

ЧАСТНОЕ УЧРЕЖДЕНИЕ ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ  
«ИНТЕРНЕТ-ШКОЛА»  
(ЧУ ДО «ИНТЕРНЕТ-ШКОЛА»)  
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УТВЕРЖДАЮ



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ДОПОЛНИТЕЛЬНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ  
(ОБЩЕРАЗВИВАЮЩАЯ) ПРОГРАММА  
по «Дистанционному общему курсу английского языка»  
для взрослых старше 16-ти лет

Срок реализации программы: 3 года и 6 месяцев

МОСКВА 2020

# Основные характеристики программы

## Пояснительная записка

**Целью** “Общего курса английского языка” является обучение слушателей к активному владению иностранным языком, т. е. умению адекватно и намеренно в ситуации общения выражать свои мысли на английском языке и понимать мысли, выраженные или выражаемые на данном языке, общению в письменной форме, сдачи международных экзаменов по английскому языку.

Это предполагает погружение в речевую среду английского языка, создание речевого опыта, обучение пониманию на слух и речевым реакциям в рамках повседневного и профессионального общения, обучение чтению как виду речевой деятельности.

**Программа общего курса рассчитана** на 1044 и 1062 академических часа (при занятиях два раза в неделю по 3 академических часа, то есть данная программа рассчитана на 3,6 года.).

Курс обучения разбит на определенные языковые уровни. Слушатели зачисляются на обучение в зависимости от степени (уровня) владения иностранным языком. При этом слушатель может приступить к обучению либо прекратить обучение на любом уровне программы общего курса, если считает, что достигнутый уровень достаточен для целей, который слушатель ставил себе при изучении английского языка.

Планирование Общего курса английского языка и обучение на конкретном языковом уровне построено с учётом принципов системности и доступности, а также преемственности и перспективности между различными разделами уровня (юнитами (разделами) учебника). Программа систематизирована с учётом знаний, умений и навыков, которыми слушатель владеет исходя из уровня знания языка и которые сформированы у слушателя на предыдущем уровне обучения.

“Общий курс английского языка” состоит из 6-ти уровней. Зачисляются слушатели на определенный уровень общего курса по результатам вступительного тестирования в зависимости от степени владения языком.

Порядок проведения вступительного тестирования определяется методическими материалами для преподавателей и утверждаются в Положении о порядке проведения вступительного, промежуточного и итогового тестирования.

**Количество учащихся в группе** составляет от 6 до 12 человек, что дает возможность индивидуального подхода к каждому обучающемуся.

**Режим и продолжительность занятий (Учебный и Учебно-тематический планы).** Занятия проводятся 2 раза в неделю по 3 академических часа.

**Рабочая программа** включает словесные методы: объяснение, тренировка устной и письменной речи и аудио-визуальные методы: демонстрация клипов, презентаций. Использование аудиозаписей является необходимой составляющей занятий.

**Оценочные материалы.** В процессе обучения слушатели проходят промежуточное тестирование - Контрольную работу. Периодичность тестирования указана в Учебном и учебно-тематическом плане и в Календарно-учебном графике. Итоговой аттестации по окончании всей программы не предусмотрено. Контроль и оценка результатов освоения программы осуществляется педагогом дополнительного образования в процессе проведения контрольных работ.

## Описание уровней

"Общий курс английского языка" состоит из 6-ти уровней:

Общеввропейская система	По рекомендации British Council:	
A1	Начальный уровень (Elementary), освоение которого возможно в одном из двух вариантов:	
	в объеме 204 ак. часов	в объеме 222 ак. часов
	1.1. Вводный курс для начинающих (Beginner) – 60 ак. часов; 1.2. Начальный уровень (Elementary) – 144 ак. часов	1.1. Вводный курс для начинающих (Beginner) – 120 ак. часов; 1.2. Начальный уровень (Elementary) – 102 ак. часов
A2	3. Уровень ниже среднего (Pre-Intermediate) - 144 ак. часа;	
B1	4. Средний уровень (Intermediate) - 144 ак. часа;	
B2	5. Уровень выше среднего (Upper-Intermediate) - 168 ак. часов;	
C1-A	6. Первый продвинутый уровень (Advanced A) - 192 ак. часа;	
C1-B	7. Второй продвинутый уровень (Advanced B) - 192 ак. часа.	

На **начальном уровне (Elementary - A1)**, студенты могут понимать и могут употребить в речи знакомые фразы и выражения, необходимые для выполнения конкретных задач. Могут представиться и представить других, задавать вопросы и отвечать на вопросы о месте жительства, знакомых, имуществе. Может участвовать в несложном разговоре, если собеседник говорит медленно и отчетливо и готов оказать помощь.

**Словарный запас** (по окончании курса): 300 - 600 слов.

На уровне **ниже среднего (Pre-Intermediate - A2)** учащиеся понимают отдельные предложения и часто встречающиеся выражения, связанные с основными сферами жизни (например, основные сведения о себе и членах своей семьи, покупках, устройстве на работу и т. п.). Могут выполнить задачи, связанные с простым обменом информацией на знакомые или бытовые темы. В простых выражениях могут рассказать о себе, своих родных и близких, описать основные аспекты повседневной жизни. На этом уровне закладывается вся основная грамматика, необходимая для поддержания разговора на определенную тему, выражения своего мнения или требования в знакомом контексте.

**Словарный запас:** 600 - 1200 слов.

По окончании этого уровня студенты могут пройти подготовку к сдаче международного Кембриджского экзамена *Cambridge A2 Key*.

На **среднем уровне (Intermediate - B1)** студенты понимают основные идеи чётких сообщений, сделанных на литературном языке на разные темы, типично возникающие на работе, учёбе, досуге и т. д. Умеют общаться в большинстве ситуаций, которые могут возникнуть во время пребывания в стране изучаемого языка. Могут составить связное сообщение на известные или особо интересующие меня темы. Могут описать впечатления, события, надежды, стремления, изложить и обосновать своё мнение и планы на будущее.

**Словарный запас:** 1200 - 2500 лексических единиц.

По окончании этого уровня студенты могут пройти подготовку к сдаче международного Кембриджского экзамена *Cambridge B1 Preliminary*.

На уровне **выше среднего (Upper Intermediate - B2)** студенты понимают общее содержание сложных текстов на абстрактные и конкретные темы, в том числе узкоспециальные тексты. Говорят достаточно быстро и спонтанно, чтобы постоянно общаться с носителями языка без особых затруднений для любой из сторон. Умеют делать чёткие, подробные

сообщения на различные темы и изложить свой взгляд на основную проблему, показать преимущество и недостатки разных мнений.

**Словарный запас:** 2500 - 5000 лексических единиц.

По окончании этого уровня студенты могут пройти подготовку к сдаче международного Кембриджского экзамена *Cambridge B2 First, IELTS (International English Language Testing System)* и международного экзамена *TOEFL (Test of English as a Foreign Language)*.

На **продвинутом уровне (Advanced A, B - C1)** студенты понимают объемные сложные тексты на различную тематику, распознают скрытое значение. Говорят спонтанно в быстром темпе, не испытывая затруднений с подбором слов и выражений. Гибко и эффективно используют язык для общения в научной и профессиональной деятельности. Могут создать точное, детальное, хорошо выстроенное сообщение на сложные темы, демонстрируя владение моделями организации текста, средствами связи и объединением его элементов.

**Словарный запас:** 5000 и более.

По окончании этого уровня студенты могут сдать Кембриджский экзамен *Cambridge C1 Advanced*, а также подготовиться к экзамену *Cambridge C2 Proficiency*.

## Учебный план

“Общего курса английского языка” для взрослых (старше 16-ти лет)

### 1 вариант

№	Наименование разделов	Всего академических часов	в том числе		Форма контроля	Учебник
			лекции	практические занятия		
1	Начальный уровень (включая Вводный курс)	204	—	204	Контрольная работа	<i>English File Beginner</i> 4е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, J. Lambert, издательство: Oxford University Press, 2019 год; <i>English File Elementary</i> 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год
2	Уровень ниже среднего (Pre-intermediate)	144	—	144	Контрольная работа	<i>English File Pre-Intermediate</i> 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год
3	Средний уровень (Intermediate)	144	—	144	Контрольная работа	<i>English File Intermediate</i> 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год
4	Уровень выше среднего (Upper-intermediate)	168	—	168	Контрольная работа	<i>English File Upper-Intermediate</i> 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год
5	Продвинутый уровень (первый) (Advanced A)	192	—	192	Контрольная работа	<i>English File Advanced</i> 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, J. Lambert, издательство: Oxford University Press, 2015 год;
6	Продвинутый уровень (второй) (Advanced B)	192	—	192	Контрольная работа	<i>Keynote Proficient</i> - книга ученика, автор: Paul Dummett, издательство: National Geographic Learning, 2017 год
<b>Итого</b>		<b>1044</b>	—	<b>1044</b>		

## Учебный план

“Общего курса английского языка” для взрослых (старше 16-ти лет)

### 2 вариант

№	Наименование разделов	Всего академических часов	в том числе		Форма контроля	Учебник
			лекции	практические занятия		
1	Начальный уровень (включая Вводный курс)	222	—	222	Контрольная работа	<i>English File Beginner</i> 4е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, J. Lambert, издательство: Oxford University Press, 2019 год; <i>English File Elementary</i> 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год

2	Уровень ниже среднего (Pre-intermediate)	144	—	144	Контрольная работа	<i>English File Pre-Intermediate</i> 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год
3	Средний уровень (Intermediate)	144	—	144	Контрольная работа	<i>English File Intermediate</i> 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год
4	Уровень выше среднего (Upper-intermediate)	168	—	168	Контрольная работа	<i>English File Upper-Intermediate</i> 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год
5	Продвинутый уровень (первый) (Advanced A)	192	—	192	Контрольная работа	<i>English File Advanced</i> 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, J. Lambert, издательство: Oxford University Press, 2015 год;
6	Продвинутый уровень (второй) (Advanced B)	192	—	192	Контрольная работа	<i>Keynote Proficient</i> - книга ученика, автор: Paul Dummett, издательство: National Geographic Learning, 2017 год
	<b>Итого</b>	<b>1062</b>	—	<b>1062</b>		

# **Организационно-педагогические условия реализации программы “Дистанционного общего курса английского языка” для взрослых (старше 16-ти лет)**

## **Материально-техническое обеспечение**

Реализация программы предполагает наличие учебных классов. Оборудование учебных классов включает:

- рабочие места по количеству обучающихся; ,
- рабочее место преподавателя, оснащенное персональным компьютером или ноутбуком с установленным лицензионным программным обеспечением,
- магнитно-маркерная доска;
- комплект учебно-методической документации: план урока, раздаточный материал, учебные пособия,
- канцелярские принадлежности,
- цифровые компоненты учебно-методических комплексов (презентации).

## **Кадровое обеспечение программы**

Реализация программы обеспечивается педагогическими кадрами, имеющими среднее профессиональное образование или высшее образование, соответствующее направленности дополнительной общеобразовательной программы. Требования к педагогам дополнительного образования и преподавателям: среднее профессиональное образование – программы подготовки специалистов среднего звена или высшее образование – бакалавриат, направленность (профиль) которого, как правило, соответствует направленности дополнительной общеобразовательной программы; дополнительное профессиональное образование – профессиональная переподготовка, направленность (профиль) которой соответствует направленности дополнительной общеобразовательной программы; При отсутствии педагогического образования – дополнительное профессиональное педагогическое образование; дополнительная профессиональная программа может быть освоена после трудоустройства. Рекомендуется обучение по дополнительным профессиональным программам по профилю педагогической деятельности не реже чем один раз в два года

## Учебно-тематический план

“Дистанционного общего курса английского языка” для взрослых (старше 16-ти лет)

I.

