climate scientists now agree that our climate \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the worse. (likely)

1. It is reported that office workers in Bangkok are at risk because air conditioning units draw in polluted air from the streets and concentrate it.

Office workers on Bangkok \_\_\_\_\_\_\_\_\_\_\_\_ at risk because air conditioning units draw in polluted air from the streets and concentrate it. (said)