Муниципальное казенное общеобразовательное учреждение

Марьевская средняя общеобразовательная школа

Ольховатский муниципальный район

Воронежская область



**Рабочая программа**

**по иностранному языку (английский)9 класса**

**на 2018-2019 учебный год**

Составитель:

учитель английского языкаI кк

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Рабочая программа учебного предмета «Английский язык» составлена в соответствии с требованиями федерального компонента государственного стандарта среднего (полного) общего образования и программы курса обучения английскому языку «Английский нового тысячелетия»/ ”New Millennium English” для 5-11 класса. 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:

* социокультурные ситуации (разговор и внешности человека, разговор с агентом туристической фирмы, разговоры в аэропорту, разговор с администратором в гостинце, обмен впечатлениями, разговоры, связанные с приемом пищи);
* информационный жанр (новости, интервью, рассказ о событиях, описание образа жизни, опыта пребывания в другой стране, жизненного опыта, инструкции);
* публицистический, научно-популярный жанр (публичное выступление);
* художественный жанр (радиопостановка).

*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:

* социокультурные ситуации (тематический вебсайт, официальное письмо);
* информационный жанр (подборка рекомендаций, туристическая брошюра, описание личного опыта, реклама, буклет, доклад, инструкции);
* публицистический жанр (газетная/ журнальная статья, заметка, описание личности героя/ выдающегося человека, письмо читателя в газету/ журнал, описание личного опыта, биография, газетные заголовки, рецензия на книгу, эссе);
* научно-популярный жанр (отрывок из учебника);
* художественный жанр (сценарий кинофильма, отрывок из газетной повести, рассказ в жанре психологической драмы, научно-фантастический рассказ, стихотворение, новелла в жанре фантазии).

*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 (Внешность и характер. Человек, которым я восхищаюсь.);
* общественная жизнь (Дружба. Проблемы окружающей среды. Роль подростков в решении проблем окружающей среды. Культурные особенности России. Малая родина. Интересные люди. Культурные различия. Традиционные развлечения. Поездка в другую страну. Типичные ситуации в туристической поездке. Пребывание в другой стране. Развлечения: тематические парки, выставки, музеи, картинные галереи. Здоровый образ жизни.);
* учебная деятельность (Проблемы окружающей среды. Учебные стратегии: для чего учимся, что изучаем, как учимся, подготовка к экзаменам. История, культура, климат Австралии и образ жизни Австралийцев. Книги. Чтение. Отзывы о книгах. Как писать стихи.);
* профессиональная деятельность (Журналистика. Способности и умения. Выбор профессии. Планирование карьеры.).

*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 (Местные достопримечательности. Внешность и характер человека.);
* общественная жизнь (Проблемы защиты окружающей среды. Впечатления от поездки в другую страну. Здоровый образ жизни.);
* учебная деятельность (Учебные стратегии. Малая родина. Местные достопримечательности. Книги.);
* профессиональная деятельность (Проблемы защиты окружающей среды. Туризм и связанные с ним профессии. Журналистика. Выбор профессии. Работа писателя и издателя.).

**Содержание учебного предмета**

Раздел 1.Яркая личность (10ч)

Раздел 2.Наш хрупкий мир (8ч)

Раздел 3.Учись учиться (11ч)

Раздел 4.Такая разная страна (8ч)

Раздел 5.Поехали в Австралию! (11ч)

Раздел 6.Какие новости? (10ч)

Раздел 7. Ваше призвание? (9ч)

Раздел 8.Устрой себе праздник (14ч)

Раздел 9. Книги (8ч)

Раздел 10.В здоровом теле здоровый дух (13ч)

**Говорение**

* начинать, вести/поддерживать и заканчивать беседу в стандартных ситуациях общения, соблюдая нормы речевого этикета, при необходимости переспрашивая, уточняя;
* расспрашивать собеседника и отвечать на его вопросы, высказывая свое мнение, просьбу, отвечать на предложение собеседника согласием/отказом, опираясь на изученную тематику и усвоенный лексико-грамматический материал;
* рассказывать о себе, своих проблемах, своей семье, друзьях, своих интересах и планах на будущее, сообщать краткие сведения о своем городе/селе, о своей стране и стране изучаемого языка;
* делать краткие сообщения, описывать события/явления (в рамках пройденных тем), передавать основное содержание, основную мысль прочитанного или услышанного, выражать свое отношение к прочитанному/услышанному, давать краткую характеристику персонажей;
* использовать перифраз, синонимичные средства в процессе устного общения.
* рассказывать о себе, о своем друге, школе, интересах и планах на будущее, стране изучаемого языка;
* делать краткие сообщения, описывать события/явления (в рамках изученных тем), передавать основное содержание,
* выражать свое мнение / отношение к чему-либо;

*Диалогическая речь:*

В 8 классе продолжается развитие таких речевых умений, как умения вести диалог этикетного характера, диалог-расспрос, диалог-побуждение к действию.

Обучение ведению диалогов этикетного характера включает такие речевые умения как:

* начать, поддержать и закончить разговор;
* поздравить, выразить пожелания и отреагировать на них;
* выразить благодарность;
* вежливо переспросить, выразить согласие /отказ.

Объем диалогов – до 6 реплик со стороны каждого обучающегося.

При обучении ведению диалога-расспроса отрабатываются речевые умения:

* запрос и сообщение фактической информации (Кто? Что? Как? Где? Куда? Когда? С кем? Почему?),
* переход с позиции спрашивающего на позицию отвечающего.

Объем диалогов – до 6-х реплик со стороны каждого обучающегося.

При обучении ведению диалога-побуждения к действию отрабатываются умения:

* обратиться с просьбой и выразить готовность/отказ ее выполнить;
* дать совет и принять/не принять его;
* пригласить к действию/взаимодействию и согласиться/не согласиться, принять в нем участие.

Объем диалогов – до 4-х реплик со стороны каждого обучающегося.

При обучении ведению диалога-обмена мнениями отрабатываются умения:

* выражать свою точку зрения;
* выражать согласие/ несогласие с точкой зрения партнера;
* выражать сомнение;
* выражать чувства, эмоции (радость, огорчение).

Объем учебных диалогов – до 4-х реплик со стороны каждого обучающегося.

*Монологическая речь:*

Развитие монологической речи в 9 классе предусматривает овладение следующими умениями:

* кратко высказываться о фактах и событиях, используя такие коммуникативные типы речи как описание, повествование и сообщение, а также эмоциональные и оценочные суждения;
* передавать содержание, основную мысль прочитанного с опорой на текст;
* делать сообщение в связи с прочитанным/прослушанным текстом.

Объем монологического высказывания – до 12-15 фраз.

**Аудирование**

* воспринимать на слух и понимать в целом аутентичные вы­сказывания в самых распространенных стандартных ситуациях об­щения, используя просьбу уточнить, переспрос и т. д.;
* понимать основное содержание несложных, кратких аутен­тичных текстов и выделять определенную значимую для себя ин­формацию (прогноз погоды, объявления, программы радио- и теле­передач), догадываясь о значении части незнакомых слов по контек­сту, сходству с родным языком и обходя слова, не мешающие извлечению значимой информации;

**Чтение**

Обучающиеся учатся читать и понимать тексты с различной глубиной проникновения в их содержание (в зависимости от вида чтения): с пониманием основного содержания (ознакомительное чтение); с полным пониманием содержания (изучающее чтение); с выборочным пониманием нужной или интересующей информации (просмотровое/поисковое чтение).

Содержание текстов должно соответствовать возрастным особенностям и интересам обучающихся 9 класса, иметь образовательную и воспитательную ценность. Независимо от вида чтения возможно использование двуязычного словаря.

Чтение с пониманием основного содержания текста осуществляется на несложных аутентичных материалах с ориентацией на предметное содержание, выделяемое в 9 классе, включающих факты, отражающие особенности быта, жизни, культуры стран изучаемого языка. Объем текстов для чтения – 400-500 слов.

Умения чтения, подлежащие формированию:

* определять тему, содержание текста по заголовку;
* выделять основную мысль;
* выбирать главные факты из текста, опуская второстепенные;
* устанавливать логическую последовательность основных фактов текста.

Чтение с полным пониманием текста осуществляется на несложных аутентичных текстах, ориентированных на предметное содержание речи в 9 классе. Объем текстов для чтения до 250 слов.

Формируются и отрабатываются умения:

* полно и точно понимать содержание текста на основе его информационной переработки (языковой догадки, словообразовательного анализа, использования двуязычного словаря);
* выражать свое мнение по прочитанному.

Чтение с выборочным пониманием нужной или интересующей информации предполагает умение просмотреть текст или несколько коротких текстов и выбрать информацию, которая необходима или представляет интерес для обучающихся.

**Письмо**

Овладение письменной речью предусматривает развитие следующих умений:

* делать выписки из текста;
* писать короткие поздравления с днем рождения, другим праздником (объемом до 30 слов, включая адрес), выражать пожелания
* заполнять бланки (указывать имя, фамилию, пол, возраст, гражданство, адрес);
* писать личное письмо с опорой на образец (расспрашивать адресата о его жизни, делах, сообщать то же о себе, выражать благодарность, просьбы, употребляя формулы речевого этикета, принятые в странах изучаемого языка); объем личного письма – 100-140 слов, включая адрес.

Использовать приобретенные знания и умения в практической деятельности и повседневной жизни для:

* социальной адаптации; достижения взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, установления в доступных проделал межличностных и межкультурных контактов;
* создания целостной картины полиязычного, поликультурного мира, осознания места и роли родного языка и изучаемого иностранного языка в этом мире;
* приобщения к ценностям мировой культуры через иноязычные источники информации (в том числе мультимедийные), через участие в школьных обменах, туристических: поездках, молодежных форумах;
* ознакомления представителей других стран с культурой своего народа; осознания себя гражданином своей страны и мира.

**Социокультурные знания и умения**

Обучающиеся знакомятся с отдельными социокультурными элементами речевого поведен­ческого этикета в англоязычной среде в услови­ях проигрывания ситуаций общения. Использование английского языка как средства социокультурного развития обучающихся на данном этапе включает знакомством с:

* фамилиями и именами выдающихся людей в странах изучаемого языка;
* оригинальными или адаптированными материалами детской поэзии и прозы;
* иноязычными сказками и легендами, рассказами;
* с государственной символикой (флагом и его цветовой символи­кой, гимном, столицами страны/ стран изучаемого языка);
* с традициями проведения праздников Рождества, Нового года и т.д. в странах изучаемого языка;
* словами английского языка, вошедшими во многие языки мира, (в том чис­ле и в русский) и русскими словами, вошедшими в лексикон английского языка.

Предусматривается овладение умениями:

* писать свое имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;
* правильно оформлять адрес на английском языке;
* описывать наиболее известные культурные достопримечательности Москвы и Санкт-Петербурга, городов/сел/ деревень, в которых живут обучающиеся.

**Языковые знания и навыки**

*Графика и орфография*

Знание правил чтения и написания новых слов, отобранных для данного этапа обучения и навыки их применения в рамках изучаемого лексико-грамматического материала.

*Фонетическая сторона речи*

Навыки адекватного произношения и различения на слух всех звуков английского языка; соблюдение правильного ударения в словах и фразах. Членение предложений на смысловые группы. Соблюдение правильной интонации в различных типах предложений.

Дальнейшее совершенствование слухо-произносительных навыков, в том числе применительно к новому языковому материалу.

*Лексическая сторона речи*

Расширение объема продуктивного и рецептивного лексического минимума за счет лексических средств, обслуживающих новые темы, проблемы и ситуации общения. К 500 лексическим единицам, усвоенным в начальной школе, добавляется около 400 новых лексических единиц, включающих устойчивые словосочетания, оценочную лексику, реплики-клише речевого этикета, отражающие культуру стран изучаемого языка.

Развитие навыков их распознавания и употребления в речи.

Знание основных способов словообразования:

а) аффиксации:

* глаголы с префиксами re- (rewrite);
* существительныессуффиксами –ness (kindness), -ship (friendship), -ist (journalist), -ing (meeting), - ism (journalism), –ion (connection), –ment (development);
* прилагательныессуффиксами –y (lazy), -ly (lovely), - ful (helpful), -al (musical), -ic (fantastic), - ian/an (Russian), -ing (boring); - ous (famous), -able (changable), -ive (attractive), -ish (longish), префиксом un- (unusual);
* наречия с суффиксом - ly (quickly);
* числительныессуффиксами –teen (nineteen), -ty (sixty), -th (fifth)

б) словосложения: существительное + существительное (football)

в) конверсии (образование существительных от неопределенной формы глагола – to change – change)

г) распознавание и использование интернациональных слов (doctor).

**Грамматическая сторона речи**

Расширение объема значений грамматических средств и овладение новыми грамматическими явлениями.

Знание признаков и навыки распознавания и употребления в речи нераспространенных и распространенных простых предложений, в том числе с несколькими обстоятельствами, следующими в определенном порядке (We moved to a new house last year); предложения с начальным It и с начальным There + to be (It’s cold. It’s five o’clock. It’s interesting. It was winter. There are a lot of trees in the park); сложносочиненных предложений с сочинительными союзами and, but, or; сложноподчиненных предложений с союзами и союзными словами what, when, why, which, that, who, if, because, that’s why, than, so; условных предложений реального (Conditional I – If I see Jim, I’ll invite him to our school party) и нереального характера (Conditional II – If I were you, I would start learning French); всех типов вопросительных предложений ( общий, специальный, альтернативный, разделительный вопросы в Present, Future, Past Simple, Present Perfect, Present Continuous, Past Continuous, Past Perfect, Present Perfect Continuous); побудительных предложений в утвердительной (Be careful!) и отрицательной (Don’t worry.) форме.

Знание признаков и навыки распознавания и употребления в речи конструкций с глаголами на –ing: to be going to (для выражения будущего действия); to love/hate doing something; Stop talking. Конструкций It takes me … to do something; to look/ feel/ be happy.

Знание признаков и навыки распознавания и употребления в речи правильных и неправильных глаголов в наиболее употребительных формах действительного залога в изъявительном наклонении (Present, Past, Future Simple, Present Perfect, Present Continuous); и формах страдательного залога в Present, Past, Future Simple; модальных глаголов и их эквивалентов.

(may, can/ be able to, must/have to/should); причастий настоящего и прошедшего времени; фразовых глаголов, обслуживающих темы, отобранные для данного этапа обучения.

Навыки распознавания и употребления в речи определенного, неопределенного и нулевого артиклей; неисчисляемых и исчисляемых существительных (a flower, snow) существительных с причастиями настоящего и прошедшего времени ( a writing student/ a written exercise); существительных в функции прилагательного ( art gallery), степеней сравнения прилагательных и наречий, в том числе, образованных не по правилу ( good-better-best); личных местоимения в именительном (my) и объектном (me) падежах, а также в абсолютной форме (mine); неопределенных местоимений (some, any); наречий, оканчивающиеся на –ly (early), а также совпадающих по форме с прилагательными (fast, high); количественных числительных свыше 100; порядковых числительных свыше 20.