### Начальный уровень (A1)

#### 1 вариант

- Срок обучения: 204 академических часа / 34 недели / 8 месяцев
- Режим занятий: 2 раза в неделю по 3 академических часа

№	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	Тестирование, ак. час.
<b>Вводный курс (Beginner)</b>						
1	Раздел 1	9	-	-	3	-
2	Раздел 2	9	-	-	3	-
3	Раздел 3	9	-	-	3	-
4	Раздел 4	9	-	-	3	-
5	Раздел 5	9	-	-	3	-
6	Раздел 6	9	-	-	3	-
7	<b>Контрольная работа № 1</b>	<b>6</b>	-	-	<b>2</b>	<b>6</b>
<b>Начальный уровень (Elementary)</b>						
8	Раздел 1	9	-	-	3	-
9	Раздел 2	9	-	-	3	-
10	Раздел 3	9	-	-	3	-
11	Раздел 4	9	-	-	3	-
12	<b>Контрольная работа № 2</b>	<b>6</b>	-	-	<b>2</b>	<b>6</b>
13	Раздел 5	12	-	-	4	-
14	Раздел 6	12	-	-	4	-
15	Раздел 7	9	-	-	3	-
16	Раздел 8	12	-	-	4	-
17	<b>Контрольная работа № 3</b>	<b>6</b>	-	-	<b>2</b>	<b>6</b>
18	Раздел 9	12	-	-	4	-
19	Раздел 10	12	-	-	4	-
20	Раздел 11	9	-	-	3	-
21	Раздел 12	12	-	-	4	-
22	<b>Контрольная работа № 4</b>	<b>6</b>	-	-	<b>2</b>	<b>6</b>
	<b>Итого</b>	<b>204</b>	—	—	<b>68</b>	<b>21</b>



## 2 вариант

- Срок обучения: 222 академических часа / 37 недель / 9 месяцев
- Режим занятий: 2 раза в неделю по 3 академических часа

№	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажиров ка и др.	практические занятия	Тестирование, ак. час.
<b>Вводный курс (Beginner)</b>						
1	Раздел 1	9	-	-	3	-
2	Раздел 2	9	-	-	3	-
3	Раздел 3	9	-	-	3	-
4	Раздел 4	9	-	-	3	-
5	Раздел 5	9	-	-	3	-
6	Раздел 6	9	-	-	3	-
7	<b>Контрольная работа № 1</b>	<b>6</b>	-	-	<b>2</b>	<b>6</b>
8	Раздел 7	9	-	-	3	-
9	Раздел 8	9	-	-	3	-
10	Раздел 9	9	-	-	3	-
11	Раздел 10	9	-	-	3	-
12	Раздел 11	9	-	-	3	-
13	Раздел 12	9	-	-	3	-
14	<b>Контрольная работа № 2</b>	<b>6</b>	-	-	<b>2</b>	<b>6</b>
<b>Начальный уровень (Elementary)</b>						
15	Раздел 5	12	-	-	4	-
16	Раздел 6	12	-	-	4	-
17	Раздел 7	12	-	-	4	-
18	Раздел 8	9	-	-	3	-
19	<b>Контрольная работа № 3</b>	<b>6</b>	-	-	<b>2</b>	<b>6</b>
20	Раздел 9	12	-	-	4	-
21	Раздел 10	12	-	-	4	-
22	Раздел 11	12	-	-	4	-
23	Раздел 12	9	-	-	3	-
24	<b>Контрольная работа № 4</b>	<b>6</b>	-	-	<b>2</b>	<b>3</b>
	<b>Итого</b>	<b>222</b>	—	—	<b>74</b>	<b>21</b>

## II.

Уровень ниже-среднего (A2)

Срок обучения: 144 академических часа / 24 недели / 6 месяцев

Режим занятий: 2 раза в неделю по 3 академических часа

№	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	Тестирование, ак. час.
1	Раздел 1	9	-	-	3	-
2	Раздел 2	9	-	-	3	-
3	Раздел 3	12	-	-	4	-
4	Раздел 4	9	-	-	3	-
5	Повторение и подготовка к контрольной работе №1	3	-	-	1	-
<b>6</b>	<b>Контрольная работа № 1</b>	<b>3</b>	-	-	<b>1</b>	<b>3</b>
7	Раздел 5	12	-	-	4	-
8	Раздел 6	9	-	-	3	-
9	Раздел 7	12	-	-	4	-
10	Раздел 8	9	-	-	3	-
11	Повторение и подготовка к контрольной работе №2	3	-	-	1	-
<b>12</b>	<b>Контрольная работа № 2</b>	<b>3</b>	-	-	<b>1</b>	<b>3</b>
13	Раздел 9	12	-	-	4	-
14	Раздел 10	9	-	-	3	-
15	Раздел 11	12	-	-	4	-
16	Раздел 12	9	-	-	3	-
17	Повторение и подготовка к контрольной работе №3	3	-	-	1	-
<b>18</b>	<b>Контрольная работа № 3</b>	<b>3</b>	-	-	<b>1</b>	<b>3</b>
19	Результаты контрольной работы и разговорная практика	3	-	-	1	-
	<b>Итого</b>	<b>144</b>	—	—	<b>48</b>	<b>9</b>

**III.****Средний уровень (B1)**

Срок обучения: 144 академических часа / 24 недели / 6 месяцев

Режим занятий: 2 раза в неделю по 3 академических часа

№	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	Тестирование, ак. час.
1	Раздел 1	15	-	-	5	-
2	Раздел 2	9	-	-	3	-
3	Раздел 3	15	-	-	5	-
4	Раздел 4	9	-	-	3	-
<b>5</b>	<b>Контрольная работа № 1</b>	<b>6</b>	-	-	<b>2</b>	<b>6</b>
6	Раздел 5	15	-	-	5	-
7	Раздел 6	12	-	-	4	-
8	Раздел 7	15	-	-	5	-
<b>9</b>	<b>Контрольная работа № 2</b>	<b>6</b>	-	-	<b>2</b>	<b>6</b>
10	Раздел 8	12	-	-	4	-
11	Раздел 9	12	-	-	4	-
12	Раздел 10	12	-	-	4	-
<b>13</b>	<b>Контрольная работа № 3</b>	<b>6</b>	-	-	<b>2</b>	<b>6</b>
	<b>Итого</b>	<b>144</b>	—	—	<b>48</b>	<b>24</b>

## IV.

Уровень выше среднего (B2)

Срок обучения: 168 академических часов / 28 недели / 7 месяцев

Режим занятий: 2 раза в неделю по 3 академических часа

№	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	Тестирование, ак. час.
1	Раздел 1	15	-	-	5	-
2	Раздел 2	15	-	-	5	-
3	Раздел 3	15	-	-	5	-
4	Раздел 4	18	-	-	6	-
<b>5</b>	<b>Контрольная работа № 1</b>	<b>3</b>	-	-	-	<b>3</b>
6	Раздел 5	15	-	-	5	-
7	Раздел 6	15	-	-	5	-
8	Раздел 7	18	-	-	6	-
<b>9</b>	<b>Контрольная работа № 2</b>	<b>3</b>	-	-	-	<b>3</b>
10	Раздел 8	15	-	-	5	-
11	Раздел 9	15	-	-	5	-
12	Раздел 10	18	-	-	6	-
<b>13</b>	<b>Контрольная работа № 3</b>	<b>3</b>	-	-	-	<b>3</b>
	<b>Итого</b>	<b>168</b>	—	—	<b>56</b>	<b>9</b>

## V.

Первый продвинутый уровень (C1-A)

Срок обучения: 192 академических часа / 32 недели / 8 месяцев

Режим занятий: 2 раза в неделю по 3 академических часа

№	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	Тестирование, ак. час.
1	Раздел 1	18	-	-	6	-
2	Раздел 2	18	-	-	6	-
3	Раздел 3	15	-	-	5	-
4	Раздел 4	18	-	-	6	-
<b>5</b>	<b>Контрольная работа № 1</b>	<b>9</b>	-	-	<b>3</b>	<b>9</b>
6	Раздел 5	15	-	-	5	-
7	Раздел 6	18	-	-	6	-
8	Раздел 7	18	-	-	6	-
<b>9</b>	<b>Контрольная работа № 2</b>	<b>9</b>	-	-	<b>3</b>	<b>9</b>
10	Раздел 8	15	-	-	5	-
11	Раздел 9	18	-	-	6	-
12	Раздел 10	15	-	-	5	-
<b>13</b>	<b>Контрольная работа № 3</b>	<b>9</b>	-	-	<b>3</b>	<b>9</b>

	<b>Итого</b>	<b>192</b>	<b>—</b>	<b>—</b>	<b>64</b>	<b>27</b>
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## VI.

### Второй продвинутый уровень (С1-В)

Срок обучения: 192 академических часа / 32 недели / 8 месяцев

Режим занятий: 2 раза в неделю по 3 академических часа

№	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	Тестирование, ак. час.
1	Раздел 1	12	-	-	4	-
2	Раздел 2	12	-	-	4	-
3	Раздел 3	12	-	-	4	-
4	Раздел 4	15	-	-	5	-
<b>5</b>	<b>Контрольная работа № 1</b>	<b>12</b>	-	-	<b>4</b>	<b>12</b>
6	Раздел 5	12	-	-	4	-
7	Раздел 6	12	-	-	4	-
8	Раздел 7	12	-	-	4	-
9	Раздел 8	15	-	-	5	-
<b>10</b>	<b>Контрольная работа № 2</b>	<b>12</b>	-	-	<b>4</b>	<b>12</b>
11	Раздел 9	12	-	-	4	-
12	Раздел 10	12	-	-	4	-
13	Раздел 11	15	-	-	5	-
14	Раздел 12	15	-	-	5	-
<b>15</b>	<b>Контрольная работа № 3</b>	<b>12</b>	-	-	<b>4</b>	<b>12</b>
	<b>Итого</b>	<b>192</b>	<b>—</b>	<b>—</b>	<b>64</b>	<b>36</b>

## Календарно - учебный график

“Дистанционного общего курса английского языка” для взрослых (старше 16-ти лет)

I.

### Начальный уровень (A1)

#### 1 вариант

- Срок обучения: 204 академических часа / 34 недели / 8 месяцев
- Режим занятий: 2 раза в неделю по 3 академических часа

№ Недели обучения	Наименование разделов и тем для обсуждения	Всего, ак. час. / нед.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	тестирование
<b>Вводный курс (Beginner)</b>						
Неделя №1	Раздел 1	6	-	-	2	-
Неделя №2	Раздел 1 / Раздел 2	6	-	-	2	-
Неделя №3	Раздел 2	6	-	-	2	-
Неделя №4	Раздел 3	6	-	-	2	-
Неделя №5	Раздел 3 / Раздел 4	6	-	-	2	-
Неделя №6	Раздел 4	6	-	-	2	-
Неделя №7	Раздел 5	6	-	-	2	-
Неделя №8	Раздел 5 / Раздел 6	6	-	-	2	-
Неделя №9	Раздел 6	6	-	-	2	-
<b>Неделя №10</b>	<b>Контрольная работа № 1</b>	<b>6</b>	-	-	-	<b>2</b>
<b>Начальный уровень (Elementary)</b>						
Неделя №11	Раздел 1	6	-	-	2	-
Неделя №12	Раздел 1 / Раздел 2	6	-	-	2	-
Неделя №13	Раздел 2	6	-	-	2	-
Неделя №14	Раздел 3	6	-	-	2	-
Неделя №15	Раздел 3 / Раздел 4	6	-	-	2	-
Неделя №16	Раздел 4	6	-	-	2	-
<b>Неделя №17</b>	<b>Контрольная работа № 2</b>	<b>6</b>	-	-	-	<b>2</b>
Неделя №18	Раздел 5	6	-	-	2	-
Неделя №19	Раздел 5	6	-	-	2	-
Неделя №20	Раздел 6	6	-	-	2	-
Неделя №21	Раздел 6	6	-	-	2	-
Неделя №22	Раздел 7	6	-	-	2	-
Неделя №23	Раздел 7 / Раздел 8	6	-	-	2	-
Неделя №24	Раздел 8	6	-	-	2	-
<b>Неделя №25</b>	<b>Раздел 8 / Контрольная работа №3</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №26	<b>Контрольная работа № 3 / Раздел 9</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №27	Раздел 9	6	-	-	2	-
Неделя №28	Раздел 9 / Раздел 10	6	-	-	2	-