**Тематическое планирование**

|  |  |  |
| --- | --- | --- |
| **Содержание** | **Кол-во часов** | **Кол-во контрольных работ** |
| **Раздел 1.Яркая личность**  Уроки 1-2. Как мы выглядим  Уроки 3-4. Какие мы  Урок 5. Человек, которым я восхищаюсь  Урок 6. Что такое дружба?  Урок 7. Контрольная работа 1  Урок 8. Проект «Кто полетит на другую планету?»  Уроки 9-10. Аналитическое чтение 1. Джон Апдайк «Аллигаторы» | **10** | **1** |
| **Раздел 2. Наш хрупкий мир**  Уроки 1-2. Что изменилось?  Урок 3. Что могут подростки?  Уроки 4-5. Нам не все равно  Урок 6. Космический мусор  Урок 7. Контрольная работа 2  Урок 8. Проект «Кинофестиваль «Земля – наш большой дом» | **8** | **1** |
| **Раздел 3.Учись учиться**  Уроки 1-2. Почему мы учимся  Урок 3. Чему мы учимся  Уроки 4-5. Как мы учим английский?  Урок 6. Экзаменационная горячка  Урок 7. Контрольная работа 3  Урок 8. Проект «Идеальная школа»  Уроки 9-10. Контрольная работа по разделам 1-3  Урок 11. Обобщение изученного материала | **11** | **2** |
| **Раздел 4.Такая разная страна**  Урок 1.портрет родного края  Уроки 2-3. Особые люди, особое место  Уроки 4-5. Парадоксы России  Урок 6. Как мы проводим время  Урок 7. Контрольная работа 4  Урок 8. Проект «Портрет родного края» | **8** | **1** |
| **Раздел 5.Поехали в Австралию!**  Уроки 1-2. Как заказать путешествие  Урок 3. В аэропорту  Уроки 4-5. Где мы будем жить?  Урок 6. Первые впечатления  Урок 7. Контрольная работа 5  Урок 8. Ролевая игра «Мы едем в Австралию!»  Уроки 9-10. Контрольная работа по разделам 4-5  Урок 11. Обобщение изученного материала | **11** | **2** |
| **Раздел 6.Какие новости?**  Урок 1. Коротко и ясно  Урок 2. Что? Где? когда? Почему?  Уроки 3-4. Как сделать хорошую статью?  Уроки 5-6. Читайте в свежем номере…  Урок 7. Контрольная работа 6  Урок 8. Ролевая игра «Конкурс радиопрограмм»  Уроки 9-10. Аналитическое чтение 2. Спайк Миллиган «Побег» | **10** | **1** |
| **Раздел 7.Ваше призвание?**  Урок 1. Работа на всю жизнь  Урок 2. Как выбрать работу по душе?  Уроки 3-4. Учиться дальше или работать?  Уроки 5-6. Ты хотел бы стать…?  Урок 7. Контрольная работа 7  Уроки 8-9. Ролевая игра «Ярмарка безумных вакансий» | **9** | **1** |
| **Раздел 8.Устрой себе праздник**  Урок 1. Пора передохнуть  Уроки 2-3. Парк развлечений  Урок 4. На любой вкус  Уроки 5-6. Как сделать их привлекательными?  Урок 7. Контрольная работа 8  Урок 8. Ролевая игра «Конкурс развлекательных проектов»  Уроки 9-10. Контрольная работа по разделам 6-8  Уроки 11-12. Аналитическое чтение 3. Эллен Данмор «Пришельцы не едят сэндвичи с беконом»  Уроки 13-14. Обобщение изученного материала | **14** | **2** |
| **Раздел 9. Книги**  Уроки 1-2. Вы любите читать?  Урок 3. Книголюбы  Уроки 4-5. Прочитанные книги  Урок 6. Ремесло поэзии  Урок 7. Контрольная работа 9  Урок 8. Проект «Антология классного творчества» | **8** | **1** |
| **Раздел 10.В здоровом теле здоровый дух**  Урок 1. Образ жизни?  Уроки 2-3. Школьная столовая  Урок 4. Пора начинать  Уроки 5-6. Совершенное тело  Уроки 7-8. Контрольная работа 10  Уроки 9. Аналитическое чтение 5. Хейвуд Браун «Пятьдесят первый дракон»  Уроки 10-11. Контрольная работа по разделам 9-10  Уроки 12-13. Аналитическое чтение 4. Джули Холдер «Одиночка» | **13** | **2** |
| **Итого:** | **102** | **14** |

*Приложение 1*

**Календарно-тематическое планирование**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№ п/п** | **Тема урока** | **Кол-во часов** | **Дата по плану** | **Дата по факту** | **Цели урока** | **Д/з** |
| **Яркая личность** | | | | | | |
| 1/ 2. | Как мы выглядим | 2 |  |  | Освежить знания уч-ся по английскому языку.  Научить уч-ся в вежливой форме давать описание людей, используя суффикс –ish, notvery и определенные прилагательные.  Практиковать уч-ся в аудировании с полным пониманием содержания и смысла, написании краткого описания внешности, устном описании внешности. | Раб. тетрадь – упр.1, с.3  Раб. тетрадь – упр. 2, с.3 |
| 3/ 4. | Какиемы | 2 |  |  | Научить уч-ся критично размышлять о себе, использовать разные словосочетания в письме.  Практиковать уч-ся в описании характера, написании описательного текста, технологии словоупотребления. | Раб. тетрадь – упр.3, с.4  Раб. тетрадь – упр. 4, с.4-5 |
| 5. | Человек, которым я восхищаюсь | 1 |  |  | Научить уч-ся думать о том, что они ценят в людях.  Практиковать уч-ся в аудировании с пониманием основного содержания, интерпретировании подразумеваемого значения, описании человека. | Раб. тетрадь – упр.5,6, с.6 |
| 6. | Чтотакоедружба? | 1 |  |  | Научить уч-ся критично размышлять о ценностях дружбы, отстаивать свою точку зрения, видеть причины за мнениями других людей.  Практиковать уч-ся в аудировании с пониманием основного содержания, с полным пониманием содержания и смысла, одноминутном ролевом разговоре. | Раб. тетрадь – упр.8, с.7 |
| 7. | Контрольная работа 1 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 1. | Подготовиться к проекту |
| 8. | Проект «Кто полетит на другую планету?» | 1 |  |  | Практиковать у уч-ся навыки презентации, интегрированные навыки.  Развивать креативное мышление.  Практиковать уч-ся в критическом мышлении о ценности людей как о членах команды, оказавшихся в экстремальной ситуации. |  |
| 9/ 10. | Аналитическое чтение 1. Джон Апдайк «Аллигаторы» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр.4, с.157  Упр.6, с.158 |
| **Нашхрупкиймир** | | | | | | |
| 11/ 12. | Что изменилось? | 2 |  |  | Научить уч-ся говорить об изменениях в окружающей среде, используя PresentPerfectPassive, критично размышлять о своем отношении к окружающей среде и ответственности за нее.  Практиковать уч-ся в чтении с пониманием основного содержания, с полным пониманием содержания и смысла, говорении о ценностях окружающей среды. | Раб. тетрадь – упр.1, с.9-10  Раб. тетрадь – упр.2, с.10 |
| 13. | Что могут подростки | 1 |  |  | Научить уч-ся размышлять о своей личной ответственности за окружающую среду.  Практиковать уч-ся в чтении с пониманием основного содержания, с пониманием основной идеи, с полным пониманием содержания и смысла, написании вопросника и доклада. | Раб. тетрадь – упр.3,4, с.11 |
| 14/ 15. | Нам не все равно | 2 |  |  | Научить уч-ся говорить о местных экологических проблемах, говорить о будущем, используя предложения времени.  Ознакомить уч-ся с причинами экологических проблем и их личной ответственностью за это.  Практиковать уч-ся в чтении с детальным пониманием текста, с выборочным извлечением информации, аудировании с пониманием основного содержания, с выборочным извлечением информации, структурированном разговоре о местных экологических проблемах. | Раб. тетрадь – упр.5, с.12  Раб. тетрадь – упр.6,7, с.12-13 |
| 16. | Космический мусор | 1 |  |  | Научить уч-ся креативному письму.  Ознакомить уч-ся со структурой драматического письма, с тем, как выражаются идеи в разных стилях текста.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, дифференциации разных стилей текста, громком чтении для достижения драматического эффекта. | Раб. тетрадь – упр. 8,10,11, с.14-16 |
| 17. | Контрольная работа 2 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 2. | Подготовить проект |
| 18. | Проект «Кинофестиваль «Земля – наш большой дом» | 1 |  |  | Практиковать уч-ся в креативном письме, креативном мышлении.  Практиковать у уч-ся навыки презентации, интегрированные навыки. |  |
| **Учись учиться** | | | | | | |
| 19/ 20. | Почему мы учимся | 2 |  |  | Научить уч-ся говорить о нереальных обстоятельствах, используя Conditional 3, критично размышлять о ценностях образования.  Ознакомить уч-ся с трудностями перевода социального и культурного феномена.  Практиковать уч-ся в понимании значения незнакомых слов через контекст, чтении с пониманием основного содержания, обсуждении, ориентированном на быстроту. | Раб. тетрадь – упр.1,с.20  Раб. тетрадь – упр.2, с.20-21 |
| 21. | Чему мы учимся | 1 |  |  | Ознакомить уч-ся с дополнительной информацией о школах в Британии.  Научить уч-ся сравнивать британские и русские школьные системы.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, обсуждении Российских и Британских школьных систем, выражении своей точки зрения. | Раб. тетрадь – упр.3,4,5, с.22-23 |
| 22/ 23. | Как мы учим английский? | 2 |  |  | Ознакомить уч-ся с разной техникой чтения.  Научить уч-ся говорить о своих предположениях, используя модальные глаголы.  Практиковать уч-ся в развитии техники чтения, чтении с пониманием основного содержания, с выборочным извлечением информации, с детальным пониманием текста, написании онлайн письма. | Раб. тетрадь – упр.6,7, с.23-24  Упр. 3, с.42 |
| 24. | Экзаменационная горячка | 1 |  |  | Научить уч-ся выбирать подходящую технику учебы и сдачи экзамена.  Практиковать уч-ся в аудировании с пониманием основного содержания, с полным пониманием содержания и смысла, чтении с пониманием основного содержания, с детальным пониманием текста. | Раб. тетрадь – упр.8,9,10, с.25-26 |
| 25. | Контрольная работа 3 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 3. | Упр. 3, с.48 (в группах) |
| 26. | Проект «Идеальная школа» | 1 |  |  | Научить уч-ся размышлять о плюсах и минусах школьного образования.  Развивать навыки презентации.  Практиковать уч-ся в создании презентации, говорении о плюсах и минусах школьного образования, устной презентации. |  |
| 27/ 28. | Контрольная работа по разделам 1-3 | 2 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 1-3. |  |
| 29. | Обобщение изученного материала | 1 |  |  | Обобщить знания, умения и навыки уч-ся, полученные при изучении разделов 1-3. |  |
| **Такая разная страна** | | | | | | |
| 30. | Портрет родного края | 1 |  |  | Развить у уч-ся чувство патриотизма.  Научить уч-ся проводить исследования места, где они живут.  Практиковать уч-ся в говорении о своем районе, планировании проекта, написании заметок для дальнейшего использования в проекте. | Раб. тетрадь – упр.1,2, с.27 |
| 31/ 32. | Особые люди, особое место | 2 |  |  | Научить уч-ся искать и рассказывать о дополнительную информацию о месте, в котором они живут, оценивать родные края, замечать и ценить особенные места и людей.  Ознакомить уч-ся с основными пунктами письма.  Практиковать уч-ся в чтении с пониманием основного содержания, с полным пониманием содержания и смысла, написании описания о местных диковинках. | Раб. тетрадь – упр.5,6, с.29  Раб. тетрадь – упр.7, с.30 |
| 33/ 34. | Парадоксы России | 2 |  |  | Научить уч-ся рассказывать о полученном опыте, используя PresentPerfect и PresentPerfectContinuous, предугадывать, оценивать и работать с различиями в культуре.  Практиковать уч-ся в аудировании с пониманием основного содержания, с полным пониманием содержания и смысла, с целью интерпретации, чтении с пониманием основного содержания, с полным пониманием содержания и смысла, технологии запоминания лексики, обсуждении различий в культуре. | Упр. 2, с.58;  Раб. тетрадь – упр.8,9, с.31  Упр. 5, с.60  Раб. тетрадь – упр.10, с.31 |
| 35. | Как мы проводим время | 1 |  |  | Научить уч-ся ценить традиционные русские виды времяпрепровождения.  Развить способности работать с различиями в культуре.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, описании различных видов времяпрепровождения, развитии стратегий говорения. | Раб. тетрадь – упр.11,12, с.32 |
| 36. | Контрольная работа 4 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 4. | Подготовиться к проекту |
| 37. | Проект «Портрет родного края» | 1 |  |  | Практиковать уч-ся в создании и представлении презентации в группах.  Практиковать у уч-ся навыки презентации, интегрированные навыки. |  |
| **Поехали в Австралию!** | | | | | | |
| 38/ 39. | Как заказать путешествие | 2 |  |  | Ознакомить уч-ся с англоязычными представителями другой части мира, с правилами поведения в деловой ситуации.  Научить уч-ся использовать некоторые технологии запоминания слов.  Практиковать уч-ся в чтении с выборочным извлечением информации, аудировании с выборочным извлечением информации, постановке вопросов с целью получения информации в деловой ситуации. | Раб. тетрадь – упр.1,2, с.36  Раб. тетрадь – упр.3, с.37 |
| 40. | В аэропорту | 1 |  |  | Подготовить уч-ся к путешествию по миру.  Научить уч-ся использовать разные стратегии при общении с иностранцем.  Практиковать уч-ся в говорении, использую разные стратегии, аудировании с пониманием основного содержания, с выборочным извлечением информации, говорении на определенные ситуации в аэропорту. | Раб. тетрадь – упр.4,5,6, с.38-39 |
| 41/ 42. | Где мы будем жить? | 2 |  |  | Научить уч-ся использовать различные функции тег-вопросов, писать формальное письмо с запросом о размещении, резервировать номер в отеле.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением информации, говорении с целью резервации номера, чтении с пониманием основного содержания, написании письма-запроса. | Раб. тетрадь – упр.7, с.40  Раб. тетрадь – упр.8, с.41 |
| 43. | Первые впечатления | 1 |  |  | Научить уч-ся обсуждать опыт, приобретенный при путешествии, писать о положительном опыте.  Практиковать уч-ся в чтении с пониманием основного содержания, с полным пониманием содержания и смысла, написании статьи для школьного журнала о позитивном опыте путешествий. | Раб. тетрадь – упр.9, с.42-43 |
| 44. | Контрольная работа 5 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 5. | Подготовить ролевую игру |
| 45. | Ролевая игра «Мы едем в Австралию!» | 1 |  |  | Научить уч-ся ролевой игре с целью изучения иностранного языка.  Практиковать уч-ся в говорении с разной стратегией, решении проблем. | Повторить изученное |
| 46/ 47. | Контрольная работа по разделам 4-5 | 2 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 4-5. |  |
| 48. | Обобщение изученного материала | 1 |  |  | Обобщить знания, умения и навыки уч-ся, полученные при изучении разделов 4-5. |  |
| **Какие новости?** | | | | | | |
| 49. | Коротко и ясно | 1 |  |  | Ознакомить уч-ся с некоторыми аспектами журналистики.  Научить уч-ся понимать некоторые особенности языка английской прессы.  Практиковать уч-ся в чтении газетных заголовков, аудировании с пониманием основного содержания, с полным пониманием содержания и смысла. | Упр.5, с.83;  Раб. тетрадь – упр.1,2,3, с.44-45 |
| 50. | Что? Где? Когда? Почему? | 1 |  |  | Научить уч-ся различать определенные и неопределенные относительные предложения, описывать события, используя относительные предложения.  Практиковать уч-ся в чтении с пониманием основного содержания, с выборочным извлечением информации. | Раб. тетрадь – упр.4,5,6, с.45-46 |
| 51/ 52. | Как сделать хорошую статью? | 2 |  |  | Научить уч-ся замечать и оценивать языковые особенности текста, понимать разницу между нейтральной и эмоциональной лексикой.  Ознакомить уч-ся с ролью времен в тексте.  Научить уч-ся рассказывать о неопределенном прошлом, используя PresentPerfect.  Практиковать уч-ся в чтении с пониманием основного содержания, с полным пониманием содержания и смысла, написании текста с использованием лингвистических оборотов. | Упр. 2, с.87  Раб. тетрадь – упр.7, с.47  Раб. тетрадь – упр.8,9, с.47-48 |
| 53/ 54. | Читайте в свежем номере… | 2 |  |  | Научить уч-ся делать доклад о местных новостях в форме газетной статьи.  Практиковать уч-ся в письме. | Раб. тетрадь – упр. 10, с.48-49  Дописать доклад |
| 55. | Контрольная работа 6 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 6. |  |
| 56. | Ролевая игра «Конкурс радиопрограмм» | 1 |  |  | Научить уч-ся работать в группах, создавая свою радиостанцию и разрабатывая программу новостей, принимать участие в групповой презентации, оценивании презентаций.  Практиковать уч-ся в высказывании своего мнения, обсуждении работы в группах, презентации новостей.  Практиковать у уч-ся социальные навыки. |  |
| 57/ 58. | Аналитическое чтение 2. Спайк Миллиган «Побег» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр.4, с.161  Упр.11, с.163 |
| **Ваше призвание?** | | | | | | |
| 59. | Работа на всю жизнь | 1 |  |  | Научить уч-ся критично размышлять о выборе карьеры, давать описание некоторым аспектам в работе.  Практиковать уч-ся в говорении о навыках и способностях, необходимых на работе, распознавании значения слов и фраз через контекст, написании текста. | Упр.5, с.99;  Раб. тетрадь – упр.1,2, с.53 |
| 60. | Как выбрать работу по душе? | 1 |  |  | Научить уч-ся критично размышлять о факторах, влияющих на выбор профессии, говорить о выборе, используя союзы either… or или neither… nor.  Ознакомить уч-ся с различиями русских и английских негативных структур.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением слов, говорении о факторах, влияющих на выбор профессии, высказывании мнения, написании текста-размышления. | Раб. тетрадь – упр.3,4,5, с.53-54 |
| 61/ 62. | Учиться дальше или работать? | 2 |  |  | Научить уч-ся размышлять о разном выборе профессии (за, против), о перспективах той или иной профессии, используя Continuous и Perfect.  Практиковать уч-ся в чтении с пониманием основного содержания, с полным пониманием содержания и смысла, проведении интервью и коротком разговоре. | Раб. тетрадь – упр.6,7, с.55  Раб. тетрадь – упр.8,9,10, с.56 |
| 63/ 64. | Ты хотел бы стать…? | 2 |  |  | Научить уч-ся размышлять критично о разнообразии профессий и даже о необычных профессиях людей, высказывая свое отношение к ним, описывать профессии, выражая и объясняя свои предпочтения.  Практиковать уч-ся в аудировании с пониманием основного содержания, с полным пониманием содержания и смысла, выражении предпочтений (нравится, не нравится), описании различных профессий. | Раб. тетрадь – упр.11, с.57  Раб. тетрадь – упр.12,13, с.58-59 |
| 65. | Контрольная работа 7 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 7. |  |
| 66/ 67. | Ролевая игра «Ярмарка безумных вакансий» | 2 |  |  | Практиковать у уч-ся навыки презентации, интегрированные навыки, навыки говорения, высказывая свое мнение на тему определенной необычной профессии.  Развивать у уч-ся креативное мышление. | Подготовить ролевую игру |
| **Устрой себе праздник** | | | | | | |
| 68. | Пора передохнуть | 1 |  |  | Ознакомить уч-ся с различными способами времяпрепровождения.  Научить уч-ся рассказывать о своем выборе способа времяпрепровождения.  Практиковать уч-ся в аудировании с выборочным извлечением слов, описании личного опыта и свободного времени. | Упр.5, с.111  Раб. тетрадь – упр.1,2,3, с.60-61 |
| 69/ 70. | Парк развлечений | 2 |  |  | Научить уч-ся критично размышлять о выборе способа времяпрепровождения, принимать участие в обсуждении, ведущему к согласию.  Практиковать уч-ся в чтении с пониманием основного содержания, с полным пониманием содержания и смысла, аудировании с пониманием основного содержания, с полным пониманием содержания и смысла, говорении с целью решения проблемы. | Упр. 2, с.114  Раб. тетрадь – упр.5, с.61  Упр. 5, с.115  Раб. тетрадь – упр.6,7, с.62-63 |
| 71. | На любой вкус | 1 |  |  | Научить уч-ся говорить о местонахождениях, выставках, удобствах и функциональности музеев.  Ознакомить уч-ся с разнообразными музеями.  Научить уч-ся критично размышлять об окружающей среде.  Практиковать уч-ся в чтении с пониманием основного содержания, с выборочным извлечением информации, обсуждении проекта в группах, написании результатов обсуждения. | Раб. тетрадь – упр.8,9, с.63-64 |
| 72/ 73. | Как сделать их привлекательными? | 2 |  |  | Научить уч-ся использовать разные стили в разговоре о планах и намерениях, критично размышлять о культурном феномене, размышлять о развитии местных сообществ.  Практиковать уч-ся в аудировании с пониманием основного содержания, с полным пониманием содержания и смысла, говорении во время работы над проектом. | Раб. тетрадь – упр. 10,11, с.64-65  Раб. тетрадь – упр. 12,13, с.65-66 |
| 74. | Контрольная работа 8 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 8. | Подготовить ролевую игру |
| 75. | Ролевая игра «Конкурс развлекательных проектов» | 1 |  |  | Практиковать у уч-ся интегрированные навыки, навыки работы над проектом, навыки презентации.  Развивать способности работы в группах.  Практиковать уч-ся в высказывании мнений, обмене мнениями, презентации проекта. | Повторить изученное |
| 76/77. | Контрольнаяработапо разделам 6-8 | 2 |  |  | Контроль знаний, умений и навыков, полученных при изучении разделов 6-8. |  |
| 78/ 79. | Аналитическое чтение 3. Эллен Данмор «Пришельцы не едят сэндвичи с беконом» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр.5, с.165  Упр.8, с.167 |
| 80/ 81. | Обобщение изученного материала | 2 |  |  | Обобщить знания, умения и навыки уч-ся, полученные при изучении разделов 6-8. |  |
| **Книги** | | | | | | |
| 82/ 83. | Вы любите читать? | 2 |  |  | Научить уч-ся расценивать чтение как важный ресурс развития личности.  Повысить интерес уч-ся к чтению.  Практиковать уч-ся в чтении с выборочным извлечением информации, аудировании с пониманием основного содержания, с выборочным извлечением информации, постановке вопросов и ответов о книгах. | Раб. тетрадь – упр.1,2, с.71-72  Раб. тетрадь – упр.3,с.72-73 |
| 84. | Книголюбы | 1 |  |  | Научить уч-ся критично размышлять о своих привычках в чтении.  Практиковать уч-ся в чтении с пониманием основного содержания, с полным пониманием содержания и смысла, говорении на тему книг. | Раб. тетрадь – упр.4,5, с.73 |
| 85/ 86. | Прочитанные книги | 2 |  |  | Научить уч-ся рассказывать и писать о книгах, которые они читают.  Вдохновить уч-ся на критичное мышление о чтении.  Практиковать уч-ся в чтении с выборочным извлечением информации, с полным пониманием содержания и смысла, написании рецензии на книгу. | Раб. тетрадь – упр.6, с.74  Раб. тетрадь – упр.7, с.74-75 |
| 87. | Ремесло поэзии | 1 |  |  | Научить уч-ся проводить простое литературное исследование, креативному письму.  Практиковать уч-ся в чтении, предполагающем понимание и получение удовольствия от прочитанного, говорении на тему значения литературы, креативном письме. | Раб. тетрадь – упр.8, с.75 |
| 88. | Контрольная работа 9 | 1 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 9. | Подготовить проект |
| 89. | Проект «Антологии классного творчества» | 1 |  |  | Практиковать у уч-ся интегрированные навыки.  Развивать у уч-ся навыки креативного письма, навыки давать и получать отзывы сверстников, навыки оценивания работ одноклассников. |  |
| **В здоровом теле – здоровый дух** | | | | | | |
| 90. | Образ жизни? | 1 |  |  | Научить уч-ся рассуждать о том, что создает здоровый образ жизни.  Практиковать уч-ся в распознавании значения новых слов через контекст, говорении на скорость, постановке вопросов и ответов. | Упр.2с, с.142;  Раб. тетрадь – упр.2,3,с.76 |
| 91/ 92. | Школьная столовая | 2 |  |  | Научить уч-ся критично размышлять над привычками в еде, говорить о питательной ценности продуктов, писать формальный отчет.  Практиковать уч-ся в аудировании с пониманием основного содержания, с полным пониманием содержания и смысла, составлении списка продуктов, постановке вопросов о незнакомой еде и объяснении о том, какая типичная русская еда, написании формального письма. | Упр. 3, с.144;  Раб. тетрадь – упр.4,5, с.78  Упр. 5, с.146;  Раб. тетрадь – упр.6,7, с.79 |
| 93. | Пора начинать | 1 |  |  | Научить уч-ся говорить и сравнивать различные способы поддержания себя в форме, опираться на собственный опыт.  Практиковать уч-ся в чтении с пониманием основного содержания, с полным пониманием содержания и смысла, заполнении таблицы через усвоение устной информации, высказывании мнения на тему как оставаться в форме, самоопределении и высказывании причин.  Практиковать у уч-ся интегрированные навыки. | Раб. тетрадь – упр. 8,9,10, с.80-81 |
| 94/ 95. | Совершенное тело | 2 |  |  | Научить уч-ся размышлять о фитнессе и опасности перегрузок.  Практиковать уч-ся в аудировании с пониманием основного содержания, с выборочным извлечением слов, чтении с пониманием основного содержания, понимании беседы, групповых/ парных обсуждениях. | Раб. тетрадь – упр.11,12, с.81  Упр. 5, с.151 |
| 96/ 97. | Контрольная работа 10 | 2 |  |  | Контроль знаний, умений и навыков, полученных при изучении раздела 10. |  |
| 98. | Аналитическое чтение 5. Хейвуд Браун «Пятьдесят первый дракон» | 1 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр. 4а, с.171 |
| 99/ 100. | Контрольная работа по разделам 9-10 | 2 |  |  | Контроль знаний, умений и навыков, полученных при изучении разделов 9-10. |  |
| 101/ 102. | Аналитическое чтение 4. Джули Холдер «Одиночка» | 2 |  |  | Практиковать уч-ся в чтении с различной стратегией. | Упр. 2, с.168  Упр. 5, с.169 |

*Приложение 2*

**Test (Unit 1)**

**1a. Listen and write true (T) or false (F) about the following statements.**

1. The robber was dressed like a woman. \_\_\_
2. She / He was short. \_\_\_
3. The robber was a woman. \_\_\_
4. The robber was known to the police. \_\_\_

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

**1b. Listen to the dialogue again and choose the best word or phrase to complete each of the sentences.**

1. The man was walking home from…

|  |  |  |
| --- | --- | --- |
| 1. a party | 1. work | 1. the gym |

1. The robbery happened in the…

|  |  |  |
| --- | --- | --- |
| 1. street | 1. office | 1. park |

1. The robber was wearing…

|  |  |  |
| --- | --- | --- |
| 1. sports shoes | 1. party shoes | 1. sandals |

1. The robber’s hair was…

|  |  |  |
| --- | --- | --- |
| 1. short and wavy | 1. long and wavy | 1. long and straight |

1. The robber was…

|  |  |  |
| --- | --- | --- |
| 1. younger than 30 | 1. 30 years old | 1. older than 30 |

1. The robber took…

|  |  |  |
| --- | --- | --- |
| 1. the right shoe | 1. the left shoe | 1. both shoes |

1. The policeman says that the robber is…

|  |  |  |  |
| --- | --- | --- | --- |
| 1. dangerous | 1. very dangerous | 1. not dangerous | |
| **Points \_\_\_ / 7** |

1. **Fill in the gaps with the best word from the box.**

|  |
| --- |
| plain arrogant confident overweight  obstinate muscular witty cruel |

1. A person who is capable of joking is … .
2. A person who doesn’t feel worried that he / she might fail or do something wrong is … .
3. Saying that someone is … is a polite way of saying that someone is fat.
4. If he just exercised a little more, Mr. Jordan would be as … as Arnold Schwarzenegger.
5. A person who never changes his / her opinion or behaviour even if he / she is wrong is … .
6. Sating that someone is … (especially about women) is a polite way of saying that someone is not good-looking.
7. A person who likes to cause pain and enjoys the pain of others is … .
8. A / An … person considers himself to be very important and doesn’t respect others.

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

1. **Read and write true (T) or false (F) about the following statements.**
2. If a person is too *slim*, you can say he / she is *skinny*. \_\_\_
3. *Skinny* is more positive than *skin*. \_\_\_
4. You can use *overweight* or *slim* to describe a person’s build. \_\_\_
5. Saying *fat* is nicer than saying *overweight.* \_\_\_
6. We use the word *fragile* to describe a *muscular* person. \_\_\_
7. People often look *pale* when they feel unhealthy. \_\_\_
8. Saying *ugly* is more positive that saying *plain*. \_\_\_
9. You say “How *tall* is she?” when you want to ask about a person’s weight. \_\_\_

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

1. **Complete the poem using the words from the box.**

|  |
| --- |
| chatty to get along with let you down  bored proud lazy |

Sometimes I think too loud

Sometimes I feel too (1) …

Sometimes I act too (2) …

And I can be ignored

Sometimes I am too (3) …

Sometimes I’m hard (4) …

I tease my girlfriend Patty

But don’t get me wrong, please.

Sometimes my words sound crazy

Sometimes I’ll (5) …

Sometimes I am too (6) …

But mostly I’m like a clown.

You can take me as I am, or you can go.

Changing m is not an opinion, you should know.