Неделя №29	Раздел 10	6	-	-	2	-
Неделя №30	Раздел 10 / Раздел 11	6	-	-	2	-
Неделя №31	Раздел 11	6	-	-	2	-
Неделя №32	Раздел 12	6	-	-	2	-
Неделя №33	Раздел 12	6	-	-	2	-
<b>Неделя №34</b>	<b>Контрольная работа № 4</b>	<b>6</b>	-	-	-	<b>2</b>
	<b>Итого</b>	<b>204</b>	—	—	<b>60</b>	<b>8</b>

## 2 вариант

- Срок обучения: 222 академических часа / 37 недель / 9 месяцев
- Режим занятий: 2 раза в неделю по 3 академических часа

№ Недели обучения	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	тестирование
<b>Вводный курс (Beginner)</b>						
Неделя №1	Раздел 1	6	-	-	2	-
Неделя №2	Раздел 1 / Раздел 2	6	-	-	2	-
Неделя №3	Раздел 2	6	-	-	2	-
Неделя №4	Раздел 3	6	-	-	2	-
Неделя №5	Раздел 3 / Раздел 4	6	-	-	2	-
Неделя №6	Раздел 4	6	-	-	2	-
Неделя №7	Раздел 5	6	-	-	2	-
Неделя №8	Раздел 5 / Раздел 6	6	-	-	2	-
Неделя №9	Раздел 6	6	-	-	2	-
<b>Неделя №10</b>	<b>Контрольная работа № 1</b>	<b>6</b>	-	-	-	<b>2</b>
Неделя №11	Раздел 7	6	-	-	2	-
Неделя №12	Раздел 7 / Раздел 8	6	-	-	2	-
Неделя №13	Раздел 8	6	-	-	2	-
Неделя №14	Раздел 9	6	-	-	2	-
Неделя №15	Раздел 9 / Раздел 10	6	-	-	2	-
Неделя №16	Раздел 10	6	-	-	2	-
Неделя №17	Раздел 11	6	-	-	2	-
Неделя №18	Раздел 11 / Раздел 12	6	-	-	2	-
Неделя №19	Раздел 12	6	-	-	2	-
<b>Неделя №20</b>	<b>Контрольная работа № 2</b>	<b>6</b>	-	-	-	<b>2</b>
<b>Начальный уровень (Elementary)</b>						
Неделя №21	Раздел 5	6	-	-	2	-
Неделя №22	Раздел 5	6	-	-	2	-
Неделя №23	Раздел 6	6	-	-	2	-
Неделя №24	Раздел 6	6	-	-	2	-

Неделя №25	Раздел 7	6	-	-	2	-
Неделя №26	Раздел 7	6	-	-	2	-
Неделя №27	Раздел 8	6	-	-	2	-
<b>Неделя №28</b>	<b>Раздел 8 / Контрольная работа № 3</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №29	<b>Контрольная работа № 3 /</b> Раздел 9	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №30	Раздел 9	6	-	-	2	-
Неделя №31	Раздел 9 / Раздел 10	6	-	-	2	-
Неделя №32	Раздел 10	6	-	-	2	-
Неделя №33	Раздел 10 / Раздел 11	6	-	-	2	-
Неделя №34	Раздел 11	6	-	-	2	-
Неделя №35	Раздел 11 / Раздел 12	6	-	-	2	-
Неделя №36	Раздел 12	6	-	-	2	-
<b>Неделя №37</b>	<b>Контрольная работа № 4</b>	<b>6</b>	-	-	-	<b>2</b>
	<b>Итого</b>	<b>222</b>	—	—	<b>66</b>	<b>8</b>



II.

Уровень ниже-среднего (A2)

Срок обучения: 144 академических часа / 24 недели / 6 месяцев

Режим занятий: 2 раза в неделю по 3 академических часа

№ Недели обучения	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	тестирование
Неделя №1	Раздел 1	6	-	-	2	-
Неделя №2	Раздел 1 / Раздел 2	6	-	-	2	-
Неделя №3	Раздел 2	6	-	-	2	-
Неделя №4	Раздел 3	6	-	-	2	-
Неделя №5	Раздел 3	6	-	-	2	-
Неделя №6	Раздел 4	9	-	-	3	-
Неделя №7	Раздел 4 / Повторение и подготовка к контрольной работе №1	6	-	-	2	-
<b>Неделя №8</b>	<b>Контрольная работа № 1 / Раздел 5</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №9	Раздел 5	6	-	-	2	-
Неделя №10	Раздел 5 / Раздел 6	6	-	-	2	-
Неделя №11	Раздел 6	6	-	-	2	-
Неделя №12	Раздел 7	6	-	-	2	-
Неделя №13	Раздел 7	6	-	-	2	-
Неделя №14	Раздел 8	6	-	-	2	-
Неделя №15	Раздел 8 / Повторение и подготовка к контрольной работе №2	6	-	-	2	-
<b>Неделя №16</b>	<b>Контрольная работа № 2 / Раздел 9</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №17	Раздел 9	6	-	-	2	-
Неделя №18	Раздел 9 / Раздел 10	6	-	-	2	-
Неделя №19	Раздел 10	6	-	-	2	-
Неделя №20	Раздел 11	6	-	-	2	-
Неделя №21	Раздел 11	6	-	-	2	-
Неделя №22	Раздел 12	6	-	-	2	-
Неделя №23	Раздел 12 / Повторение и подготовка к контрольной работе №3	6	-	-	2	-
<b>Неделя №24</b>	<b>Контрольная работа № 3 / Результаты контрольной работы и разговорная практика</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
	<b>Итого</b>	<b>144</b>	<b>—</b>	<b>—</b>	<b>45</b>	<b>3</b>

**III.****Средний уровень (B1)**

Срок обучения: 144 академических часа / 24 недели / 6 месяцев

Режим занятий: 2 раза в неделю по 3 академических часа

№ Недели обучения	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	тестирование
Неделя №1	Раздел 1	6	-	-	2	-
Неделя №2	Раздел 1	6	-	-	2	-
Неделя №3	Раздел 1 / Раздел 2	6	-	-	2	-
Неделя №4	Раздел 2	6	-	-	2	-
Неделя №5	Раздел 3	6	-	-	2	-
Неделя №6	Раздел 3	6	-	-	2	-
Неделя №7	Раздел 3 / Раздел 4	6	-	-	2	-
Неделя №8	Раздел 4	6	-	-	2	-
<b>Неделя №9</b>	<b>Контрольная работа № 1</b>	<b>6</b>	-	-	-	<b>2</b>
Неделя №10	Раздел 5	6	-	-	2	-
Неделя №11	Раздел 5	6	-	-	2	-
Неделя №12	Раздел 5 / Раздел 6	6	-	-	2	-
Неделя №13	Раздел 6	6	-	-	2	-
Неделя №14	Раздел 6 / Раздел 7	6	-	-	2	-
Неделя №15	Раздел 7	6	-	-	2	-
Неделя №16	Раздел 7	6	-	-	2	-
<b>Неделя №17</b>	<b>Контрольная работа № 2</b>	<b>6</b>	-	-	-	<b>2</b>
Неделя №18	Раздел 8	6	-	-	2	-
Неделя №19	Раздел 8	6	-	-	2	-
Неделя №20	Раздел 9	6	-	-	2	-
Неделя №21	Раздел 9	6	-	-	2	-
Неделя №22	Раздел 10	6	-	-	2	-
Неделя №23	Раздел 10	6	-	-	2	-
<b>Неделя №24</b>	<b>Контрольная работа № 3</b>	<b>6</b>	-	-	-	<b>2</b>
	<b>Итого</b>	<b>144</b>	<b>—</b>	<b>—</b>	<b>45</b>	<b>3</b>

**IV.****Уровень выше среднего (B2)**

Срок обучения: 168 академических часов / 24 недели / 7 месяцев

Режим занятий: 2 раза в неделю по 3 академических часа

№ Недели обучения	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	тестирование
Неделя №1	Раздел 1	6	-	-	2	-
Неделя №2	Раздел 1	6	-	-	2	-
Неделя №3	Раздел 1 / Раздел 2	6	-	-	2	-
Неделя №4	Раздел 2	6	-	-	2	-
Неделя №5	Раздел 2	6	-	-	2	-
Неделя №6	Раздел 3	6	-	-	2	-
Неделя №7	Раздел 3	6	-	-	2	-
Неделя №8	Раздел 3 / Раздел 4	6	-	-	2	-
Неделя №9	Раздел 4	6	-	-	2	-
Неделя №10	Раздел 4	6	-	-	2	-
<b>Неделя №11</b>	<b>Раздел 4 / Контрольная работа № 1</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №12	Раздел 5	6	-	-	2	-
Неделя №13	Раздел 5	6	-	-	2	-
Неделя №14	Раздел 5 / Раздел 6	6	-	-	2	-
Неделя №15	Раздел 6	6	-	-	2	-
Неделя №16	Раздел 6	6	-	-	2	-
Неделя №17	Раздел 7	6	-	-	2	-
Неделя №18	Раздел 7	6	-	-	2	-
Неделя №19	Раздел 7	6	-	-	2	-
<b>Неделя №20</b>	<b>Контрольная работа № 2 / Раздел 8</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №21	Раздел 8	6	-	-	2	-
Неделя №22	Раздел 8	6	-	-	2	-
Неделя №23	Раздел 9	6	-	-	2	-
Неделя №24	Раздел 9	6	-	-	2	-
Неделя №25	Раздел 9 / Раздел 10	6	-	-	2	-
Неделя №26	Раздел 10	6	-	-	2	-
Неделя №27	Раздел 10	6	-	-	2	-
<b>Неделя №28</b>	<b>Раздел 10 / Контрольная работа № 3</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
	<b>Итого</b>	<b>168</b>	<b>—</b>	<b>—</b>	<b>53</b>	<b>3</b>

V.

**Первый продвинутый уровень (C1-A)**

Срок обучения: 192 академических часа / 32 недели / 8 месяцев

Режим занятий: 2 раза в неделю по 3 академических часа

№ Недели обучения	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	тестирование

Неделя №1	Раздел 1	6	-	-	2	-
Неделя №2	Раздел 1	6	-	-	2	-
Неделя №3	Раздел 1	6	-	-	2	-
Неделя №4	Раздел 2	6	-	-	2	-
Неделя №5	Раздел 2	6	-	-	2	-
Неделя №6	Раздел 2	6	-	-	2	-
Неделя №7	Раздел 3	6	-	-	2	-
Неделя №8	Раздел 3	6	-	-	2	-
Неделя №9	Раздел 3 / Раздел 4	6	-	-	2	-
Неделя №10	Раздел 4	6	-	-	2	-
Неделя №11	Раздел 4	6	-	-	2	-
Неделя №12	Раздел 4 / Подготовка к контрольной работе № 1	6	-	-	2	-
<b>Неделя №13</b>	<b>Контрольная работа № 1 / Результаты контрольной работы и разговорная практика</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>
Неделя №14	Раздел 5	6	-	-	2	-
Неделя №15	Раздел 5	6	-	-	2	-
Неделя №16	Раздел 5 / Раздел 6	6	-	-	2	-
Неделя №17	Раздел 6	6	-	-	2	-
Неделя №18	Раздел 6	6	-	-	2	-
Неделя №19	Раздел 6 / Раздел 7	6	-	-	2	-
Неделя №20	Раздел 7	6	-	-	2	-
Неделя №21	Раздел 7	6	-	-	2	-
Неделя №22	Раздел 7 / Подготовка к контрольной работе № 1	6	-	-	2	-
<b>Неделя №23</b>	<b>Контрольная работа № 2 / Результаты контрольной работы и разговорная практика</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>
Неделя №24	Раздел 8	6	-	-	2	-
Неделя №25	Раздел 8	6	-	-	2	-
Неделя №26	Раздел 8 / Раздел 9	6	-	-	2	-
Неделя №27	Раздел 9	6	-	-	2	-
Неделя №28	Раздел 9	6	-	-	2	-
Неделя №29	Раздел 9 / Раздел 10	6	-	-	2	-
Неделя №30	Раздел 10	6	-	-	2	-
Неделя №31	Раздел 10	6	-	-	2	-
<b>Неделя №32</b>	<b>Контрольная работа № 3 / Результаты контрольной работы и разговорная практика</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>
	<b>Итого</b>	<b>192</b>	<b>—</b>	<b>—</b>	<b>61</b>	<b>3</b>