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

1. **Combine two sentences into one using *who* or *which*.**
2. Jack has a new girlfriend. She is lovely.
3. This is my new friend. I’ve told you about him.
4. She has beautiful wavy hair. She wears it in a ponytail.
5. Have you seen that fat woman? She has just come round the corner.
6. Jim wore fashionable jeans. They were too tight for him.
7. Galya often wear mini skirts. They don’t fit her.
8. I can’t’ remember the name of our new teacher. She came from School Number 11.

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

1. **Choose the correct preposition.**

Hi. My name is Diana. I am 15 years old and I am (1) *in / at* the 9th grade. I go (2) *to / in* Blackforest Middle School. The person I admire (3) *with / - is* my mother. Her name is Maria and she is 36 years old. The person I admire my mum because she has gone (4) *through / over* a lot in her life. First, my mother treats others (5) *with / of* respect so she can get respect back. My mother cares (6) *for / with* other people especially the elderly. Secondly, I would like to say that my mother works very hard to keep a roof (7) *over / about* our heads. My mother gives us good values and teaches us right (8) *with / from* wrong. Finally I am proud (9) *with / of* my mother because she is brave and full (10) *of / with* confidence.

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

|  |
| --- |
| **Total \_\_\_ / 50** |

**Test (Unit 2)**

**1a. Read the texts and match the titles to the parts.**

|  |  |
| --- | --- |
| **Title** | **Part** |
| 1. What is positive about global warming? |  |
| 1. What could happen? |  |
| 1. Does global warming exist? |  |
| 1. It has begun! |  |
| 1. The greenhouse effect |  |

A

For many years, scientists have been arguing about global warming. While they don’t all agree about what this might mean for Planet Earth, many think it is going on – and that we can do something about it. We need a few more years to gather facts before anyone can say for sure. But if global warming is happening, it will take years to fix. People need to start now to do things to stop it.

B

Some global warming is good. Without it, Earth would be a ball of ice. The average (средняя) temperature would be about five degrees Fahrenheit, not 60 degrees as it is today. No life as we know it could live here.

C

There are many types of gases in our atmosphere. Some of them absorb the heat from the sun and control our climate. “Greenhouse gases” are those that hold the heat around the planet’s surface. When we incise the level of these gases, we upset the balance. These extra gases trap even more heat.

D

Some scientists say global warming has already started to change the environment. The Earth’s temperature has risen one degree Fahrenheit this century. Many scientists believe it could rise from two to eight degrees Fahrenheit in the next hundred years. This would be the fastest rise in 10,000 years. Harsh weather has hit the United States in recent years. The Mississippi flooded several times. Hurricanes Hugo and Andrew smashed into the east coast.

E

Sea levels could rise. Ice sheets could melt and add to the water level. As water warms, it takes up more space. The sea level has risen about 5 inches during this century. Scientists believe sea levels could rise more than 3 feet in the next hundred years. Many places near the coast would be in danger of flooding (наводнения). In some places a warmer climate may seem better. But plans and animals are used to the climate that has existed for years. If the climate change is too large and too fast, some plants and animals could really suffer. They could even die out. Weather could become more violent and extreme. In some places there would be more forest fires. But in other arias there would be more rain and snow, storms and floods.

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

**1b. Tick the correct column: true (T), false (F), not mentioned (NM).**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **T** | **F** | **NM** |
| 1. Global warming is a strong negative phenomenon. |  |  |  |
| 1. Not all scientists think that global warming is caused by human activities. |  |  |  |
| 1. A one-degree Fahrenheit temperature rise this century is the fastest rise in 10,000 years. |  |  |  |
| 1. Scientists need a few more years to gather facts before anyone could say for sure that global warming exists. |  |  |  |
| 1. Climate changes can cause some animals and plants to die out. |  |  |  |
| 1. Because of global warming weather would be wetter all over the world. |  |  |  |
| 1. Global warming could cause new diseases in people. |  |  |  |

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

1. **Fill in the gaps with *a / an* if necessary.**
2. … garbage is not only ugly, but dangerous because it causes … air pollution.
3. In Canada people don’t realise that they throw out 10,000 tons of … waste.
4. Cars are … important part of … life for most people. But cars also cause … pollution and release fumes.
5. Over 14 billion pounds of … waste per year is thrown out to sea and it kills millions of sea animals.
6. If we want to breathe … healthy air we have to think about what we do.
7. Because of our lack of … knowledge there is now … huge hole over … Antarctic.
8. … water is … vital element of … life.

|  |
| --- |
| **Points \_\_\_ / 14** |

1. **Do the ecological R crossword.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | r |  |  |  | e |  |  |
| 2. | r |  |  |  |  | e |  |
| 3. | r |  |  |  |  | e |  |
| 4. | r |  |  |  |  |  | E |
| 5. | r |  |  |  |  |  | E |
| 6. | r |  |  |  |  |  | H |

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

1. **Cross out the word that CANNOT be used to fill in the gaps.**
2. Every day the world’s industrial nations *release / pour / throw* over 2 million tonnes of *pollutants / litter / poisonous* substances into the atmosphere.
3. A thousand new *chemicals / substances / waste* are manufactured every year.
4. Something only becomes a pollutant when it does *harm / damage / good*.
5. When coal, gas and oil are burned they release a number of *harmful / useful / poisonous* gases which can *harm / pollute / poison* people, plants and buildings.
6. After the school party we had to clean the *rubbish / waste / litter* from the hall.

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

1. **Teenagers of School Number 32 in Krasgorod started a “We Want a Clean City” campaign. They have written a report, but mixed up the active and passive voice.**

* Read the report and correct the mistakes (two sentences are correct)

1. We have been got the following results:
2. A lot of litterbins have put in our area.
3. We have prepared and held three school assemblies with junior school children to explain to them the harm in dropping litter.
4. We have been organised a school patrolling campaign to stop people dropping litter in school.
5. Contact with “Litterbugs” (Oklahoma) has established on the Internet.
6. We have prepared a lecture about recycling to make people aware of what it is.
7. We have been asked the handicrafts teacher at our school to develop two lessons to teach junior students how to reuse old plastic bottles.
8. An exhibition “New Old Things” (useful things handmade from waste) has organised in the school hall.
9. Four hundred kilogrammes of wastepaper have collected by the pupils of Class 9.
10. Because of our campaign we have been missed six English lessons at school.
11. Now we are afraid that a lot of errors in using the active and passive voice have made.

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

|  |
| --- |
| **Total \_\_\_ / 50** |

**Test (Unit 3)**

1. **Match sentences from both columns to make short conversations.**

|  |  |
| --- | --- |
| 1. I’ve heard Jane has made progress with her studies this year. 2. Jack was planning to go to a vocational college next year. 3. Sam’s planning to concentrate hard on his studies. 4. The majority of the class did quite well in the exam. 5. Both my friends got poor marks in the test. 6. Jane looked very sad after the lesson. 7. Sasha is now the best student in his Maths class and I’ve heard he won the Olympiad! 8. Roman took part in the Physics Olympiad yesterday. | 1. They must have prepared really well. 2. He must have won it. He has always been the best at Physics in his school. 3. He can’t have planned that. He has dreamt all his life of doing his A-levels and going to university. 4. They can’t have failed it. It was very easy! 5. She must have got a low mark! 6. He can’t have won it! It is extremely hard! 7. He must have got a lot of bad marks recently. 8. Yes, she must have studied really hard. |

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

1. **Read the article by Rebecca Stephens from the *Times Education Supplement* and decode what the underlined words and phrases mean.**

* Choose the best version.

1. a) improved b) had an effect on c) spoilt
2. a) taught more than was in the textbook

b) wasn’t very rude

c) didn’t only pay attention to the best students

3. a) a kind of textbook b) topics students should study c) optional topics

4. a) interesting b) useful c) difficult

5. a) shape and appearance b) science c) expression in his eyes

6. a) confused b) in trouble c) happy

7. a) fail b) be successful c) understand

I think it was my best teacher who (1) affected my career choice. I went to a secondary school and Mr. Leigh was my Physics teacher. My core subjects were Maths, English and Art. But Mr. Leigh was a particularly good teacher and he was partly responsible for me ending up doing Physics.

Physics is a difficult subject, but he made it so lively. He taught it well and he (2) wasn’t confined by the syllabus. I remember being impressed even then that Mr. Leigh wanted to teach us things that weren’t on the (3) syllabus. He would say, “I think you should know about this,” and so he taught us optics and cameras and lenses, and things like that – I’ve loved photography since.

He made an (4) obscure subject 100 per cent logical and clear. He broke it down into the elements so it made you think, “Of course, that’s it.” He wasn’t dramatic, and he had a gentle sense of humour, which I appreciated even then.

I can’t remember his face, but I can see his (5) physique – he was stocky, and grey-haired, quite solidly built. And I can see the way he stood, usually with a hand in his pocket, squarely, and he wore quite conservative clothes, tweedy jacket and a jumper. He was one of the few male teachers and he really did have the respect of the pupils. He was probably in his fifties.

I was (6) in a complete tizz as to what to do when I left. All three core subjects were equally attractive. When I give talks to young people in schools, I say to them, “If you don’t know what you want to do, be sure that you choose subjects you love because you will never (7) excel at ones you don’t.” And that’s the irony, in that I loved Maths, English and Art, but I ended up doing sciences, partly because of Mr. Leigh.

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

1. **Read these short stories from school life and complete the sentences at the end of each story.**

* Use the words in brackets.

1. It was my first week at a new school and I felt very embarrassed because I didn’t know anyone. So in the dining room when I was carrying my things to a table I suddenly lost my balance and fell right on a top of my tray! I felt awful but two guys and three girls helped me up and cleaned me off. After that we all became good friends.
2. If I hadn’t… (fall down / help me).
3. We wouldn’t… (become friends / come to help me).
4. I was in the Science class, and the boy I liked was sitting next to me. I was throwing paper balls at one of my friends and suddenly fell off my chair! The whole class laughed and I felt SO embarrassed.
5. If I… (throw paper balls / fall down).
6. The class wouldn’t… (laugh / fall down).
7. I woke up late for school… so I was in a hurry. When I came to the class, the boy I like pointed at my hand and face. There was ink all over my face and my hand! He must have thought I hadn’t washed!
8. If I… (wake up late / look in the mirror).
9. I would… (clean myself / look in the mirror).
10. I was in my Maths class and a student answered a problem correctly so the teacher threw a sweet to him, but he isn’t very good at throwing so the sweet hit me on the head! Everybody laughed including the teacher and I felt awful!
11. If the teacher… (throw the sweet better / hit me).
12. I wouldn’t… (feel awful / laugh at me).
13. I was in the Science class and we were in the lab. I went up to get some things that we needed. My best friend told me, “Just don’t drop the powder!” At the very moment the powder slipped out of my hand and dropped on the floor. In the clouds of dust all I could hear was the boy I like and my best friend laughing.
14. The powder wouldn’t… (slip out of my hand / be more careful).
15. If my best friend… (go to get the things / drop the powder).

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

1. **Fill the gaps with the prepositions in the box.**

|  |  |  |
| --- | --- | --- |
| I had my first contact (1) … English when I was six. My dad inspired me to listen (2) … the Beatles. I listened to them every day (3) … the next seven years. (4) … the beginning I could understand nothing (5) … what they were singing. But soon I started to understand individual words, especially the ones which appeared (6) … the song titles. | | to on  for in  with by  to of  in of |
| Later I got a book with the words (7) … all the songs. I read the book many times. I learned many songs (8) … heart. I sang the songs (9) … myself. Still, I understood very little of the meaning. It became my dream to learn English so well that I could understand the Beatles. So the Beatles were my first motivation. That is how I started (10) … my way towards learning English. | |  |
| **Points \_\_\_ / 10** | |

1. **Read the text about exam strategies that Cleo, a former school student, used and write whether the following statements are true (T), false (F) or NG (information is not given).**
2. Cleo thinks that special lessons helped her more than individual work. \_\_\_
3. She produced special materials that helped her learns. \_\_\_
4. Cleo tried to deal with easier subjects before dealing with more difficult ones. \_\_\_
5. Cleo enjoyed preparing for exams with her fellow students. \_\_\_
6. In revision lessons students had a chance to learn important new material. \_\_\_
7. In revision lessons the teacher gave the students tasks similar to exam activities and they had to do them at home. \_\_\_
8. Cleo passed her exams successfully. \_\_\_

When studying for my GCSE examinations, I used different ways to revise the material. These included studying individually as well as in study groups, at special lessons where revision techniques and topics were discussed and explain.

While studying individually, I would concentrate on one particular topic, and work out a card system that would help me remember what I have studied. I found some topics easier than others, for example, I spent more time revising for my scientific topics and Maths lessons. I tried to do them first and then move on to English literature and History, as I found these subjects easier.

When I studied in groups with fellow students we had discussions over topics and brought relevant information to the group. This helped a lot and was a fun way to revise as well.

When the teacher was giving a revision lesson we went over the questions and topics from previous lessons and discussed the most important things. Also sometimes we used a time frame. We tried to do exam-type activities in a given time and this prepared us for exam conditions.

I benefited from all of these revision techniques and I got nine GCSEs.

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

1. **Susan is a Year 8 at a normal comprehensive school in Britain. Which of the following must be true (T) about her?**
2. Susan hasn’t started secondary education yet. \_*F*\_
3. Science and English must be her core subjects. \_\_\_
4. She will be able to go to a university after finishing comprehensive school. \_\_\_
5. Chinese could be an optional subject at her school. \_\_\_
6. Susan’s school is a night school. \_\_\_
7. There are four terms in the school year at Susan’s school. \_\_\_
8. Susan has already finished primary school. \_\_\_
9. Susan doesn’t need to take Maths at her school. \_\_\_

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

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| --- |
| **Total \_\_\_ / 50** |

**Контрольная работа № 1 (Test Units 1-3)**

**Listening**

1. **You will hear a girl Lisa talking about friendship in her life. For questions 2-8 choose the best answer A, B or C.**

* You will hear each speaker twice.
* There is an example at the beginning.

1. With time Lisa understood that

A she might lose all her friends

* B she should work on her relationship with friends

C she should keep all her friends

1. Lisa can’t remember her primary school friends’ names because

A it was too long ago

B she had too many of them

C they changed too often

1. Lisa became shy because she

A didn’t want to talk to anyone

B stayed in a group with the same people

C didn’t have enough fun with her friends

1. After quarrelling with her friend, Lisa felt

A miserable

B irritated

C helpless

1. The people who helped Lisa get her confidence back were

A teachers and neighbours

B friends and parents

C doctors and nurses

1. On the first day of Year 10 Lisa made many new friends by

A starting conversations

B saying hello to everyone

C smiling at people

1. Now Lisa

A has a few friends

B has many friends

C has no friends

1. Lisa’s advice to anyone who wants to make friends is

A to join some clubs

B to go to parties

C to show readiness to communicate

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

**Reading**

1. **Read the story “Quite As a Mouse” by David Murray and tick the answers A, B, C or D as shown in the example.**

**QUITE AS A MOUSE**

Warm and snug in bed, Jimmy has just woken up. It’s early morning and he is listening very hard. Outside in the garden he can hear the birds singing, while the sunlight begins to creep round the curtain into his room. Inside the house it is silent. Jimmy listens hard – no, he still can’t hear them. Then he hears his mum come past his bedroom and go downstairs to get breakfast, and it’s quite again.