## VI.

### Второй продвинутый уровень (С1-В)

Срок обучения: 192 академических часа / 32 недели / 8 месяцев

Режим занятий: 2 раза в неделю по 3 академических часа

№ Недели обучения	Наименование разделов и тем для обсуждения	Всего, ак. час.	в том числе			Форма контроля
			лекции	стажировка и др.	практические занятия	тестирование
Неделя №1	Раздел 1	6	-	-	2	-
Неделя №2	Раздел 1	6	-	-	2	-
Неделя №3	Раздел 2	6	-	-	2	-
Неделя №4	Раздел 2	6	-	-	2	-
Неделя №5	Раздел 3	6	-	-	2	-
Неделя №6	Раздел 3	6	-	-	2	-
Неделя №7	Раздел 4	6	-	-	2	-
Неделя №8	Раздел 4	6	-	-	2	-
Неделя №9	Раздел 4 / Подготовка к контрольной работе № 1	6	-	-	2	-
<b>Неделя №10</b>	<b>Контрольная работа № 1 / Результаты контрольной работы и разговорная практика</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №11	Раздел 5	6	-	-	2	-
Неделя №12	Раздел 5	6	-	-	2	-
Неделя №13	Раздел 6	6	-	-	2	-
Неделя №14	Раздел 6	6	-	-	2	-
Неделя №15	Раздел 7	6	-	-	2	-
Неделя №16	Раздел 7	6	-	-	2	-
Неделя №17	Раздел 8	6	-	-	2	-
Неделя №18	Раздел 8	6	-	-	2	-
Неделя №19	Раздел 8 / Подготовка к контрольной работе № 1	6	-	-	2	-
<b>Неделя №20</b>	<b>Контрольная работа № 2 / Результаты контрольной работы и разговорная практика</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №21	Раздел 9	6	-	-	2	-
Неделя №22	Раздел 9	6	-	-	2	-
Неделя №23	Раздел 9 / Раздел 10	6	-	-	2	-
Неделя №24	Раздел 10	6	-	-	2	-
Неделя №25	Раздел 10	6	-	-	2	-
Неделя №26	Раздел 11	6	-	-	2	-
Неделя №27	Раздел 11	6	-	-	2	-
Неделя №28	Раздел 11 / Раздел 12	6	-	-	2	-
Неделя №29	Раздел 12	6	-	-	2	-
Неделя №30	Раздел 12	6	-	-	2	-

<b>Неделя №31</b>	<b>Контрольная работа № 3 / Результаты контрольной работы и разговорная практика</b>	<b>6</b>	-	-	<b>1</b>	<b>1</b>
Неделя №32	Повторение и разговорная практика	6	-	-	2	-
	<b>Итого</b>	<b>192</b>	—	—	<b>61</b>	<b>3</b>

**Учебная-методическая программа**  
**«Общего курса английского языка» для взрослых старше 16-ти лет**

**I.**

**Начальный уровень / Beginner & Elementary (A1)**

**Вариант 1**

	Грамматика	Словарный запас	Разговорная практика
Раздел 1 Вводного курса	Глагол “be”, единственное число в I, II и III лице	Числа 0 - 10, дни недели, прощание, страны	Регистрация в отеле, В классе, алфавит
Раздел 2 Вводного курса	Глагол “be”, множественное число в I, II и III лице, вопросы с “be” с вопросительными словами на Wh- и How.	Национальности, номера телефонов, числа 11 - 100	
Раздел 3 Вводного курса	Существительные в единственном и множественном числе, артикли a/an. Указательные слова this / that / these / those.	Сувениры и мелочи	Разбираемся в ценах, покупаем обед
Раздел 4 Вводного курса	Притяжательные прилагательные	Люди и семья, цвета	
Раздел 5 Вводного курса	Настоящее простое время, в I и II лице	Еда и напитки, Часто употребляемые фразы 1	Время
Раздел 6 Вводного курса	Настоящее простое время, в III лице, Наречия частоты	Работа и профессии, Обычный день	
Раздел 1 Начального уровня	Утвердительные, отрицательные и вопросительные предложения с глаголом “be”, Местоимения I, you и т.д. Притяжательные местоимения	Дни недели, номера 0 - 100, приветствия, мир, фразы для использования на уроке	Прибывая в Лондон
Раздел 2 Начального уровня	Артикли a/an, существительные множественного числа, прилагательные, императивы, фразы с let's	Вещи цвета прилагательные quite / very / really, Чувства	
Раздел 3 Начального уровня	Утвердительные и отрицательные предложения в настоящем простом, порядок слов в вопросительных предложениях	Часто употребляемые фразы, профессии и вопросительные слова	Кофе с собой
Раздел 4 Начального уровня	Притяжательное 's, Вопросительное слово Whose, Предлоги времени и места, прилагательные частоты	Семья, регулярные занятия	
Раздел 5 Начального уровня	Глагол can / can't, Настоящее продолженное, разница между простым и продолженным	Погода и времена года	В магазине одежды
Раздел 6 Начального уровня	Местоимения me, you, him. Фразы с like + глагол + ing. Различая “be” и “do”	Фразы для разговора по телефону, Даты, Порядковые числительные, Музыка	

	Грамматика	Словарный запас	Разговорная практика
Раздел 7 Начального уровня	Прошедшее простое “be”: was / were, Правильные и неправильные глаголы в прошедшем простом времени	Словообразование профессий, фразы простого времени, глаголы go, have, get	Потерялся в большом городе
Раздел 8 Начального уровня	Правильные и неправильные глаголы в прошедшем простом времени, Фразы there’s a / there are, some / any и существительные во множественном числе	Неправильные глаголы, Дом, Предлоги места и движения	
Раздел 9 Начального уровня	Исчисляемые и неисчисляемые существительные, артикли a / an, слова some / any, кванторы How much / many, a lot of и т.д., сравнение прилагательных	Еда, Большие числа	В ресторане
Раздел 10 Начального уровня	Прилагательные сравнительной степени, Фраза be going to для планов и намерений, фразы для выражения будущего	Места и здания, Праздники	
Раздел 11 Начального уровня	Наречия и артикли	Часто употребляемые наречия, глагольные фразы с инфинитивом, Интернет	Вернуться домой
Раздел 12 Начального уровня	Настоящее незавершенное, простое прошедшее, вопросы	Неправильные глаголы	

## Вариант 2

	Грамматика	Словарный запас	Разговорная практика
Раздел 1 Вводного курса	Глагол “be”, единственное число в I, II и III лице	Числа 0 - 10, дни недели, прощание, страны	Регистрация в отеле, В классе, алфавит
Раздел 2 Вводного курса	Глагол “be”, множественное число в I, II и III лице, вопросы с “be” с вопросительными словами на Wh- и How.	Национальности, номера телефонов, числа 11 - 100	
Раздел 3 Вводного курса	Существительные в единственном и множественном числе, артикли a/an. Указательные слова this / that / these / those.	Сувениры и мелочи	Разбираемся в ценах, покупаем обед
Раздел 4 Вводного курса	Притяжательные прилагательные	Люди и семья, цвета	
Раздел 5 Вводного курса	Настоящее простое время, в I и II лице	Еда и напитки, Часто употребляемые фразы 1	Время
Раздел 6 Вводного курса	Настоящее простое время, в III лице, Наречия частоты	Работа и профессии, Обычный день	
Раздел 7 Вводного курса	Порядок слов в вопросе: “be” в настоящем простом, Императивы, местоимения me, him	Часто употребляемые фразы 2: Свободное время	Даты, Говорим по телефону, месяца и порядковые числительные



	Грамматика	Словарный запас	Разговорная практика
Раздел 8 Вводного курса	Глаголы can / can't, фразы с like / love / hate + глагол с ing	Занятия	
Раздел 9 Вводного курса	Настоящее простое и продолженное время. В чем разница?	Часто употребляемые фразы 2: Путешествия. Одежда	Предложения и приглашения
Раздел 10 Вводного курса	Фразы there's a / there are some. Простое прошедшее время	Отели. Предлоги in, on, under, at	
Раздел 11 Вводного курса	Простое прошедшее, правильные и неправильные глаголы	Правильные глаголы, глагольные фразы с get, go, have, do	Адреса и направления
Раздел 12 Начального уровня	Простое прошедшее	Правильные глаголы	
Раздел 5 Начального уровня	Глагол can / can't, Настоящее продолженное, разница между простым и продолженным	Погода и времена года	В магазине одежды
Раздел 6 Начального уровня	Местоимения me, you, him. Фразы с like + глагол + ing. Различия "be" и "do"	Фразы для разговора по телефону, Даты, Порядковые числительные, Музыка	
Раздел 7 Начального уровня	Прошедшее простое "be": was / were, Правильные и неправильные глаголы в прошедшем простом времени	Словообразование профессий, фразы простого времени, глаголы go, have, get	Потерялся в большом городе
Раздел 8 Начального уровня	Правильные и неправильные глаголы в прошедшем простом времени, Фразы there's a / there are, some / any и существительные во множественном числе	Неправильные глаголы, Дом, Предлоги места и движения	
Раздел 9 Начального уровня	Исчисляемые и неисчисляемые существительные, артикли a / an, слова some / any, кванторы How much / many, a lot of и т.д., сравнение прилагательных	Еда, Большие числа	В ресторане
Раздел 10 Начального уровня	Прилагательные сравнительной степени, Фраза be going to для планов и намерений, фразы для выражения будущего	Места и здания, Праздники	
Раздел 11 Начального уровня	Наречия и артикли	Часто употребляемые наречия, глагольные фразы с инфинитивом, Интернет	Вернуться домой
Раздел 12 Начального уровня	Настоящее незавершенное, простое прошедшее, вопросы	Неправильные глаголы	

### Основная учебно-методическая литература:

1. *English File Beginner* 4е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, J. Lambert, издательство: Oxford University Press, 2019 год;
2. *English File Elementary* 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год.

## Дополнительная учебно-методическая литература:

1. *English File Beginner 4e* изд. - рабочая тетрадь, авторы: С. Latham-Koenig, С. Oxenden, J. Lambert, издательство: Oxford University Press, 2019 год;
2. *English File Beginner 4e* изд. - книга для учителя, авторы: С. Latham-Koenig, С. Oxenden, J. Lambert, издательство: Oxford University Press, 2019 год;
3. *English File Elementary 3e* изд. - рабочая тетрадь, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год;
4. *English File Elementary 3e* изд. - книга для учителя, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год.