Jimmy tries to remember what happened the night before. He wanted to stay awake to see what happens at night. He thought if he stayed really still when everyone else was asleep he would be able to hear them. Of course, it was hard to stay completely still, not moving, not even to get cool on a hot night by sliding his leg across to a cold spot in the bed. Once his nose began to itch and he had to put his hand up to scratch it.

It all started the week before while his mother was trying to write her weekly shopping list. Jimmy was running around the kitchen and jumping up and down because he couldn’t wait to go out. His mum stopped writing and said, “Jimmy, sometimes you make more noise than an elephant. Couldn’t you be more like a mouse? You know what they say “quite as a mouse”. What’ll happen when you go to school?”

Jimmy stopped jumping, “What do you mean, Mum?”

“Well, at school you’ll have to learn to listen when the teacher is telling you something.”

Jimmy was thoughtful. “How quite is a mouse?”

“Well,” his mother said. “There are lots of mice in this old house but you can’t hear them because they don’t make any noise.”

For the next few days Jimmy went all over the house listening. In the sitting room he put his ear to the floor for a whole hour. Upstairs in his room he looked into a big cupboard and waited and waited. He even banged on the floor with his shoe to see if it would make the mice run around, so he could hear them. Still nothing.

Soon it was time for Jimmy to get ready to start school. His mother showed him how to write his name, bought him his first school uniform, a new blue bag and some coloured crayons. Jimmy was so busy he forgot to go listening.

After his first day at school, Jimmy’s dad asked him how he had got on.

“Well, the teacher asked me if there was something wrong because I didn’t say anything all day.”

“Why was that, Jimmy?”

“I don’t know why – I was quite as a mouse.”

1. In the kitchen Jimmy is playing

A with a friend

* B on his own

C with an elephant

D with his mother

1. While listening Jimmy

A doesn’t move at all

B talks to his mother

C moves from time to time

D shouts and laughs

1. The action of the story is likely to be taking place in

A spring

B autumn

C winter

D summer

1. Jimmy heard mice

A a few times

B never

C only once

D many times

1. On the first day at school Jimmy

A was the noisiest boy in the class

B was as noisy as the rest of the class

C talked to the teacher a lot

D was very quiet

1. Who got up to make breakfast?

A Jimmy

B Jimmy’s dad

C Jimmy’s mum

D Jimmy’s teacher

1. Jimmy can

A read books

B do sums

C make up stories

D write his name

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

**English in use**

1. **Read the following text and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.**

* If a line is correct, put a tick after it.
* If a line has a word which should not be there, write down this word.
* There are two examples at the beginning.

**MY PET’S A ROBOT**

|  |  |  |
| --- | --- | --- |
| For people who want a real pet but aren’t able to look  after one scientist in Japan have developed as a robotic cat  called NeCoRo. It can to sit stretch and “sleep”, although  it can’t walk. When you stroke it, it will purr, wiggle its  the ears and move its head, and sound sensors in its ears  mean NeCoRo can recognize its name when you to call it.  Doctors in the US were so impressed by the robotic  cat. They have been using it to help the long-stay  patients in hospital. Studies have shown that by strocking  a cat can make people feel relaxed and happy, bat with  the robotic cat they don’t have to be worry about feeding  it or having to find a litter tray. | *as*   1. \_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_ 7. \_\_\_\_\_\_\_ 8. \_\_\_\_\_\_\_ 9. \_\_\_\_\_\_\_ 10. \_\_\_\_\_\_\_ | |
| **Points \_\_\_ / 10** |

1. **Use the words given in capitals at the end of each line to form a word that fits the space.**

* There is an example at the beginning.

**LEONARDO DA VINCI**

|  |  |
| --- | --- |
| One of the truly great minds of all time, the 15th century Italian artist Leonardo da Vinci was far ahead of his time, giving the world not only the Mona Lisa and his other extraordinary works of art, but also designs for a helicopter, military tank, submarine, bicycle – and even the sewing machine – among many other incredible advanced innovations. | |
| Yet despite his genius – and the many dozen full notebooks he left to us – the man Leonardo remains largely (0) *unknown* and there is no way of knowing his deep (1) \_\_\_\_\_\_\_ or even what really drove his restless being. Illegitimate and badly educated, he made his own way through the world with (2) \_\_\_\_\_\_\_ and the power of his extraordinary mind, fuelled by an intense curiosity to (3) \_\_\_\_\_\_\_ the heart and motion of everything that surrounded him. He always (4) \_\_\_\_\_\_\_, ignoring the restrictions on learning from the Church: “How does light work? How do we see? How does blood circulate through the body? It is (5) \_\_\_\_\_\_\_ to create truly life-like image using paint or stone? Can man ever (6) \_\_\_\_\_\_\_ using some kind of apparatus – or (7) \_\_\_\_\_\_\_ the bottom of the sea, while still breathing?” | KNOW  THINK  DETERMINED  DISCOVERY  QUESTION  POSSIBILITY  FLIGHT  EXPLORATION |

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

**Writing**

1. **Read this postcard you got from your friend and write an answer. Your postcard should answer your friend’s question and be no longer than 50 words.**

|  |  |
| --- | --- |
| Dear Vanya,  There are only two weeks now before I come to Russia. I can hardly wait to see you. I’ll stay with you for a week and I hope both of us will have a great time.  What clothes will I need in Saint-Petersburg in winter? I have never been to Russia and I need you advice.  See you very soon,  Yours  Julia | **Ivan Petrov**  **Flat 65,**  **12, Zhukova Ave.,**  **Saint Petersburg,**  **199033,**  **Russia** |

**Speaking**

1. **You want to take an English course in a language school in Britain. Phone their office to find out some information about the course.**

* Ask about the following:
* when the course starts
* hours per week
* the price of the course
* any final test / exam?
* any certificate?
* how to enrol (записаться)

**Test (Unit 4)**

**1a. Listen to five short interviews with American students and match the topics and the number of the interview.**

* There is one extra topic.

|  |  |
| --- | --- |
| 1. Adam 2. Emily 3. Meagan 4. Ryan 5. Rachel | 1. dangerous driving 2. cold weather 3. variety of goods and food 4. language difficulties 5. enjoying oneself 6. strange pastime |
| **Points \_\_\_ / 5** |

**1b. Listen again and decide whether the statements are true (T) or false (F).**

1. Adam feels at home in Novosibirsk. \_\_\_
2. Adam wants to visit Russian again. \_\_\_
3. Emily knew some Russian before she arrived. \_\_\_
4. Emily needed a lot of help during her stay. \_\_\_
5. Meagan thinks that Russia and America are alike. \_\_\_
6. Meagan was surprised to see people going on foot. \_\_\_
7. Ryan got bored during his trip. \_\_\_
8. Ryan doesn’t like Russian schools. \_\_\_
9. Rachel likes Russian souvenirs. \_\_\_
10. Rachel sometimes feels hungry in her host family. \_\_\_

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

1. **Read the text and fill in the gaps with *a, the* or zero article.**

**DUDINKA**

Dudinka is further to the north that any other seaport on our planet! On (1) … map you will find it far beyond the Arctic Circle, not far from (2) … Norilsk. The two cities are connected by (3) … most northern railway in the world. Dudinka is (4) … largest river port and seaport on (5) … great Siberian river Yenisey. Dudinka is the capital of (6) … Taimirsky Region where people of (7) … North – Dolgans, Ngansans, Nentses, Entses and Evenks – have been living since ancient times.

Dudinka was founded in (8) … second half of the seventeenth century, in 1667. The one stone structure in Dudinka was (9) … only church, which was destroyed in 1868. A local merchant called Sotnikov took it to (10) … Norilsk Mountains and constructed (11) … metal melting furnace (плавильнаяпечь) from the stone. (12) … new wooden building appeared on the banks of (13) … Yenisey instead; it was (14) … charming small church with (15) … bell tower in which there were seven bells.

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

1. **Fill in the gaps using the appropriate form of the word in the box.**

* The first one has been done for you.

|  |  |
| --- | --- |
| It is really very (1) *exciting* to be in Russia. I have noticed many things since I have arrived, such as the Russian love of pets, the (2) … of rest at the dacha and sour cream on everything – they think it (3) … the taste of food. In my (4) …, Russians are very warm and (5) … to each other in private situations. Russians always bring each other (6) … when they visit, and the amount of food and tea involved in a visit to a Russian home is (7) … . Nothing can prepare you for life in Russia – it’s a (8) … country. I tell myself that it’s place I wanted to go to (9) … the unexpected. | 1. EXCITEMENT 2. NECESSARY 3. IMPROVEMENT 4. EXPERIENCED 5. WELCOME 6. PRESENT 7. CHALLENGE 8. UNIQUENESS 9. APPRECIATION |

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

1. **Choose the correct form.**
2. They’*vebeen travelling / have travelled* almost the whole week, but they haven’t visited all the places they planned to yet!
3. My granny *has been saving / has saved* nearly half of her yearly pension so that she can spend it on a holiday in the Valdai area – she’s keen to see the source of the Volga.
4. Michael Palin *has crossed / has been crossing* the Earth from pole to pole and *has made / has been making* a fantastic documentary about his adventures.
5. You *have been searching / have searched* through the world atlas for quite a while – are you looking for any particular information? Can I help you?

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

1. **Read this e-mail and choose the best alternatives.**

From: antonio@hotmail.com

Date: Wednesday, January 8, 2006, 9:45

To: helen@hotmail.com; larry@yahoo.com; nicolas@aol.com

Cc: david@yahoo.com; katherine@usa.net

Subject: News from St. Petersburg

I got to St. Petersburg (1) *in / by* train. I must say Russians have very comfortable trains, and what is also good – their trains are very reliable: if it says it arrives (2) *on / at* 8 a.m. – bang (3) *on / at* time you are there! Prices vary (4) *from / at* $20 to $70 depending (5) *from / on* what level of comfort you can afford. As you know, my travel expenses are covered (6) *from / by* company, so they bought me a ticket in a two-berth compartment. I arrived (7) *to / in* St. Petersburg on a gorgeous day – sunny and very bright, and VERY COLD! Although the annual average temperature is never very low, and the bay very often remains ice-free, some winters can be really freezing!

Love and hugs to you all,

Antonio

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

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| **Total \_\_\_ / 50** |

**Test (Unit 5)**

1. **Do the crossword.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | A |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | U |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | S |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | T |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | R |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | A |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | L |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | I |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | A |  |  |  |  |  |  |  |  |  |  |  |  |

1. It is what tourists like to see and visit.
2. Opposite of available.
3. It is something giving a beautiful view.
4. It is a part of an airport.
5. Before flying you need to make a … .
6. Building or several buildings where you go at the beginning and end of a journey by plane.
7. … property office.
8. Check-… desk.
9. It is where you stay when you travel.

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

1. **Fill in the gaps with words from the box.**

|  |
| --- |
| offers attractions bed and breakfast  magnificent full range impressive facilities  terminals spectacular accommodation |

The city of Canberra, capital of the Australian Capital Territory, was designed by the American architect Walter Burley Griffin. The city is famous for its (1) … architecture and its large green areas with around 12 million trees.

Canberra is home to the Australian government, and you can visit Parliament House, the National Gallery of Australia and the Australian National Botanic Gardens. As well as offering a (2) … of culture the city also (3) … a lively entertainment scene, including its theatres and cinemas.

The city surrounds Lake Burley Griffin, a beautiful but artificial lake that offers a (4) … view. The city is to the north of the lake, with the main road running through. Off this road you will find the main shopping areas, (5) … banks, post offices and bus (6) … . The main tourist (7) … are on the triangle made up of Commonwealth Avenue, Constitution Avenue and Kings Avenue. There is also a large range of tourist (8) … available around Canberra, mainly hotels and motels with excellent (9) …, although there are also a few (10) …, hostels and campsites.

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

1. **Put in a question tag to connect the two phrases.**

**Example:** “Let’s visit the castle, *shall we*?” – “Yes, sure, why not?”

1. “I can take this on the plane, …?” – “I’m sorry, but it’s impossible.”
2. “Let’s go to the beach and watch the surfers, …?” – “Good idea.”
3. “I’ve called already. You have reserved the room, …?” – “Yes, as we agreed.”
4. “Still, I can have full board, …?” – “Certainly, sir.” (ask for confirmation)
5. “Let’s visit Ann today, …?” – “Yes, I’d be glad to.”
6. “I can play with my credit card, …?” – “Yes, it’s OK.” (ask for confirmation)
7. “It will be all right to call you, …?” – “Yes, fine.” (ask for confirmation)

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

1. **Fill in the gaps with the necessary prepositions.**

During our last holiday in Australia, we went (1) … Darwin in the far north. From there we participated (2) … a three day expedition to Kakadu National Park, where *Crocodile Dundee* was filmed. We had a really great time there, with lots of bushwalking, swimming (3) … waterfalls and great nature. It was really hot and humid, around 40 degrees Celsius.

Back in Darwin, we rented a car and went south. (4) … our way we could see how the scenery gradually changed from tropical forest (5) … a drier landscape with small trees, and finally desert. After a few days on the road we arrived (6) … Alice Springs approximately in the middle (7) … the continent, and from here, the best-known landmark, (8) … Australia, Uluru (Ayers Rock) was only a day trip away. We climbed Uluru early one morning and watched the sunrise from the summit, and later we visited attractions like the Olgas, Kings Canyon and more.

All in all it was a fantastic trip, and we returned (9) … Newcastle on 10 October.

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

1. **Match these short dialogues and the places in the airport where they could be recorded.**

|  |  |
| --- | --- |
| 1. Duty free store 2. Departure gate 3. Check-in desk 4. Passport control and customs 5. Lost property office 6. Restaurant 7. Information desk | A – Your ticket, please.  – Here you are.  – Thank you. This is your boarding card.  B – What is your final destination?  – Sydney, Australia.  – What is the purpose of your visit?  – I’m traveling as a tourist.  C – Can I help you?  – Yes, please. Could I have a cup of coffee and a cheeseburger, please?  – Here you are. That’s seven pounds fifty five.  D – Can I help you?  – Yes. I’m afraid I’ve lost my umbrella.  – Could you describe it, please?  E – Excuse me, I need a souvenir for my niece. She is five. – Oh, sure. We’ve got some nice koala bears and theses kangaroos.  – Right… And how much is this?  F – Excuse me. Is this the gate for Flight BA 354?  – Yes, sir. Could I see your boarding pass, please?  – Here it is.  G – Excuse me, what is the boarding time for Flight 354?  – Five thirty.  – Thank you. |

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

1. **Translate the following into English.**
2. Санкт-Петербург – второй по величине город в России.
3. К-2 – вторая высочайшая вершина в мире. (two ways)
4. Миссисипи – самая длинная река в Северной Америке. (two ways)
5. Колибри (hummingbird) – самая маленькая птичка на земле. (twoways)

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

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| **Total \_\_\_ / 50** |

**Контрольная работа № 2 (Test Units 4-5)**

**Listening**

1. **You will hear of an interview with a psychologist, Dr. Jenkins. For questions 1-6 complete the sentences. You will need to write a short phrase.**

* You will hear the recording twice.
* There is an example at the beginning.