## II. Уровень ниже среднего / Pre-intermediate (A2)

	Грамматика	Словарный запас	Разговорная практика
Раздел 1	Порядок слов в вопросительных предложениях, Настоящее простое и продолженное	Часто употребляемые фразы 2, Числа, Описываем людей: характер и внешний вид, Одежда, Предлоги места	Проблемы в отеле
Раздел 2	Правильные и неправильные глаголы в простом прошедшем, простое продолженное	Праздники, Предлоги времени и места	
Раздел 3	Планы и намерения с be going to, настоящее продолженное для выражения будущих планов, Придаточные предложения	Аэропорты, глаголы и предлоги, Фразы для пересказа	Проблемы в ресторане
Раздел 4	Настоящее незавершенное и yet, just, already, Простое прошедшее, слова something, anything, nothing	Работа по дому: make или do, Покупки, прилагательные с -ed и -ing	
Раздел 5	Сравнение прилагательных и наречий	Фразы про время, Описываем город, Здоровье и тело	Чужие ботинки
Раздел 6	Предсказания, спонтанные решения, предложения, обещания с will / won't	Глаголы, противоположные по значению, глаголы с -back, прилагательные с предлогами	
Раздел 7	Инфинитивы с to, герундий, глаголы have to, don't have to, must, mustn't	Глагольные выражения с try to, forget to. Глагольные выражения с герундием	В аптеке
Раздел 8	Притяжательные местоимения, Условные предложения I типа, should	Глагол get	
Раздел 9	Условные предложения II типа, for и since в Настоящем незавершенном, сравнение настоящего незавершенного и простого прошедшего	Животные, фобии и страхи, биографии	Ориентируясь на местности
Раздел 10	Пассивный залог, глаголы used to, might	Глаголы invent, discover, Школьные предметы, словообразование существительных	
Раздел 11	Выражения для описания движения, порядок слов во фразовых глаголах, фразы с so, neither и вспомогательным словом	Спорт и движение, фразовые глаголы Схожесть	Пора возвращаться домой
Раздел 12	Прошедшее незавершенное Косвенная речь, Вопросы без вспомогательных глаголов	Глагольные фразы, разница между say и tell	

### Основная учебно-методическая литература:

*English File Pre-Intermediate* 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год.

### Дополнительная учебно-методическая литература:

1. *English File Pre-Intermediate* 3е изд. - рабочая тетрадь, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год;
2. *English File Pre-Intermediate* 3е изд. - книга для учителя, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год.

### III.

### Средний уровень / Intermediate (B1)

	Грамматика	Словарный запас	Разговорная практика
Раздел 1	Настоящее простое и продолженное, глаголы действия и бездействия. Формы будущего времени: Настоящее продолженное, going to, will / won't	Еда и готовка, Семья прилагательные, описывающие характер	Знакомство с родителями
Раздел 2	Настоящее незавершенное и прошедшее простое, Настоящее незавершённое и for / since, Настоящее незавершенное продолженное	Деньги, прилагательные сильных эмоций: exhausted, amazed	Короткометражки
Раздел 3	Прилагательные сравнительной степени, артикли, Возвратные местоимения	Транспорт	Трудная знаменитость
Раздел 4	Глаголы can, could, be able to, Модальные глаголы обязательства must, have to, should, Фразы с should have	Разговор по телефону, прилагательные на -ed / -ing	Короткометражки
Раздел 5	Аспекты прошедшего времени: простой, проложенный, незавершенный, Фразы с usually и used to	Спорт, Отношения	Старые друзья
Раздел 6	Пассивный залог (все времена), Модальные глаголы для дедукции: might, can't, must	Кино, Тело	Короткометражки
Раздел 7	Условные предложения I и II типов, придаточные предложения с when, until, глаголы let, make	Образование, Дома	Мальчишник
Раздел 8	Косвенная речь	Покупки, Отглагольные существительные, Работа	Короткометражки
Раздел 9	Условные предложения III типа	Словообразование наречий и прилагательных, Электронные устройства, Фразовые глаголы	Неожиданные события
Раздел 10	Придаточные предложения, Вопросы с хвостиком	Составные существительные, Преступления	Короткометражки

### Основная учебно-методическая литература:

*English File Intermediate* 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год.

### Дополнительная учебно-методическая литература:

1. *English File Intermediate* 3е изд. - рабочая тетрадь, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год;

2. *English File Intermediate* 3е изд. - книга для учителя, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год.

#### IV. Уровень выше среднего / Upper Intermediate (B2)

	Грамматика	Словарный запас	Разговорная практика
Раздел 1	Образование вопросительных предложений, Вспомогательные глаголы, Сравнительные выражения с the ... the ...	Значение из контекста, составные прилагательные	Интервью у прохожих
Раздел 2	Настоящее незавершенное - простое и продолженное, Прилагательные как подлежащее, порядок прилагательных	Болезни и травмы, Одежда и мода	Короткометражки
Раздел 3	Повествовательные времена глаголов, Прошедшее незавершенное продолженное, Фразы с so / such ... that, Место наречий в предложении	Путешествия по воздуху, Наречия	Книги для детей
Раздел 4	Будущее незавершенное и Будущее продолженное, Условные предложения 0 и I типов, Придаточные предложения будущего	Окружающая среда, Погода, Фразы с take	Короткометражки
Раздел 5	Воображаемые условные предложения, Структуры после wish	Чувства, Выражая чувства с использованием глаголов или прилагательных с -ed / -ing	Мусор
Раздел 6	Герундий и инфинитив, фразы с used to, get used to, be used to	Музыка, Сон	Короткометражки
Раздел 7	Модальные глаголы в прошедшем времени: must, might / may, should, can't, couldn't + have, фразы с would rather	Тело	Актерское мастерство
Раздел 8	Пассивный залог и фразы it is said that, he is thought to, have something done	Преступление и наказание, СМИ	Короткометражки
Раздел 9	Условные предложения причины и противопоставления	Реклама и бизнес	Реклама
Раздел 10	Артикли и кванторы	Наука	Короткометражки

#### **Основная учебно-методическая литература:**

*English File Upper-Intermediate* 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год.

#### **Дополнительная учебно-методическая литература:**

1. *English File Upper-Intermediate* 3е изд. - рабочая тетрадь, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год;
2. *English File Upper-Intermediate* 3е изд. - книга для учителя, авторы: С. Latham-Koenig, С. Oxenden, издательство: Oxford University Press, 2012 год.

## V.

**Первый продвинутый уровень / Advanced A (C1)**

	Грамматика	Словарный запас	Разговорная практика
Раздел 1	Глагол have: вспомогательный или главный? Дискурсивные маркеры, связующие слова	Личность, работа	Семья и работа
Раздел 2	Местоимения, Прошлое: регулярные действия и конкретные происшествия	Изучать иностранные языки	Короткометражки
Раздел 3	Глагол get, Дискурсивные маркеры и наречия	Конфликты и войны	История
Раздел 4	Спекулятивные и редуцированные выражения, Ударение: инверсия	Книги и фильмы, Звуки и человеческий голос	Короткометражки
Раздел 5	Дистанцирование, Воображаемые ситуации с использованием прошедших времен	Деньги и фразы с time	Стресс и релаксация
Раздел 6	Условные предложения	Телефоны и технологии	Короткометражки
Раздел 7	Разрешения, обязательства и необходимость, глаголы чувств	Искусство, Идиомы	Иллюстрации
Раздел 8	Выражения будущих планов и договоренностей, герундий и инфинитив	Здоровье и медицина, Путешествия и туризм	Короткометражки
Раздел 9	Эллипсис, составные и притяжательные существительные	Дела животных, Готовим еду	Насекомые и животные
Раздел 10	Ударение: расщепленные предложения, придаточные предложения	Словообразование	Короткометражки

**Основная учебно-методическая литература:**

*English File Advanced* 3е изд. - книга ученика, авторы: С. Latham-Koenig, С. Oxenden, J. Lambert, издательство: Oxford University Press, 2015 год.

**Дополнительная учебно-методическая литература:**

1. *English File Advanced* 3е изд. - рабочая тетрадь, авторы: С. Latham-Koenig, С. Oxenden, J. Lambert, издательство: Oxford University Press, 2015 год;
2. *English File Advanced* 3е изд. - книга для учителя, авторы: С. Latham-Koenig, С. Oxenden, J. Lambert, издательство: Oxford University Press, 2015 год.

## VI.

**Второй продвинутый уровень / Advanced B (C1)**

	Грамматика / Словарный запас	Чтение / Аудирование	Разговорная практика / Письмо
Раздел 1	Определенное и неопределенное время, Фразы для описания статистики / Устойчивые словосочетания про творчество	“То, о чем я говорю, когда я говорю о беге”, “Пой работая” / Офисный хор	Творческий опрос, Участь на собственном опыте, Описывая таланты и увлечения / Промежуточный отчет, Номинализация
Раздел 2	Формы выражения будущего времени, Выражения уверенности / Надежды и страхи	“Вне зоны комфорта”, “Быть готовым” / Советы путешественнику	Отношение к будущему, Зона комфорта, Советы / Свидетельства события, Будущее в прошлом

	Грамматика / Словарный запас	Чтение / Аудирование	Разговорная практика / Письмо
Раздел 3	Статичные и динамичные глаголы, Структуры ударения / Чувства и эмоции	Мультисенсорный маркетинг, Не то, что кажется / Реальность ситуации	Впечатления и мнения, Создавая привлекательные пространства, Описывая мнения и факты / Ответ на предложение, Описывая с разных сторон
Раздел 4	Формы выражения прошедшего времени Ударения с наречиями / Язык тела	Уроки бизнеса и жизни, Совершая ошибки / Говоря правильные вещи	Быть сверхсвязанным, Верните мои деньги! Ежедневные разговоры и выражения / Официальное и электронное письмо, Проверять работу на ошибки
Раздел 5	Формы пассивного залога, Номинализация в пассивных структурах / Экономика	Молчаливые письма, Земля - более честная система, Правда или разговоры? / Обсуждая факты и поверия	Новости первой полосы, Перспективы экономики, Выражая веру и недоверие / Газетный отчет, Глаголы пассивного залога для косвенной речи
Раздел 6	Причинные предложения, Фразы с go and get / Описание предметов устойчивыми выражениями	Объект вожеления, Вопросы с подковыркой / Интервью	Наемная помощь, Классические объекты, Вопросы для интервью / Публикация совета, Косвенная речь
Раздел 7	Формы сравнения, Предпочтения / Идиомы для выбора	Парадокс выбора, Привычки чтения / Разные мнения	Разные подходы, Критерии выбора, Выстраивая аргументы / Описание и интерпретация данных, Описывая графики
Раздел 8	Модальные глаголы, Выражения с модальными глаголами / Синонимы с -able, -ible	Может ли бизнес быть устойчивым? Современные гурманы / Разговоры о еде	Обсуждаем новости, Побуждая к хорошим делам, Отношение к еде Гид по онлайну, Причастия
Раздел 9	Градация, Устойчивые выражения с наречиями усиления / Новые Интернет-слова	Средство - это сообщение, Твоя идентичность в онлайне / Этично ли это?	Жизнь без Интернета, Создание Интернет-страницы для совместного пользования, Выражение и объяснения мнения / Профиль Интернет-профессионала, Составные существительные и устойчивые словосочетания
Раздел 10	Глаголы и прилагательные / Успех и поражение	Успех поколений, Взросление без границ / В поисках работы	Совет само-помощи, Поколение Z, Разговоры об успехе / Официальный отчет
Раздел 11	Условные предложения, условные союзы / Учеба и память	Дворец памяти, На самом дне / На новой работе	Дебаты об обучении, Советы для хорошей памяти, На самом дне / Официальное письмо
Раздел 12	Наречия и порядок слов / Фразовые глаголы на ему инноваций	Недо-инновации, Ухищрения / Достигая хороший результатов	Патенты, Рекламуя новое изобретение, Полезные советы / Отзыв о продукте

### Основная учебно-методическая литература:

*Keynote Proficient* - книга ученика, автор: Paul Dummett, издательство: National Geographic Learning, 2017 год.

### Дополнительная учебно-методическая литература:

1. *Keynote Proficient* - рабочая тетрадь, авторы: Jon Hird, Paul Dummett, издательство: National Geographic Learning, 2017 год;
2. *Keynote Proficient* - книга учителя, автор: Diane Hall, издательство: National Geographic Learning, 2017 год.

# Оценочные материалы

«Общего курса английского языка» для взрослых старше 16-ти лет

## I. Начальный уровень / Beginner & Elementary (A1)

### • Контрольная работа №1

#### GRAMMAR

#### 1 Tick (✓) A, B, or C to complete the sentences.

Example: Gerardo \_\_\_\_\_ from Mexico.