Dr. Gill Jenkins believes that to deal with deadlines you should firstly *try to relax* (1) and secondly \_\_\_\_\_\_\_ (2). If you want to relax, plan \_\_\_\_\_\_\_ (3) in between your work schedule. You will also need to have \_\_\_\_\_\_\_ (4) to work. After some hours of work you may do something you want to do in order to \_\_\_\_\_\_\_ (5). Also you should plan your work together with your friends so that \_\_\_\_\_\_\_ (6). If you eat lots of foods with proteins and carbohydrates during your exams, it will make you \_\_\_\_\_\_\_ (7). If you don’t drink enough during exams, \_\_\_\_\_\_\_ (8) will become worse.

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

**Reading**

1. **Read paragraphs A to F and match them with the headings.**

* There is one extra heading that you will not need to use.

|  |  |
| --- | --- |
| 1. **A new way to attract tourists** 2. **A place to use your hands** 3. **The artists try to keep traditions** 4. **Some plans for the future** 5. **A big variety of places to visit** 6. **The best place to taste traditional food** 7. **The history of a traditional souvenir** | \_\_\_\_\_\_*A*\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| **A**  In the middle of the 1990s, St. Petersburg  business man Sergey Gutsait decided to  create a tourist village to serve as a magnet  for cruise ships travelling the popular waterways north of St. Petersburg. Today, Verkhniye Mandrogi is an idealised representation of a traditional Russian village as it might have looked during the 19th century. At the height of the tourist season, between 700 and 2,000 people disembark daily at the village, set on a bend in the Svir River about 300 kilometres northeast of St. Petersburg. | **B**  Behind the houses are orderly vegetables gardens, orchards and open terraces, beyond which stretches out the vast forest. The village also includes a windmill, a market selling locally grown foods, a village inn and restaurant, cafes and bliny bars, and souvenir shops. And there are some more exotic attractions – such as a baby bear, a handful of elk, and a small quail farm producing meat and eggs for the village’s restaurants. |
| **C**  Verkhniye Mandrogi’s main attraction, however, is the “town of craftspeople” that forms the central part of the village – and gives visitors the opportunity to engage in some traditional Russian bartering for some ultratraditional Russian souvenirs. The “town” is, in really, a large, two-storey building that houses workshops of weavers, embroiderers, painters, sculptors and other artists. Visitors are also invited to try their hands at the crafts, and many end up taking their own works home with them. | **E**  Mostly young artists and craftspeople – whose presence during the summer triples the village’s winter population of 42 – are drawn mainly from St. Petersburg and come to Verkhniye Mandrogi for the summer season, with many returning years after year. Their task is to continue some traditional Russian crafts, some of which were recently on the verge of dying out.  For example, the lace makers are mainly graduates from art colleges in St. Petersburg, and have all spent their times travelling around northern Russia collecting samples of traditional laces and weaving techniques. Now, they create items using the same technology as in the 19th century, often on machines that have survived from the era. |
| **D**  The workshop devoted to producing “matryoshkas” features a portrait of the inventor of the nesting wooden doll, Sergey Malyutin (1859 – 1939). Often seen as an age-old Russian craft, “matryoshkas” actually only date back to the end of the 19th century. Around 1889, Malyutin produced a representation of a healthy, smiling peasant girl in a headscarf holding a black rooster. Since then, the “matryoshkas” has firmly established itself as a symbol of Russia and includes a variety of subjects, from traditional figures to presidents of the United States and figures from popular culture such as Harry Potter. | **F**  Verkhniye Mandrogi’s general director, Alexei Zyukin, said that while much has been accomplished, the village’s management is far from resting on its laurels. “We’re starting work on a larger, 150-room hotel, to be built in stages, and a new road is being build that will shorten the trip from Podporozhye,” he said. “We’re also planning a church, but that will be built on the water and is not so easy to achieve.” |

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

**English in use**

1. **Complete these sentences by choosing A, B, C or D as shown in the example.**
2. When you arrive at the airport, the first thing you must do is present yourself at *B* .

A the welcome desk

B the check-in desk

C the entry desk

D the arrival desk

1. When you arrive, you show your ticket and your passport, have your luggage weighed, then you are given \_\_\_.

A a pass

B an embarkation card

C a ticket

D a boarding card

1. On the plane you can have a window seat, a middle seat or \_\_\_.

A a walkway seat

B a corridor seat

C an aisle seat

D a hall seat

1. Before you go to the plane, you have to go through passport \_\_\_.

A control

B inspection

C check

D review

1. If you have lost something, try \_\_\_.

A the luggage reclaim area

B the lost property office

C the check-in desk

D the departure lounge

1. Before you land, sometimes you have to fill in an extra card depending on where you came from and where you are going. This card is called \_\_\_.

A a lending card

B an arrival card

C a destination card

D a welcome card

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

1. **Read the passage below and write the appropriate form of each word in brackets in the numbered blanks.**

* There is an example at the beginning.

**UFO LANDS IN LONDON**

|  |  |
| --- | --- |
| 1. On 31 March, 1989 thousands of motorists driving on the highway outside London (look) up 2. in the air to (see) a glowing flying saucer descending on their city. 3. Many of them (pull) to the side of the road to watch the bizarre craft float 4. through the air. The saucer finally (land) in a field on the outskirts 5. of London where local residents immediately (call) the police to warm 6. them of an alien invasion. Soon the police (arrive) on the scene, 7. and one brave officer (approach) the craft. When a door 8. in the craft (open), and a small, silver-suited figure emerged, 9. the policeman (run) in the opposite direction. The saucer 10. turned out to be a hot-air balloon that (be build, specially) to look like 11. a UFO by Richard Branson, the chairman of Virgin Records. He (combine) 12. his passion for ballooning with his love of jokes. His plan (be) to land 13. the craft in London’s Hyde Park on 1 April. Unfortunately, the wind (blow) him 14. off course, and he (be forced) to land a day early in the wrong place. | 1. *looked* 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_ 11. \_\_\_\_ 12. \_\_\_\_ 13. \_\_\_\_ 14. \_\_\_\_ |

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| **Points \_\_\_ / 13** |

**Writing**

1. **Your British friend, Andy, has written to you:**

…We are busy now preparing for Christmas: buying presents, Christmas decorations, food. I like this time of year very much. Everything around looks so beautiful, like in a fairy tale. The whole family gathers together on Christmas every year and I can’t wait to see all my cousins soon. And what is it like in Russia? Do you celebrate Christmas? And what are you doing now to prepare for it?

Look forward to hearing from you.

Andy

**Write a letter of about 100-120 words in reply to Andy’s letter describing how you celebrate New Year / Christmas and how you prepare for this celebrate.**

**Speaking**

1. **Give a short talk on travelling.**

Remember to mention:

* reasons people have for travelling
* your best journey
* why travelling is important / not important to you

You will have to speak for 1-2 min. Then the teacher will ask you some questions on the subject.

**Test (Unit 6)**

**1a. Listen to the radio news and put the topics in the order they come in the programme.**

A Manchester United has won one more match. \_\_\_

B New jobs – government initiative. \_\_\_

C Incredible spring temperatures. \_\_\_

D Competition for some university courses getting tougher. \_\_\_

E Earthquake death toll increasing. \_\_\_

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

**1b. Listen again and decide whether the following statements are true (T) or false (F).**

|  |  |  |
| --- | --- | --- |
| **Statements** | | **T / F** |
| 1. The rescue operation on the site of the earthquake has stopped, as there was no hope of finding anybody alive. | |  |
| 1. More than a hundred people died in the earthquake. | |  |
| 1. The new government programme is aimed at people over 40. | |  |
| 1. The most popular courses in the universities are for teacher training. | |  |
| 1. There were serious fights between football fans the whole night. | |  |
| 1. Manchester United has a lead of five points over the second term. | |  |
| 1. Spring is not so good this year, as the weather is mostly damp and rainy. | |  |
| 1. There could be traffic jams on the motorways, as people go to the seaside for the weekend. | |  |
| **Points \_\_\_ / 8** | |

1. **Look at the following pictures and label them with the people’s occupations.**
2. \_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_

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

1. **Read the following headlines and match them with the appropriate story below.**
2. **STORY NOT WORTH DYING FOR**
3. **Health: Mums can run *faster*, longer**
4. **Human cloning may be impossible**
5. **Man cleared of crime after 7 years in prison**
6. **Dangerous virus here to stay, say doctors as cases multiply**

A \_\_\_

Childbirth may help women to run long distances. Once-famous athlete and now mother of three, Zola Budd has returned to run in the London Marathon.

B \_\_\_

An American team of researchers failed to clone monkeys, as they say the technique, which worked for sheep, pigs and mice, doesn’t work for primates.

C \_\_\_

Reporting a war is sometimes so dangerous that a *Times* correspondent asked to be sent home because he didn’t want to die on the battlefield while writing his reports, sometimes “armed” only with his camera and very often left unprotected by the military.

D \_\_\_

The new virus that has killed 100 people will take longer to fight, as it is likely to change and mutate.

E \_\_\_

A man who had not committed the crime for which he had spent seven years in jail had his name cleared in the High Court yesterday and received a public apology from one of the country’s leading judges.

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

1. **Fill in the gaps using one of the relative pronouns from the box.**

|  |
| --- |
| who which (2) whose where |

CONCORDE, (1) … was the world’s most elegant aeroplane, stopped flying in October 2003. The British Airways Chief Executive, (2) … speech opened an emotional ceremony to celebrate Concorde’s “retirement”, said the plane, (3) … has flown both celebrities and ordinary passengers for more than 25 years, deserves to retire British Airways decided to plane the “retired” planes in a museum, (4) … Concorde is going to be on display for visitors as part of aviation history. BA offered a final unique flight for passengers (5) … were keen to have a once-in-a-life-time experience.

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

1. **Open the brackets and rewrite the sentences using *which, who* and *where* so that they have relative clauses.**
2. This is a photograph of my daughter (she is an artist).
3. Thank you for the information (it was very helpful).
4. We often go to our dacha in summer (it is only 30 km away).
5. We went to Siberia last year (our relatives live there).
6. The road accident caused traffic jams (they prevented us from coming on time).
7. My friend has gone to hospital for some tests (they need to be done as quickly as possible).
8. Some newspapers focus on celebrities’ private life (this is not fair, I think).
9. My friend was late for classes today (he is nearly always on time).
10. We looked up at the sky (it was very starry that night).

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

1. **Open the brackets using the correct tense: the Present Perfect or Past Simple.**

**THE HISS OF LIFE**

**OR HOW A NURSE SAVED**

**A SNAKE NAMED NIPPER**

When a snake (1) … (stop) breathing during surgery, veterinary nurse Claire Farina (2) … (revive) it with the “kiss of life”. As she (3) … (blow) gentle into the reptile’s mouth, she (4) … (keep) thinking about its young owner, knowing he would be heartbroken if it (5) … (die). Thanks to her, the pregnant five-foot Californian king snake (6) … already (deliver) five little ones. “It (7) … (be) a bit scary getting so close to Nipper’s big teeth,” Miss Farina, 23, (8) … (tell) us yesterday. “I’m happy Nipper (9) … (gave birth) successfully to five mini-Nippers!” The brown and white striped king snake, which is not poisonous and is similar to a harmless python, (10) … (be owned) by 13-year-old Ryan for four years. The snake (11) … never (produce) young ones before. “When Nipper suddenly (12) … (become) still it was a horrible moment. So I thought it was worth trying the so-called kiss of life – though because the patient was a snake it was more like the hiss of life!”

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

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| **Total \_\_\_ / 50** |

**Test (Unit 7)**

**1a. Listen to the interviews with people talking about their jobs and match the professions with the speakers.**

|  |  |
| --- | --- |
| Speaker 1  Speaker 2  Speaker 3  Speaker 4  Speaker 5 | 1. a flight attendant 2. a boxing manager 3. a band leader 4. a photo journalist 5. a language teacher |

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

**1b. Listen once again and write down the number of the speaker who mentions that he / she**

has to learn foreign languages \_\_\_

works in a team \_\_\_

earns his / her living from music \_\_\_

has a creative job \_\_\_

works under pressure \_\_\_

serves meals \_\_\_

doesn’t have to work from 9 to 5 \_\_\_

performs in public \_\_\_

likes having long holidays \_\_\_

has done a sport \_\_\_

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

1. **Choose the correct phrase in italics to complete the sentences.**
2. I like / I’d like to have some useful work experience before I go to university.
3. I like / I’d rather working in a team and the feeling of involvement – it’s exciting.
4. I’d like / I’d rather get a degree and then decide what to do as I want to stay with my age group.
5. I’d like / I’d go for the benefits of a university education, as practically every employer now asks if you have a degree.
6. I like / I’d go for doing something that could be useful for my future career, so I try not to miss any opportunities of getting a part-time job.

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

1. **Translate the phrases from Russian into English.**
2. хорошо зарабатывать
3. выступать перед аудиторией
4. идти по чьим-либо стопам
5. профессиональные перспективы

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

1. **Put the verbs in brackets in the future continuous or future perfect tense.**
2. By the time I get my degree I … (to make) enough useful contacts in my field to find a good job.
3. At this time tomorrow I … (to sit) in an examination room trying to cope with my worries and fears.
4. By June 2007 I … (to finish) school – what a joy!
5. By the end of June we … (to take) the final exams and … (to enjoy) ourselves.

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

1. **Fill in the gaps with one of these conjunctions *neither… nor…, either… or…* .**
2. After leaving school, a lot of students now … go straight to university … have a gap year.
3. The only thing I know about my future is that I would … like to have a nine-to-five job … work away from home.
4. During a gap year students … travel around the world … work in the place where they live.
5. One can … go to university to study journalism … start with a local paper and hope to get practical experience.
6. … girls … boys should be pushed into certain careers. Personally I feel safer with women pilots and male nurses.

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

1. **Complete the sentences with the phrases that go with the word *work*.**
2. When you have to stay in the office after all your colleagues have left, that means you work … .
3. When you have your boss constantly nagging you and reminding you to do one thousand little things it means you work … .
4. When you have a group of colleagues and you discuss together how to achieve your goal it means you work … .
5. When you get into university and you realise you don’t have enough money to go out with your friends you have to work … .
6. When you want to gain more understanding of your career options and at the same time learn more practical things, you go to a company to work there for free as a trainee to get work … .

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

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| **Total \_\_\_ / 50** |

**Test (Unit 8)**

**1a. Listen to the introduction to the guided tour around the Reading Room of the British Museum and tick the instructions the guide gives to the visitors.**

1. Don’t talk. \_\_\_
2. Don’t use other languages. \_\_\_
3. Ask questions only when you invited to. \_\_\_
4. Walk around the entrance lobby. \_\_\_
5. Stay in group. \_\_\_

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

**1b. Listen to the guided tour and write T (true) or F (false) next to each statement.**

1. The Reading Room is very famous. \_\_\_
2. The Reading Room has recently been renovated. \_\_\_
3. You have to pay to use the Museum’s information centre. \_\_\_
4. Touch screens are very easy to use. \_\_\_
5. You can borrow books from the Reading Room. \_\_\_

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

1. **Use *worth + Ving* to express the same idea in one sentence.**

**Example:** This audio guide is quite good. Try it. – *This audio guide is worth trying*.

1. It isn’t a good idea to go to the museum now. It’s almost closing time.
2. Russian rural churches are so beautiful! You’ll enjoy visiting them.
3. Go and see the new display in the London Transport Museum. It’s so exciting!
4. This TV programme was so stupid. I’m sorry I spent time on it.
5. I’m glad we stayed till the end of the show. The most interesting thing happened at the end.

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

1. **Match the beginnings of the conversations in list A with an appropriate reply in list B.**

|  |  |
| --- | --- |
| **A**   1. It’s getting cold here. 2. How did you get lost? 3. I got a real shock yesterday. 4. Get in touch with me later in the week. 5. I got completely soaked! | **B**   1. I will. I’ll send you an e-mail as soon as I’m home. 2. Why? Was it raining heavily? 3. I think I missed the turn and took the wrong exit n the motorway. 4. What happened? Did you get a nasty letter? 5. Yes, let’s close the window, shall we? |

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

1. **Fill in the blanks using one of the ways of expressing the future.**
2. We … to make the majority of our displays interactive to attract teenagers.
3. The Board of Directors are … to renovate the facilities of the library.
4. We … open three new rooms in our information centre by the end of the academic year.
5. I … this new policy in attracting families with children to our local picture gallery will increase the interest in our collections.
6. The local government … sponsor the new project at the Museum of Fine Arts.

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

1. **Write the words in the horizontal spaces and you will get the name of a famous museum in the green vertical line.**

**Museum Puzzle**

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|  |  |  |  |  |  | 5 |  |  |  |  |  |  |  |  |  |  |
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|  |  | 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | 8 |  |  |  |  |  |  |  |  |  |
|  |  |  | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. You can see it in a museum.
2. You sometimes have to do this at the ticket office.
3. You bring it from a place you have visited.
4. Things that are kept or collected because they are connected with a famous person, event or time.
5. A person who comes to a museum.
6. A guided … round a museum.
7. If you want other people to see something you put it on … .
8. This person takes you on a guided tour.
9. A magnificent … of prehistoric tools.

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

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| **Total \_\_\_ / 50** |

**Контрольная работа № 3 (Test Units 6-8)**

**Listening**

1. **You will hear an interview with a famous dancer, Mark Morris. For questions 2 to 8, decide whether each statement is true or false.**

* In the box write T, if the statement is true and F if it is false.
* You will hear the recording twice.
* There is an example at the beginning.

1. Mark finished school earlier than his peers. *T*
2. Mark started to study dancing as a teenager. \_\_\_
3. It is not easy for Mark to dance. \_\_\_
4. It was pleasant for Mark to learn the main dance skills. \_\_\_
5. Mark prefers traditional dance forms to modern. \_\_\_
6. Mark likes to invent new dances. \_\_\_
7. Mark likes to see a new dance finished. \_\_\_
8. Mark doesn’t like to travel by air. \_\_\_
9. Mark thinks that everyone should study only what they like. \_\_\_

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

**Reading**

1. **You are going to read a leaflet offering a number of tours around Prague. For questions 2-11 choose from the descriptions A-F.**

* Some descriptions may be chosen more than once.
* When more than one answer is required, these may be given in any order.
* There is an example at the beginning.

Which walk is likely to be chosen by

|  |  |  |
| --- | --- | --- |
| * people of different ages and physical condition * those who would like to see the main attractions of the city * a person interested in the history of the country * a person interested in the style of buildings * those who would like to see the city from the water * those who would like to take pictures * someone who is interested in fairy tales and folklore * tourists who want to see some special places * those who would like to know some mysterious facts * those who would like to have a snack during their walk * tourists who want to see all the main attractions. | | 1. *F* 2. \_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_ 7. \_\_\_\_\_\_\_\_ 8. \_\_\_\_\_\_\_\_ 9. \_\_\_\_\_\_\_\_ 10. \_\_\_\_\_\_\_\_ 11. \_\_\_\_\_\_\_\_ |
| **A**  **Prague Intro**  A past both glorious and tragic. Taking in all the principal and some of the hidden sights, this walk is an interactive history lesson in which the buildings, monuments, streets and personalities of Prague tell the captivating story of the city through time.  **B**  **Prague Castle**  Following a short, picturesque tram ride we will explore Prague Castle and the Cathedral of St. Vitus. These buildings have dominated the panorama of the city for the past millennium and their changing fortunes through time reflect those of the Czech nation. Perhaps the most enchanting walk, be sure to bring your camera!  **C**  **Legend and Mystery Tour**  Discover the legends and folklore of the magical capital of the Old Europe. Its narrow streets and ancient buildings conceal strange tales and stories and mysterious messages. From the Old Town churches to the speaking stones of the Charles Bridge, this walk tells the history of Prague and its people in a fascinating light. | | **D**  **The Old Town and Architecture**  A thousand years of history. Romanesque, Gothic, Baroque, Neoclassical, Art Nouveau. Appreciate Prague’s historical development and unique architectural heritage to the full on this pleasant walk through the Old Town, which looks at the principal styles of European architecture illustrated by some of the city’s most impressive buildings.  **E**  **Prague by Bike**  For those who prefer two wheels to two feet, this tour takes in a lot more than is possible on a usual walking tour. Our route takes in many of the principal sights and monuments and includes a break for refreshments at a classic garden. If you haven’t ridden for a while, come and try our great bikes – this tour is not tiring and is suitable for people of all ages.  **F**  **Prague by Boat**  A pleasant, relaxing way to see Prague from a different perspective is our river boat tour. Following a short Old Town walk we sail through the centre where you will see many of the key monuments and sights continuing through some interesting quarters of the town which most visitors do not usually see. | |

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

**English in use**

1. **Read this Slovenian tale and write the appropriate form of each verb in brackets at end of the line.**

* There is an example at the beginning.

**PETER KLEPEC**

|  |  |  |
| --- | --- | --- |
| 1. Peter Klepec (be) a poor, weak shepherd. Every day he climbed 2. into the hills above the village and he (sit) under a tree 3. and (watch) his sheep. The other boys from the village always 4. used to beat Peter because he was weak and he never (fight) back. 5. Some even (throw) stones at him. One day while 6. he (watch) over his sheep, 7. he (find) out that one of them was missing. He went higher 8. and higher into the mountains, where he (see) a beautiful girl 9. who (fall) asleep in the sun. he carried her into the shade 10. and (make) a bed of flowers for her to lie on. When 11. she (wake) up and opened her eyes, she saw the boy standing beside her. 12. She was very thankful and she (give) him a drink of powerful 13. mountain water. Before he (know) it this made him as strong as 14. an ox, and he (test) his newfound strength on a tree. 15. He (pull) the tree up by its roots and 16. (toss) it over his head into the distance without any trouble at all. 17. So the next time the village boys (decide) to bully him, 18. he showed them all what a mistake they (make). And the 19. village boys never (bully) him again. | | *was*  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_ |
| **Points \_\_\_ / 18** | |

1. **Complete the second sentence so that it has a similar meaning to the first sentence, using the given word.**

* Do no change the given word.
* You must use between two and five words, including the given word.

1. It’s not necessary for you to bring warm clothes. **have**

You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ warm clothes.

1. Whose car is this? **belong**

Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

1. I would prefer to go by car. **rather**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by car.

1. Jim started writing this letter at 3 p.m. and he is still doing that. **been**

Jim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for three hours.

1. I last went to the cinema a year ago. **not**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the cinema for a year.

1. I bought this bike last summer. **since**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ last summer.

1. Don’t phone me at 6 p.m. it will be my dinner time. **having**

Don’t phone me at 6 p.m. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dinner.

1. By the end of this month my exams will be over. **taken**

By the end of this month I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my exams.

1. Sunday is their tenth wedding anniversary. **will**

On Sunday they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for ten years.

1. This classroom is too small for 30 students to be in. **enough**

This classroom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for 30 students to be in.

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

**Writing**

1. **You have just returned from a school trip to a local attraction.**

* Write a letter of 100-120 words to your British friend describing your trip.
* Write about:
* where you went
* what was good / bad
* your impressions

Remember to use paragraphs.

**Speaking**

1. **Your English friend, Tim, is going to spend two days in your town. You need to decide where to take him.**

The possibilities are:

* a museum of local culture
* a disco
* an art gallery
* your friend’s birthday party

Talk to Tim and decide which two places you will visit together. Remember to discuss all the possibilities.

**Test (Unit 9)**

**1a. Read and fill in the gaps in the diagrams.**

|  |  |  |
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| **Survey finds teenagers enjoy reading, but lack time**  Teenagers enjoy reading for fun and would read more if they had time. That was among the findings of a recent online survey by SmartGirl. Com and the Young Adult Library Services Association (YALSA). A total of 3,072 young adults ages 11-18 responded, including 59 per cent girls and 41 per cent boys. |  | |
| Seventy-two per cent of the respondents said they read for fun when they have the time. 81 per cent of girls and 62 per cent of boys said they would read more if they had the time.  Among their favourite books during the past year were literary classics such as *To kill a Mockingbird* and *The Catcher in the Rye*; Stephen King best-sellers; and the popular Harry Potter series. Mysteries were cited as the most popular type of books among teens followed by adventure, |  | |
| horror and true stories.  When kids are not reading books, they say they are reading magazines (more than 66 per cent), newspapers (59 per cent) and even the back of cereal boxes (48 per cent). Seventy-seven per cent of teen girls reported reading teen magazines dedicated to fashion and beauty. Nearly half of the boys surveyed read magazines about video games, | C. What kids read  1 … 2 … 3 … | |
| while 24 per cent read computer / electronic manuals.  “We are thrilled to see that teens are reading – and not just for homework assignments,” says Jana Fine, YALSA President. “However, the survey also makes it clear that having time to read for fun is a critical factor. Nearly half the surveyed said they did not have much time to read for |  | |
|  |  | |
| enjoyment.”  The survey found that teenagers are regularly encouraged to read and 80 per cent were read aloud to as children either “sometimes” or “all the time”. Girls showed more enthusiasm and interest in reading for fun (50 per cent) than boys (31 per cent), who said they were more likely to read to learn.  Jana Fine noted that 36 per cent of girls and 24 per cent of boys reported talking to their friends about books. The number was even lower for talking to parents about reading, 15 and 12 per cent respectively. Research shows that talking about books is linked with higher reading scores. |  | |
| **Points \_\_\_ / 11** |

**1b. Mark in the table which of these statements are true (T) and which are false (F) according to the text.**

|  |  |
| --- | --- |
|  | **T / F** |
| 1. Most of the respondents read for fun in their spare time. |  |
| 1. Teenagers prefer reading true stories to mysteries. |  |
| 1. Magazines about video games are very popular with girls. |  |
| 1. Teens do not have enough time to read for pleasure. |  |
| 1. Most of the children are encouraged to read by their parents. |  |
| 1. Boys like reading more than girls do. |  |
| 1. Most teens do not like discussing books they have read with their parents. |  |

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

1. **Fill in the gaps with the words from the box.**

|  |
| --- |
| encyclopedia fairy tales horror books  science fiction textbook romantic stories  detective stories fantasy dictionary  adventure books |

1. … … describe journeys, experience, etc, that is strange and exciting and often dangerous.
2. An … is a book or set of books dealing with every branch of knowledge, or with one particular branch, usually in alphabetical order.
3. … … are books in which frightening and often unnatural things happen, such as dead people coming to life, people turning into animals, etc.
4. … … stories are about imaginary future developments in science and their effect on life, often concerned with space travel.
5. … … are stories about love.
6. A … is a book containing information for the study of a particular subject, especially one that is used by students.
7. … … are stories in which there is usually a murder and a detective trying to find out who the murderer is and why it happened.
8. … stories are about imaginary worlds which often involve magic. The characters are often searching for an object which will cause good to win over evil.
9. … … are stories about fairies and other magical people, which always end happily.
10. A … is a book that gives a list of words in alphabetical order, with their meanings in the same or another language.

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

1. **Make sentences from the words.**
2. went / to the library / my report / I / to / the book / for / in Geography / find
3. reading / I / like / fairy tales / to / reality / escape / so as
4. a better impression / prefer / I / reading / in order to / get / at home alone / of the book
5. them / Our / says / teacher / should analyse / poems / to / we / understand / better / so as
6. stories / Many / to / read / be excited / teenagers / horror
7. students / to show off / read / Some / encyclopedia

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

1. **Complete the sentences.**
2. The film is really interesting. It … … (watch).
3. The book is incredibly exciting. It … … (read).
4. The story is truly boring. It … … … (not tell) it.
5. This text is highly informative. It … … (pay) attention to.
6. My mum says that science fiction books … … … (not buy).
7. He is a great scholar and his lectures … … (attend).

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

1. **Choose the proper adverb.**
2. I can *highly / extremely* recommend *The Catcher in the Rye* by Salinger.
3. My aunt says that in her childhood she *very / quite* liked romantic stories.
4. My friend thinks that the story of Frankenstein is *truly / very* fascinating.
5. I *terribly / truly* hate detective stories.
6. My elder sister *very / really* likes this dictionary.

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

1. **Rephrase the underlined parts of the sentences using the phrases from the box.**

* Change the verb form where necessary.
* There is one extra phrase in the box.

|  |
| --- |
| be appealing really boring carry somebody away  depict vividly full of humour put down |

1. I was furious because my mum hid the book of detective stories that I couldn’t stop reading.
2. When I read good adventure stories that are very funny, my spirits improve.
3. Sci-fi books by Kir Bulychov always interest the reader.
4. The teacher of literature said that in my essay I had managed to describe the excursion brightly.
5. Reading fantasy books makes me forget about everything.

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

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| **Total \_\_\_ / 50** |

**Test (Unit 10)**

1. **You will hear four people advertising jobs on the radio.**

* Choose from the list A – F and write the number of the speaker who mentioned these ideas.
* You will hear the recording twice.

1. If you want to get this job you need your own car. \_\_\_
2. The job involves individual work with clients. \_\_\_
3. Doing this job you will travel by plane a lot. \_\_\_
4. You won’t have to leave home to do this job. \_\_\_
5. You may become a manager of a team in the future. \_\_\_
6. To do this job you must be good at working with a computer. \_\_\_

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

1. **Read the text and decide whether these statements are true (T) or false (F).**
2. The book is science fiction. \_\_\_
3. The book is so interesting you can’t stop reading it once you’ve started. \_\_\_
4. Holden disagrees with the values of the adult world. \_\_\_
5. Holden is not like other teenagers. \_\_\_
6. The book still sounds very up-to-date. \_\_\_
7. Holden is a real life character. \_\_\_
8. While reading the book you keep crying. \_\_\_
9. Sometimes Holden feels sorry for himself. \_\_\_
10. The author of the essay recommends everyone should read the book. \_\_\_

**CATCHER IN THE RYE**

The Catcher in the Rye, would go under “oldie but goodie” category if there ever was one. Having read the book approximately five dozen times, I can definitely say it’s FANTASTIC. Much like the author himself, The Catcher in the Rye is a 20th-century American fiction masterpiece and definitely worth a read, which might well be a quick one, because once you start you can’t put it down, it’s infectious.