A am  B are  C is

- A** Are you from Brazil?  
**B** No, \_\_\_\_\_.  
A I'm  B I not  C I'm not
- A** Do you want a chicken sandwich?  
**B** No, thank you. I \_\_\_\_\_ eat meat.  
A don't  B doesn't  C not
- A** \_\_\_\_\_ they Italian?  
**B** Yes, they are.  
A Am  B Are  C Is
- A** \_\_\_\_\_ are you?  
**B** Fine, thanks.  
A How  B Who  C Where
- I \_\_\_\_\_ lunch in the café at work.  
A always  B always eat  C eat always
- A** \_\_\_\_\_ your last name?  
**B** R-O-B-S-O-N

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#### 2 Put the words in the correct order to make sentences.

Example: from she Mexico is  
She is from Mexico.

- T-shirt this is your  
\_\_\_\_\_?  
2 daughter Ellie Joanna's is  
\_\_\_\_\_.
- red it's shirt football a  
\_\_\_\_\_.
- a is meal this terrible  
\_\_\_\_\_.
- work they at don't weekend the  
\_\_\_\_\_.
- you do university business at study  
\_\_\_\_\_?
- morning goes gym the Petra to never in the

A How do you spell  B How spell you   
C How you spell

- \_\_\_\_\_ surname is Patel.  
A Our  B They  C We
- New York and Miami are \_\_\_\_\_.  
A bigs cities  B bigs city  C big cities
- A** Are those your \_\_\_\_\_?  
**B** Yes, they are.  
A child  B children  C childrens
- Are \_\_\_\_\_ your sunglasses?  
A this  B that  C these
- A** Does he have a car?  
**B** \_\_\_\_\_. It's that white car.  
A Yes, he doesn't  B Yes, does he   
C Yes, he does
- Where \_\_\_\_\_?  
A Ana is from  B is Ana from  C Ana from is
- Marco \_\_\_\_\_ French and Italian.  
A speak  B is speak  C speaks
- A** \_\_\_\_\_ your postcode?  
**B** It's YO6 4PX.  
A How's  B Where's  C What's
- My \_\_\_\_\_ car is very expensive.  
A parents'  B parent's  C parents

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#### 3 Underline the correct word.

Example: Where are / is you from?

- A** Are you French?  
**B** No / Yes, I'm not.
- They** / **They're** speak English.
- A** Is **this** / **these** your key?  
**B** Yes, it is.
- A** How much is this?  
**B** **Its** / **It's** £2.50.
- Her** / **She's** name is Daniella.
- A** Do you live near here?  
**B** No, I **not** / **don't**.
- He **don't** / **doesn't** usually go to bed late.
- Do you have **an** / **a** ID card?

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## VOCABULARY

## 1 Tick (✓) A, B, or C to complete the sentences.

Example: **A** Are you from \_\_\_\_\_?

**B** Yes, I am.

A Egypt  B Swiss  C Polish

- 1 Vanessa is \_\_\_\_\_.  
A France  B Italy  C Italian
- 2 Do you \_\_\_\_\_ Spanish?  
A do  B say  C speak
- 3 Nice to \_\_\_\_\_ you.  
A hello  B meet  C say
- 4 My phone \_\_\_\_\_ is 0109766528.  
A address  B name  C number
- 5 Esma lives in \_\_\_\_\_.  
A flat  B Turkey  C Turkish
- 6 My credit card is in my \_\_\_\_\_.  
A book  B purse  C umbrella
- 7 **A** How much is that football \_\_\_\_\_?  
**B** It's £5.  
A scarf  B plate  C T-shirts
- 8 I have six brothers and sisters. It's a big \_\_\_\_\_.  
A child  B family  C parents
- 9 What's your email \_\_\_\_\_?  
A address  B name  C number
- 10 **A** Is it a fast car?  
**B** No, it isn't. It's \_\_\_\_\_.  
A cheap  B old  C slow
- 11 This test is very \_\_\_\_\_.  
A difficult  B dirty  C yellow
- 12 **A** Would you like a glass of orange \_\_\_\_\_?  
**B** Yes, please.  
A fruit  B juice  C milk
- 13 I need a glass of water. I'm \_\_\_\_\_.  
A hungry  B thirsty  C tired
- 14 **A** What time do you \_\_\_\_\_ work?  
**B** At five o'clock in the afternoon.  
A don't  B finish  C go
- 15 Elaine \_\_\_\_\_ dinner in the evening.  
A does  B goes  C makes

## 2 Complete the sentences. Write one word in each gap.

Example: My mother works in a school. She's a teacher.

Typical activities

- 1 What time do you **g**\_\_\_\_\_ **u**\_\_\_\_\_ in the morning?
- 2 I have a **sh**\_\_\_\_\_ every morning.
- 3 Sonia and Greg are nurses at the hospital. They **g**\_\_\_\_\_ **t**\_\_\_\_\_ **w**\_\_\_\_\_ by train.
- 4 I finish school at 3:30 and then I **g**\_\_\_\_\_ **h**\_\_\_\_\_ and do my homework in my bedroom.

Family

- 5 This is my **g**\_\_\_\_\_. She's 21 and her name is Alejandra. We met on holiday.
- 6 I'm married. My **w**\_\_\_\_\_ name is Gloria.
- 7 My parents' parents are my **gr**\_\_\_\_\_.
- 8 Do you have **br**\_\_\_\_\_ and sisters?

Food

- 9 Sonia doesn't eat **m**\_\_\_\_\_. She's a vegetarian.
- 10 I always have a big **br**\_\_\_\_\_ at the weekend.
- 11 Do you want milk and **s**\_\_\_\_\_ in your coffee?
- 12 Italians eat a lot of pizza and **p**\_\_\_\_\_.

Jobs

- 13 My sister is a **w**\_\_\_\_\_. She works in a café.
- 14 Jose works in his car. He's a **t**\_\_\_\_\_ **dr**\_\_\_\_\_.
- 15 She's a receptionist. She works in an **o**\_\_\_\_\_.

## 3 Match the words/phrases with the correct verb from the box. There is one extra verb you do not need to use.

live	finish	eat	drink	do
play	read	speak	work	have
go				listen

Example: eat fruit and vegetables

- 1 \_\_\_\_\_ a newspaper
- 2 \_\_\_\_\_ in a factory
- 3 \_\_\_\_\_ in a flat



- 4 \_\_\_\_\_ work
- 5 \_\_\_\_\_ a shower
- 6 \_\_\_\_\_ to the radio
- 7 \_\_\_\_\_ housework
- 8 \_\_\_\_\_ to the cinema
- 9 \_\_\_\_\_ tea
- 10 \_\_\_\_\_ Chinese

	10
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Vocabulary total	40
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## PRONUNCIATION

### 1 Underline the word with a different sound.

Example: want have work

- 1 three **tea** nice
- 2 five six bike
- 3 say city Russia
- 4 watches purses phones
- 5 yes usually beautiful
- 6 small awful fast
- 7 father son husband
- 8 yoghurt eggs orange
- 9 goes writes lives
- 10 those thirty they

	10
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### 2 Underline the stressed syllable.

Example: A|me|ri|can

- 1 Bra|zil
- 2 e|le|ven
- 3 win|dow
- 4 wall|et
- 5 fif|teen
- 6 Mex|i|co
- 7 um|bre|lla
- 8 hus|band
- 9 ex|pen|sive
- 10 pol|lice|wom|an

	10
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Pronunciation total	20
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## PRACTICAL ENGLISH

### 1 Match questions and sentences 1-10 to answers b-k.

Example: Open your books to page 5, please.

  a  

- 1 Sorry I'm late.  
\_\_\_\_\_
- 2 What time is it?  
\_\_\_\_\_
- 3 How much is it?  
\_\_\_\_\_
- 4 What's your surname?  
\_\_\_\_\_
- 5 What time's your bus?  
\_\_\_\_\_
- 6 Anything else?  
\_\_\_\_\_
- 7 How do you spell it?  
\_\_\_\_\_
- 8 How can I help you?  
\_\_\_\_\_
- 9 Are we late?  
\_\_\_\_\_
- 10 Here's your change.  
\_\_\_\_\_

- a Can you repeat that, please?
- b I have a reservation here.
- c Yes, we need to hurry.
- d Thank you.
- e That's OK. Sit down, please.
- f H-O-T-E-L.
- g It's £5.35.
- h It's a quarter to six.
- i It's Perez.
- j At 8 o'clock.
- k No, thank you.

Practical English total	10
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Grammar, Vocabulary, and Pronunciation total	100
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## READING

### 1 Read the text and tick (✓) True or False.

#### A banker's life

*Itsuki Nakamura is a banker. He is from a small town in Japan, but now he lives and works in New York. American journalist, Manny Valdez, talks to Itsuki about his life and job.*

### How do you start a typical work day, Itsuki?

Well, I get up at five in the morning and go to the gym. Then I go home, have a shower and make breakfast. I live with my wife in a flat in New York, so we have breakfast together. We always have yoghurt and cereal and I usually drink orange juice. I go to work at 8 o'clock and take the subway to the office. I always use this time to read the news on my tablet.

### Where do you work?

I don't work in a bank in the street. I work in an office. I do a lot of work for big multinational companies. I usually start work at 9 o'clock and finish at 6 o'clock in the evening. I sometimes have lunch in the office or at a small café.

### Do you like your job?

I love it. I meet a lot of people from all over the world and I need to speak a lot of different languages. I speak Japanese, English, French, and Chinese. When I'm not at work I study Spanish.




### What about your family?

I'm married. My wife's name is Isabella, she's American. We don't have children. My wife is from a big family. She has three sisters and two brothers! They all live in New York.

### What do you do after work?

I usually get home at quarter past seven. I always cook dinner. My wife likes Japanese food and she never cooks! Then I read a book or speak to my mother on the phone. She lives in Japan.

- 1 Itsuki lives in Japan.  
True  False
- 2 He gets up at five o'clock in the morning.  
True  False
- 3 He doesn't have breakfast.  
True  False
- 4 He lives in a flat with his wife.  
True  False
- 5 He usually walks to work.  
True  False
- 6 He works in a bank.  
True  False
- 7 He always has lunch in the office.  
True  False

- 8 He speaks four different languages.  
True  False
- 9 His wife is from the USA.  
True  False
- 10 His mother is in Japan.  
    False

## 2 Read the text again and answer the questions.

Example: Where is Itsuki from?

*He's from a small town in Japan.*

- 1 What does Itsuki have for breakfast?  
\_\_\_\_\_
- 2 What does Itsuki do when he goes to work?  
\_\_\_\_\_
- 3 What time does Itsuki finish work?  
\_\_\_\_\_
- 4 Do Itsuki and Isabella have children?  
\_\_\_\_\_
- 5 Does Itsuki's wife cook?  
\_\_\_\_\_

	5
--	---

Reading total		15
---------------	--	----

## WRITING

### Answer the questions and write about your life.

- Do you have a big or small family? Who is in your family? What do they do?
- What do you do? Are you a student or do you work? Where do you work/study?
- Describe your typical day.

Writing total		10
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Reading and Writing total		25
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## LISTENING

### 1 Listen to Li Mei and Pedro talking about their typical day. Tick (✓) the correct person.

- 1 Who drinks tea for breakfast?  
Li Mei  Pedro
- 2 Who works in a restaurant?  
Li Mei  Pedro
- 3 Who listens to the radio in the morning?  
Li Mei  Pedro
- 4 Who works at the weekend?  
Li Mei  Pedro
- 5 Who makes dinner at the weekend?

Li Mei  Pedro

**2 Listen to five conversations and answer the questions. Choose the correct answer.**

- 1 What country is the man from? \_\_\_\_  
A Russia  
B Poland  
C England
- 2 What is Stacey's phone number? \_\_\_\_  
A 07095568172  
B 07952661438  
C 07592664138
- 3 What does the woman have in the café? \_\_\_\_  
A coffee with milk and sugar and a cheese sandwich  
B coffee with milk and a chicken sandwich  
C coffee with milk and a cheese sandwich
- 4 Who is Jemma? \_\_\_\_  
A the woman's sister  
B the woman's daughter  
C the woman
- 5 What does Milos's father do? \_\_\_\_  
A He's a doctor.  
B He's a nurse.  
C He's a journalist.