The story revolves around Holden Caulfield, a 17-year-old boy involved in a battle against deceitful societal values and norms of the adult world. In 1949, recovering in a California-based sanatorium Holden reminisces of the events that took place in December 1948. Salinger’s amazing insight into the troubled youngster’s psyche results in one of the most intriguing narratives ever written. Empathizing with Holden is incredibly easy, probably because his mind mirrors that of any every teenager. Holden Caulfield provides youth with a freedom voice that may never be muted. Written in 1951 the book surprises its time, the narrative sounds edgy even today, in fact so much so that it has even been censored. The informal dialect in the book is exactly what you’d expect of a 17-year-old. The reader is made to believe in Holden as if he was a real life character. He smokes like a mad man, he drinks and he flunks out of school for the 4th time in a row. Plus, Holden is funny; actually his smart wit and sarcasm keeps you tearful with laughter throughout. Nevertheless, at time his voice turns melancholy and unhappy, even self-pitying and not to mention rude.

I strongly urge you to pick up a copy of this brilliant book and have a flip through what might be the best book you will ever read.

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| **Points \_\_\_ / 18** |

1. **Read the text and use the word given in capitals in the box to form a word that fits the gap with the same number.**

|  |  |  |
| --- | --- | --- |
| **GREENLAND**  Greenland has a potential for outdoor adventures that very few places on this planet can match. The breathtaking Arctic scenery is almost (1) … on the world’s largest island, and with a total (2) … of only 55,000 you are (3) … on your own as soon as you leave one of the small towns and settlements. Human (4) … is the exception in this country. The mountains, valleys, rivers and gigantic ice cap are (5) … virgin land. Hikers will experience (6) … scenery no matter where and how. You can walk from hut to hut or from sheep croft to sheep croft. (7) … mountain hiker will find (8) … with unique awards of (9) … in every part of Greenland. Several travel agencies offer hiking tours to Greenland or you can plan your own trip. Ensure you have (10) … hiking maps! |  | (1) END  (2) POPULATE  (3) TRUE  (4) CIVILISE  (5) PRACTICE  (6) SPOIL  (7) EXPERIENCE  (8) CHALLENGE  (9) BEAUTIFUL  (10) DETAIL |

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

1. **Read the text and complete the gaps with *a, an, the* or zero article where necessary.**

**ARENAL VOLCANO**

In the centre of a national park in (1) … northwest of Costa Rica, the perfectly conical, 1633 m (5356 ft) Arenal Volcano is everyone’s image of (2) … typical volcano. (3) … volcano has been exceptionally active since 1968, when huge explosions triggered lava flows that killed several dozen people. The degree of activity varies from (4) … week to week; sometimes there is (5) … spectacular display of flowing red-hot lava and incandescent rocks flying through the air; at other times, the volcano is more placid and gently glows in (6) … dark. Don’t even think about climbing (7) … Arenal. The best views at (8) … night (when the weather is clear) are from the western or northern side. Because the park was only created in 1995 there are very few facilities – only one lodge and camping is not permitted – so (9) … best base from which to explore the area is the small town of (10) … La Fortuna de San Carlos.

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

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

**PARENTS LEFT CHILD AT SERVICE STATION FOR 30 MINUTES**

A family drove 30 minutes down a motorway after leaving a service station before they realized they (1) … (leave) their child behind. The parents only noticed their 12-year-old son (2) … (miss) when they realized it was quieter than normal in the back of their car, said Inspector John Anderson, of the Hampshire Police. The parents, from Yorkshire, (3) … (return) to the Rownhams service station on the M27 near Southampton to find their son being looked after by staff. Inspector Anderson said: “A family visiting the area (4) … (call in) at Rownhams services for refreshments. On leaving, they (5) … (travel) for about 30 minutes when they noticed it (6) … (be) quieter than usual in the back of their car. On checking, they realized they had left on of their children behind in the services. The 12-year-old (7) … (look after) by the staff and (8) … (reunite) with his parents when they returned to the services.” He added: “This kind of thing (9) … (happen) in adverts and people laugh about it, but you (10) … (not expect) it to happen. It wasn’t even a Transit van with lots of kids in the back, which would have given them some excuse.”

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

1. **Complete the second sentence so that it has a similar meaning to the first sentence.**

* Use between two to five words and don’t change the word given.

|  |  |  |
| --- | --- | --- |
| 1. I kept silent because I didn’t want to wake up the baby.   *so*  I kept silent … wake up the baby.   1. I have never read such a good book.   *best*  This is … ever read.   1. There is no need to hurry as they have cancelled the meeting.   *been*  There is no need to hurry as … cancelled.   1. I met Mrs. Brown in the street yesterday.   *who*  Mrs. Brown is the person … in the street yesterday.   1. Alex didn’t study hard and failed his exam.   *would*  If Alex has studied hard he … his exam. | 1. I don’t want to go shopping because of the rain.   *rather*  I … go shopping because of the rain.   1. Sam left for school before I arrived home.   *already*  When I arrived home Sam … for school.   1. There is a birthday party in my flat next Friday.   *having*  We … a birthday party in my flat next Friday.   1. I think it would be a good idea to bring your friend with you.   *worth*  I think … your friend with you.   1. I am sure people will travel to Planet Mars in 2050.   *have*  I am sure that by 2050 … to Planet Mars. | |
| **Points \_\_\_ / 20** |

1. **Read the sentences below and decide which answer (a), (b), (c) or (d) best fits each gaps.**
2. She may forget about her promise. She is not very … .

|  |  |  |  |
| --- | --- | --- | --- |
| 1. helpful | 1. sociable | 1. reliable | 1. cheerful |

1. Maybe it’s time to ask ourselves whether walking those few extra steps to the … bin really is that much of a bother.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. rubbish | 1. garbage | 1. trash | 1. refuse |

1. Martina put her life … risk to save her dog from the fire.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. in | 1. on | 1. at | 1. into |

1. Her abilities are not fully … by her teachers.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. experienced | 1. completed | 1. discovered | 1. appreciate |

1. Hold … the rail or you’ll fall down!

|  |  |  |  |
| --- | --- | --- | --- |
| 1. on to | 1. up to | 1. on by | 1. up at |

1. His job … managing people and making decisions.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. includes | 1. involves | 1. consists | 1. contains |

1. The major … of this college is its good reputation.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. challenge | 1. benefit | 1. drawback | 1. degree |

1. Be careful not to … lost in the crowded city centre.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. become | 1. stay | 1. get | 1. feel |

1. There was a new timetable on the information … .

|  |  |  |  |
| --- | --- | --- | --- |
| 1. board | 1. desk | 1. wall | 1. display |

1. The book was so gripping that I was completely carried … by it.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. off | 1. out | 1. away | 1. over |

1. Avoid eating too much fatty food and … .

|  |  |  |  |
| --- | --- | --- | --- |
| 1. vitamins | 1. proteins | 1. fibre | 1. starch |

1. She had to make a lot of … to get a good education.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. benefits | 1. sacrifices | 1. impressions | 1. experience |

1. It took her a month to … the flu.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. stop with | 1. be off | 1. make up | 1. get over |

1. She missed half of the lessons and had to … for the time lost by working really hard.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. replace | 1. provide | 1. compensate | 1. balance |

1. I don’t like it when I have to work long … .

|  |  |  |  |
| --- | --- | --- | --- |
| 1. time | 1. hours | 1. week | 1. day |

1. The magic of this music makes me feel … .

|  |  |  |  |
| --- | --- | --- | --- |
| 1. thrilled | 1. frightened | 1. scared | 1. bored |

1. It’s hard to live in such a … world.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. competed | 1. competitive | 1. compatible | 1. competing |

1. After appending three days in the forest they were … by the police.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. discovered | 1. identified | 1. rescued | 1. explored |

1. Margaret … in her learning foreign languages.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. takes | 1. goes | 1. likes | 1. makes |

1. I’m counting on you to support me – don’t … .

|  |  |  |  |
| --- | --- | --- | --- |
| 1. put | 1. let | 1. bring | 1. drop |

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

|  |
| --- |
| **Total \_\_\_ / 100** |

**Контрольная работа № 4 (Test Units 9-10)**

**Listening**

1. **You are going to hear five short interviews about a special sporty activity.**

* Match the speakers with the statements in the box.
* There is one extra statement.

|  |  |
| --- | --- |
| **Statement** | **Speaker** |
| 1. There were enough activities to choose from. |  |
| 1. I can achieve better results in sport than I thought. |  |
| 1. I was lucky to get a photo with my role models. |  |
| 1. I’m going to take up a new sport from today. |  |
| 1. I liked the day because I made many new friends. |  |
| 1. I was able to get enough qualified help during the day. |  |

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

**Reading**

1. **You are going to read an article about impressions Japanese people made on a person from America.**

* Choose the most suitable heading for each part of the article.
* There is one extra heading you will not need to use.

|  |  |
| --- | --- |
| 1. **High quality service** 2. **Doing their best** 3. **Artistic conductor** | 1. **The Japanese army** 2. **Way of thinking** 3. **Waving could be a job** |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When a person first arrives in Japan there are many things of course that seem strange and different. Apart from the language difference, I think the most striking difference is the attitude of workers. One of the most common expressions in Japan is “Gambatte kudasai”. It means, “Give it your best effort”. It is said just about any time you are about to start doing something. It is amazing but Japanese people really take it to heart. They do give it their best effort in contrast to the US where it is definitely not cool to act that way. But in Japan it is considered cool, and even the cool people, the hippies and the anti-establishment crowd give it their best effort.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Walk into any store and you will be greeted with a “Welcome to our store”. If there are two people working, they will both greet you. If a third guy walks out of the back room as you walk towards the back of the store, he will greet you too. If someone has to go to the storeroom to get something, they will run. When you arrive, they will make every effort to serve you. That includes a big smile that I would reserve only for a long-lost friend.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In my hometown there was this one old man who everyone thought was crazy because he just stood outside his house all day and waved to cars as they went by. I think most towns have a guy like this. They look like they are having a great time. They have found real place. They are loony. Many people recognize the guy as they drive by and honk their horns because the guy is crazy and it’s fun to humour him. But the guy interprets it as a friendly sign and waves back pleased. In his mind he is doing his work. The problem with these guys is that they were born in the wrong country. They could come to Japan and find work doing what they really like to do. Waving.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There is an army of people who do just that. You see them wherever there is a construction site and the sidewalk is blocked. Usually there is one at either end. Even in the heat of summer they are in full uniform, complete with hats or helmets and plastic light-reflecting vests. They have flashlights that have a kind of strobe flasher at one end. The most amazing thing again is that they give you the warmest and most gracious escort. Is there any lower, less skilled job on Earth that waving people around a blocked sidewalk? Yet these people are giving it 200%. What is going on in their minds that allows them to do this?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I once observed a railway ticket collector on the train. I watched him with amazement. As he stamped the people’s tickets and collected their money, he looked as if he was having the time of his life. My Japanese friend told me what he was saying. “Hello sir. I am really sorry to have to wake you but it’s time to collect your ticket. I feel sure you will be able to fall asleep again after I’ve collected the money.” And of course as he left the car he gave a big bow.

If you do ever come to Japan, remember to be the very best tourist that you can possibly be. See all that you can. Eat every food. Drink every beverage. Go to every temple and see every festival. Remember, “Gambatte”.

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

**English in use**

1. **Fill each of the numbered blanks in the following passage.**

* Use only one word in each space.
* There is an example at the beginning.

**SHOULD I EAT CHOCOLATE?**

|  |  |  |
| --- | --- | --- |
| 1. Eating too much (1) \_\_\_\_\_\_\_ any food is not a good idea. For most 2. people, eating a little chocolate should not lead (2) \_\_\_\_\_\_\_ health 3. problems. The main thing is not to eat (3) \_\_\_\_\_\_\_ much of it. 4. Chocolate has (4) \_\_\_\_\_\_\_ lot of calories and contains saturated fat, 5. and the sugar in it could contribute to tooth decay (5) \_\_\_\_\_\_\_ you 6. don’t look after (6) \_\_\_\_\_\_\_ teeth. On the other hand, scientists have 7. discovered chocolate also contains substances (7) \_\_\_\_\_\_\_ may lower 8. the risk (8) \_\_\_\_\_\_\_ heart disease and could help put you in a better mood. 9. If you make sure you eat a healthy, balanced diet, (9) \_\_\_\_\_\_\_\_ enough 10. fruit and vegetables, you (10) \_\_\_\_\_\_\_ enjoy a bar of chocolate 11. (11) \_\_\_\_\_\_\_ time to time without worrying. | | 1. *of* 2. \_\_\_\_\_\_ 3. \_\_\_\_\_\_ 4. \_\_\_\_\_\_ 5. \_\_\_\_\_\_ 6. \_\_\_\_\_\_ 7. \_\_\_\_\_\_ 8. \_\_\_\_\_\_ 9. \_\_\_\_\_\_ 10. \_\_\_\_\_\_ 11. \_\_\_\_\_\_ |
| **Points \_\_\_ / 10** | |

1. **Read the text and fill in the gaps with the appropriate option from the box.**

**A BAD CUSTOMER**

A man went into a shop and asked for a kilo of apples which (1) \_\_\_\_\_\_\_ one dollar. The shopkeeper (2) \_\_\_\_\_\_\_ them to him. Then the man (3) \_\_\_\_\_\_\_ “Can I (4) \_\_\_\_\_\_\_ the apples for a pound of plums? The price (5) \_\_\_\_\_\_\_ the same.” The shopkeeper (6) \_\_\_\_\_\_\_ the apples and gave him the plums. The man (7) \_\_\_\_\_\_\_ them and (8) \_\_\_\_\_\_\_\_ to leave the shop when the shopkeeper asked him for the money. “The money for what?” asked the man. “The money for the plums,” (9) \_\_\_\_\_\_\_ the shopkeeper. “But I gave you the apples for the plums,” (10) \_\_\_\_\_\_\_ the man. “Well, then the money for the apples.” “But you still (11) \_\_\_\_\_\_\_ your apples.” After that the man (12) \_\_\_\_\_\_\_ out of the shop.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. A cost 2. A gave 3. A had asked 4. A exchanging 5. A is 6. A agreed 7. A takes 8. A is going 9. A said 10. A answers 11. A had 12. A walked | B costed  B has given  B asked  B to exchange  B be  B agrees  B took  B has gone  B says  B answered  B is having  B is walking | C cost  C gives  C asks  C exchange  C were  C will agree  C has taken  C was going  C has said  C has answered  C has  C has walked | D will cost  D was giving  D was asking  D exchanged  D are  D has agreed  D had taken  D went  D is saying  D is answering  D have  D walks | |
| **Points \_\_\_ / 12** |

**Writing**

1. **Your English friend, Rachel, has written a letter to ask you for help with her project on healthy lifestyles.**

* Write a letter to her describing what you normally eat during a day and whether you believe your diet is healthy or not.
* Write between 100-150 words.

**Speaking**

1. **You are in bookshop with your British friend choosing a birthday present for your friend, Mark, who likes detective stories and is going on a trip to Egypt.**

* There are three opinions to choose from. You have to decide on one of them:
* a book of detective stories by Agatha Christie
* a travel book on Egypt
* a bestseller novel
* You begin the conversation. Your teacher will take the role of your British friend.