Listening total		10
-----------------	--	----

**SPEAKING**

**1 Ask your partner these questions.**

- 1 Where are you from?
- 2 What languages do you speak?
- 3 What do you do?
- 4 What do you usually have for lunch?
- 5 Do you like mornings?

**2 Now answer your partner's questions.**

**3 Your partner has information about Belinda. Ask questions and complete the table.**

Name	
Nationality	
Phone number	
Job	
Place of work	
What do you do in the morning?	

**4 Read the information about Rafael. Then answer your partner's questions.**

Name	Rafael Martinez
Nationality	Mexican
Phone number	5541782609
Job	Policeman
Place of work	In the street
What do you do in the morning?	Gets up at 6 a.m. and goes to the gym

Speaking total		15
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Listening and Speaking total		25
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• **Контрольная работа №2**

**GRAMMAR**

**1 Tick (✓) A, B, or C to complete the sentences.**

Example: Tania \_\_\_\_\_ to the park yesterday.

A goes  B goed  C went

1 What are you \_\_\_\_\_ at the moment?

A do  B doing  C did

2 \_\_\_\_\_ your parents at the concert last

night?

A Was  B Wasn't  C Were

3 Khalid is in the kitchen \_\_\_\_\_ dinner.

A makes  B make  C making

4 What \_\_\_\_\_ yesterday?

A Lucy was doing  B did Lucy do  C

Lucy did do

5 Rana always \_\_\_\_\_ computer games at

home in the evening.

A play  B plays  C is playing

6 My father hates \_\_\_\_\_ in the city.

A drive  B I drive  C driving

7 I'm sorry, but you \_\_\_\_\_ park here.

A aren't  B can  C can't

8 Jonas is a policeman in Munich, but

\_\_\_\_\_ in Frankfurt today.

A he works  B he working  C he's

working

9 **A** \_\_\_\_\_ their friends at the weekend?

**B** Yes, they did.

A They visited  B Did they visited

C Did they visit

10 \_\_\_\_\_ in and sit down, please.

A Come  B Listen  C Walk

11 Katarina loves \_\_\_\_\_ Mexican food.

A eat  B eats  C eating

12 **A** Let's meet at 8 o'clock.

**B** I'm sorry, I \_\_\_\_\_. I'm busy at 8 o'clock.

A aren't  B can't  C don't

13 When Sonia went on holiday she \_\_\_\_\_ in

a hotel.

A didn't stay  B didn't stayed  C

not staying

14 Do you like \_\_\_\_\_?

A swim  B swimming  C swimming

15 **A** What did you buy at the bookshop?

**B** I \_\_\_\_\_ some magazines and a

present for my mother.

A buying  B buyed  C bought

15

**2 Put the words in the correct order to make questions.**

Example: like watching you do TV

Do you like watching TV?

1 out you on go Saturday do night

\_\_\_\_\_

2 you do at relax weekend how the

\_\_\_\_\_

3 working you where today are

\_\_\_\_\_

4 does office the Jamal how usually to travel

\_\_\_\_\_

5 he teacher is the listening to

\_\_\_\_\_

6 they on where holiday did year go last

\_\_\_\_\_

7 the you doing do in yoga like morning

\_\_\_\_\_

8 did you live and USA when in your family the

\_\_\_\_\_

8

**3 Complete the sentences with ONE correct word.**

Example: Did you speak to Flo this morning?

No, I didn't speak to her this morning.

1 \_\_\_\_\_ there a shower in the bathroom?

2 There aren't \_\_\_\_\_ plates in the cupboard.

3 **A** Do you want to see the new Stephen King horror film?

**B** Yes, I'd love to go and watch \_\_\_\_\_.

4 There are \_\_\_\_\_ great views of the mountains from here.

5 My parents moved to Turkey last year so I don't see \_\_\_\_\_ very often.

6 **A** Are there any chairs in the garden?

**B** No, there \_\_\_\_\_.

7 **A** Excuse me. Can you take a photo of \_\_\_\_\_?

**B** Of course! Stand together.

7

## VOCABULARY

## 1 Tick (✓) the correct word A, B, or C.

Example: My parents hate \_\_\_\_\_ out.

A cooking  B eating  C shopping

- 1 A strange woman sat down \_\_\_\_\_ me on the bus.  
A on the left  B between  C opposite
- 2 Maggie loves \_\_\_\_\_ new clothes.  
A buying  B paying  C shopping
- 3 Are there any \_\_\_\_\_ in the bathroom?  
A pillows  B towels  C showers
- 4 Would you like to \_\_\_\_\_ dinner tonight?  
A do  B go  C have
- 5 **A** Where were you at 7 o'clock last night?  
**B** I was \_\_\_\_\_ home with my wife.  
A at  B in  C on
- 6 Manuela and her boyfriend are \_\_\_\_\_ in the mountains.  
A camping  B doing  C going out
- 7 What time did you \_\_\_\_\_ at the hotel?  
A arrive  B leave  C stay
- 8 The bookshop is \_\_\_\_\_ the bank and the supermarket.  
A on the left  B between  C next
- 9 Louis and Elisa were \_\_\_\_\_ London last week.  
A at  B in  C on
- 10 We really like \_\_\_\_\_ different countries.  
A doing  B travelling  C visiting
- 11 It's raining. Come and stand \_\_\_\_\_ the umbrella.  
A on  B in  C under
- 12 When do you usually \_\_\_\_\_ your homework?  
A do  B go  C make
- 13 It was a long flight. We were \_\_\_\_\_ the plane for 9 hours.  
A at  B in  C on
- 14 There's a nice Italian restaurant \_\_\_\_\_ of 5<sup>th</sup> Avenue.  
A next to  B opposite  C on the corner
- 15 **A** What are you doing here?  
**B** I'm \_\_\_\_\_ for Beatriz. She's late!  
A arriving  B leaving  C waiting

## 2. Complete the sentences. Write one word in each gap.

Example: You can't take photos here.

Entertainment / free time activities

- 1 I like action films, but I prefer **w** \_\_\_\_\_.
- 2 Raul usually goes **sw** \_\_\_\_\_ in the pool every morning.
- 3 I like watching TV **s** \_\_\_\_\_ in my free time. *Game of Thrones* is my favourite.
- 4 Johanna loves going for a **w** \_\_\_\_\_ in the mountains. It helps her relax.
- 5 *Star Wars* isn't a horror film! It's a **sc** \_\_\_\_\_ **f** \_\_\_\_\_ film.
- 6 Would you like to go to the **c** \_\_\_\_\_ this weekend? There's a new action film I want to see.

Clothes

- 7 It's cold today. Please wear your **c** \_\_\_\_\_.
- 8 My father always wears a **s** \_\_\_\_\_ and a shirt and tie in the office.
- 9 Emily is wearing a long red **sk** \_\_\_\_\_.
- 10 When I do sport I always wear shorts, a T-shirt, and **tr** \_\_\_\_\_.

Travel and hotels

- 11 Our suitcases are heavy and our room is on the fifth floor. Is there a **l** \_\_\_\_\_?
- 12 We bought some souvenirs in the hotel **g** \_\_\_\_\_ shop.
- 13 A lot of people **st** \_\_\_\_\_ in a hotel when they go on holiday.
- 14 You usually **ch** \_\_\_\_\_ in at reception after you arrive at a hotel.
- 15 Let's **b** \_\_\_\_\_ our tickets online.

## 3 Match the words/phrases with the correct verb from the box. There is one extra verb you do not need to use.

eat	carry	change	have	walk	play
	do	meet	phone	use	go
wait					

Example: eat fast food

- 1 \_\_\_\_\_ the housework
- 2 \_\_\_\_\_ friends after work
- 3 \_\_\_\_\_ for a bus at the bus stop
- 4 \_\_\_\_\_ your mobile phone
- 5 \_\_\_\_\_ the piano
- 6 \_\_\_\_\_ a nice day

- 7 \_\_\_\_\_ in the park
- 8 \_\_\_\_\_ money in the bank
- 9 \_\_\_\_\_ out
- 10 \_\_\_\_\_ a suitcase

	10
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Vocabulary total	40
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## PRONUNCIATION

### 1 Underline the word that has a different sound.

Example: here near wear

- 1 serve work dress
- 2 know town coat
- 3 **why** who husband
- 4 there here airport
- 5 about father actor
- 6 car can can't
- 7 book good soon
- 8 fun cooking think
- 9 rented booked decided
- 10 packed travelled stayed

	10
--	----

### 2 Underline the stressed syllable.

Example: re|lax

1. re|cep|tion
2. trou|sers
3. oppo|site
4. Oc|to|ber
5. se|venth
6. pi|an|o
7. suit|case
8. an|i|ma|tions
9. el|e|venth
10. Ap|r|il

	10
--	----

Pronunciation total	20
---------------------	----

## PRACTICAL ENGLISH

### 1 Match questions and sentences 1-10 to answers b-k.

Example: When is Thanksgiving?

a

1. What's the date today?  
\_\_\_\_\_
2. Would you like a burger?  
\_\_\_\_\_

3. Excuse me. Is there a bank near here?

\_\_\_\_\_

4. Thank you very much.

\_\_\_\_\_

5. Are you sure it isn't the ninth?

\_\_\_\_\_

6. Would you like to come to the cinema with me?

\_\_\_\_\_

7. Sorry, where's that?

\_\_\_\_\_

8. Let's meet outside the theatre.

\_\_\_\_\_

9. Talk to you on Monday.

\_\_\_\_\_

10. Would you like to go out on Friday night?

\_\_\_\_\_

a ~~It's in November.~~

b Yes, definitely.

c You're welcome.

d Sorry, I can't. I'm busy on Friday.

e No, thanks. I'm not hungry at the moment.

f Okay. See you there at 7:30.

g It's the fifth of July.

h Yes, there's one on the corner of Park Street and King's Road.

i Yes, I'd love to. There's a really good comedy film on at the moment.

j Go straight on and then turn right. It's on the right opposite the school.

k Great. Talk to you then.

Practical English total	10
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Grammar, Vocabulary, Pronunciation, and Practical English total	100
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## READING

### 1 Read the email and tick (✓) True or False.

To: Jemma  
From: Monica  
Subject: Holiday time

Hi Jemma, I hope you're okay. We're having a wonderful time here in Mexico. Last week we were in Mexico City. It's a really amazing city and there is a lot to do there. We didn't stay in a hotel because Mike has a friend, Jorge who lives there. He lives in a big house outside the city. We stayed with him and his family. He is married and has three children and two dogs. It was great fun. Marisol, Jorge's wife, loves cooking. She cooked dinner for us the first night and it was fantastic.

When we were in Mexico City we travelled by bus. It was very cheap and easy to use them. We visited a lot of interesting places, but my favourite was the Frida Kahlo museum. She was a famous artist and you can see a lot of her paintings in the museum. I loved it.

Yesterday we left Mexico City and got a plane to Acapulco. Here we're staying in a small hotel. It's lovely. There's a balcony and we have fantastic views. The hotel is near to a beautiful beach. Mike rented a car, so we can visit different places. Last night, after we checked in to the hotel, we walked down to the beach and had dinner at a nice restaurant. I really like eating Mexican food.

At the moment Mike is swimming in the hotel's swimming pool. I'm sitting in our room watching TV and writing emails. I'm sending you some photos of the holiday. In the first one you can see us arriving at Jorge's house in Mexico City. The second photo is me dancing last night! And the third photo is Mike relaxing next to the swimming pool this morning.

I'm missing you all.

Love

Monica

- 1 Monica is in Mexico on business.

True  False

- 2 Last week Monica and Mike were in Mexico City.

True  False

- 3 Jorge lives in Mexico City.

True  False

- 4 Marisol cooked a fantastic meal on the first night.

True  False

- 5 When they were in Mexico City, Monica and Mike travelled by taxi.

True  False

- 6 Monica really liked the Frida Kahlo museum.

True  False

- 7 Yesterday they went by plane to Acapulco.

True  False

- 8 They are staying in a hotel near to the beach.

True  False

- 9 Last night they had a meal in the hotel.

True  False

- 10 At the moment Monica is relaxing next to the swimming pool.

10

True  False

### 2 Read the email again and complete the sentences with a word from the text.

Example: Jorge is Mike's *friend*.

- Jorge is married and has two dogs and three \_\_\_\_\_.
- It was \_\_\_\_\_ and easy to use the buses in Mexico City.
- Monica and Mike have \_\_\_\_\_ views from their hotel room.
- Monica likes eating \_\_\_\_\_ food.
- Monica is sending Jemma three \_\_\_\_\_.

5

Reading total

15

## WRITING

### Answer the questions and write about your last holiday.

- Where did you go?
- When was it?
- Who did you go with?
- How did you travel there?
- What did you do on the holiday?

Writing total

10

**LISTENING**

**1 Listen to Demi and Rick talking. Tick (✓) A, B, or C to answer the questions.**

- 1 Where was Rick last night?  
 A He stayed at home.   
 B He went to a restaurant.   
 C He went to the cinema.
- 2 What film did Rick want to see?  
 A a comedy   
 B a science-fiction   
 C a western
- 3 Who hates westerns?  
 A Demi   
 B Marjorie   
 C Rick
- 4 What film did Rick and his girlfriend see?  
 A a comedy   
 B a science-fiction   
 C a western
- 5 Who directed the science fiction film Rick saw?  
 A Steven Spielberg   
 B Meryl Streep   
 C Tom Hanks

**2 Listen to five conversations and answer the questions. Choose the correct answer.**

- 1 When is Jenni's dad's birthday?  
 A 13<sup>th</sup> November   
 B 14<sup>th</sup> November   
 C 16<sup>th</sup> November
- 2 What does Matteo enjoy doing?  
 A running, cycling and camping   
 B cycling, running and yoga   
 C camping, cycling and yoga
- 3 What is Grace wearing?

- A a red dress and red shoes   
 B a red dress and black shoes   
 C jeans and a blue sweater

- 4 Where's the car park?  
 A on the corner of North Street   
 B on the left next to the train station   
 C on the right next to the train station
- 5 What did Angus think of the Chinese food?  
 A He didn't like it.   
 B It wasn't expensive.

**SPEAKING**

**1 Ask your partner these questions.**

- 1 What do you love / hate doing? Why?
- 2 How do you relax at the weekend?
- 3 What was the last film you saw? What kind of film was it?
- 4 Who did you watch the film with?
- 5 What did you think of it?

**2 Now answer your partner's questions.**

**3 Your partner has information about Tomas's past activities. Ask *what/when* questions and complete the table.**

**4 Read the information about Sonia's activities. Then answer your partner's questions.**

WHEN?	WHAT?
This morning	Read the newspaper Walked to university
Last night	Studied English
Last weekend	Went walking in the mountains Cooked dinner for mum and dad



• **Контрольная работа №3**

**GRAMMAR**

**1 Make present continuous sentences and questions (positive and negative). Use contractions where possible.**

Example: Hannah / study / in her bedroom  
Hannah's studying in her bedroom.

- 1 why / Dave and his wife / argue ?  
\_\_\_\_\_.
- 2 they / not wait / for a taxi  
\_\_\_\_\_.

**Underline the correct word or phrase.**

Example: I **don't** / **'m not** studying at the moment.

- 1 Jill **doesn't** / **isn't** at school today.
- 2 **Does** / **Is** this Sam's mobile phone?
- 3 **Do** / **Are** you like swimming?
- 4 The shops **wasn't** / **weren't** open today.

**Complete the sentences with the correct word or phrase.**

Example: We went to Rome last week.  
 were went go

1. Yesterday \_\_\_\_\_ Saturday. Today is Sunday.  
 didn't didn't was was
- 2 What time \_\_\_\_\_ Mr Carter leave?  
 was is did.

**2 Complete the email. Use the present simple or present continuous form of the verbs in brackets.**

Hi Gilly

How's your new job? My university course is great, but it's Friday evening and I'm home for the weekend. I 'm sitting (sit) on my bed and I <sup>1</sup> \_\_\_\_\_ (play) a computer game on my laptop. I usually <sup>2</sup> \_\_\_\_\_ (study) in the evenings or I <sup>3</sup> \_\_\_\_\_ (go) out with my friends. My family are downstairs. Mum <sup>4</sup> \_\_\_\_\_ (make) dinner and I <sup>5</sup> \_\_\_\_\_ (think) Dad <sup>6</sup> \_\_\_\_\_ (help) Julie with her homework. I can't write any more now – Mum <sup>7</sup> \_\_\_\_\_ (want) me to help her in the kitchen.

See you soon

Kate

**3 Complete the sentences with me / my, you / your, him / his, etc.**

Example: That's my iPod! Give it to me.

- 1 He likes Maria, but he doesn't love \_\_\_\_\_.
- 2 We don't speak Japanese. They can't understand \_\_\_\_\_.
- 3 That isn't \_\_\_\_\_ house. They don't live in this street.

	3
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**Underline the correct word.**

Example: There wasn't / weren't any food on the table.

- 1 Was there **any** / **a** TV in your hotel room?
- 2 There **were** / **was** a lot of people at the party.

	2
--	---

Grammar total		20
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**VOCABULARY**

**4 Underline the correct word or phrase.**

Example: We drove from / to London to Cambridge.

- 1 Don't run **into** / **down** the stairs!
- 2 An old man came **up** / **out of** the house.
- 3 The bookshelves are **next to** / **between** the sofa.
- 4 Don't stand **behind** / **in front of** the TV. I'm trying to watch this programme.
- 5 Put those books **in** / **over** the cupboard.
- 6 I opened the door and walked **into** / **on** the room.
- 7 Our house is **in front** / **opposite** the park.
- 8 She put her purse **out of** / **into** her bag.

	8
--	---

**5 Write the past simple form of the verbs.**

Example: do did

- |              |                |
|--------------|----------------|
| 1 find _____ | 7 fall _____   |
| 2 get _____  | 8 drive _____  |
| 3 hear _____ | 9 speak _____  |
| 4 wear _____ | 10 write _____ |
| 5 take _____ | 11 sit _____   |
| 6 say _____  | 12 think _____ |

**6 Complete the sentences with the correct word.**

Example: 'Do you often speak to your mum?'  
'Yes, I phone her every day.'

- 'What do you do?'  
'I'm a receptionist. I greet visitors and \_\_\_\_\_ the phone.'
- 'What's that noise?'  
'Oh, that's my phone. It's \_\_\_\_\_.'
- 'Hello, Alan.'  
'I'm sorry, I'm not Alan. You have the \_\_\_\_\_ number.'
- 'Jenny isn't here at the moment.'  
'Can you give a \_\_\_\_\_ to her?'
- 'I want to call Sylvie.'  
'Find 'Sylvie' on the phone and \_\_\_\_\_ the button.'
- 'What's the matter?'  
'I want to use that phone. Can you finish your \_\_\_\_\_?'

**PRONUNCIATION**

**7 Underline the stressed syllable.**

Example: prac|tise

- con|duc|tor
- Ja|nu|ary
- mu|si|cian
- in|stru|ment
- gui|tar

**8 Find the word which does not contain the sound at the beginning of the line.**

Example: / I guitar fine winter finish

- /j/ youth beautiful fruit new
- /i:/ ice niece see police
- /ɪ/ mystery internet musician buy
- /aɪ/ smile sit Friday time
- /j/ June year January Tuesday

5

**READING**

**1 Read the adverts and tick (✓) A, B, or C.**

**HOUSES TO RENT**

**Downland Cottage** is a small house just two minutes from the library and ten minutes from the centre of town. Downstairs, there is a living room, a small

dining room and a modern kitchen. Upstairs, there are two bedrooms and a large bathroom. The house is over 100 years old, but it has a new central heating system. There is a pretty garden, which is easy to look after, and a garage next to the garden. Downland Cottage is in a small, quiet road of only six houses.

**Seaview** is an attractive old house on the coast road with parking space for three or four cars. There aren't any neighbours close by and it's a five-minute walk from Burntown Beach. Downstairs there's a living room, a dining room, and a very big kitchen. There's also a library, so it's great for someone who likes reading. There is no central heating, but each room has a fireplace and the house is very warm. Upstairs there are four bedrooms, two bathrooms, and a shower room. The bedrooms are freshly painted and have new carpets and furniture. They all have large balconies and fantastic views over the sea.

**Redcliffe** is a town house and is only ten years old. Redcliffe is opposite the train station and there are regular trains to London. The house has a large living room, a kitchen, and a dining room downstairs. On the first floor there are two bedrooms and a really lovely bathroom. There is another bedroom and a small study on the top floor. In front of the house there is a small garden and a space to park a car on the street. There is a big park nearby, so it's great for anyone with children. It's a little bit more expensive, but it's a really nice family house.

Example: Downland Cottage is a new house.

A True  B False  C Doesn't say

- Downland Cottage is far from the town centre.  
A True  B False  C Doesn't say
- The bedrooms are small **Pronunciation total**  
in Downland Cottage.  
A True  B False  C Doesn't say
- Seaview is close to the sea.  
A True  B False  C Doesn't say
- There isn't any furniture in Seaview.  
A True  B False  C Doesn't say
- Seaview has a big garage for 3-4 cars.  
A True  B False  C Doesn't say

- 6 Redcliffe has three bedrooms.  
A True  B False  C Doesn't say
- 7 It is easy to get to London from Redcliffe.  
A True  B False  C Doesn't say
- 8 Redcliffe is near a school.  
A True  B False  C Doesn't say

**2 Read the adverts again. Write *Downland, Seaview, or Redcliffe* next to each sentence.**

Example: There are eleven rooms. *Seaview*

- You can park in the garage. \_\_\_\_\_
- It's a modern house. \_\_\_\_\_
- There is more than one bathroom.  
\_\_\_\_\_
- You can hear trains. \_\_\_\_\_
- It has central heating. \_\_\_\_\_
- It doesn't have any close neighbours.  
\_\_\_\_\_
- There's a special room where you can work at the top of the house. \_\_\_\_\_

	7
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Reading total		15
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**WRITING**

**Describe your house / flat. Answer these questions, then write a text. (75–100 words)**

- Do you live in a city / town / village?
- Do you have a house or a flat?
- Who lives with you?
- How many rooms are there in your house / flat?  
What are they?
- Is there a big garden?
- Are the neighbours nice / friendly / noisy...?
- What is there near your house?

I live in a ...

**LISTENING**

**1 Listen to a police officer interviewing a woman about a robbery. Tick (✓) A, B, or C.**

- The robbery happened at about \_\_\_\_\_.  
A five o'clock  B half past three  C three o'clock
- The man with dark hair was about \_\_\_\_\_ years old.

A twenty-eight  B eighteen  C thirty

- \_\_\_\_\_ went into the kitchen.  
A The tall man  B Both men  C The short man
- They took the woman's \_\_\_\_\_.  
A credit cards  B purse  C bag
- She lost \_\_\_\_\_.  
A £50  B £15  C 150

**2 Listen to five people talking about where they live. Underline the correct answer.**

- Coral has a cottage **in the country / on the coast**.
- There isn't a **dining room / study** in Nick's flat.
- There were **six / eight** bedrooms in Danny's parents' house.
- Gemma lives in a house with a **green / blue** door.
- Kate's favourite room is the **kitchen / living room**.

	5
--	---

Listening total		10
-----------------	--	----

**SPEAKING**

**Student A:**

**1 Ask your partner about his / her home.**

- Do you live in a flat?
- Is your house / flat in a nice part of town?
- Why do you like living there?
- Which is your favourite room?
- What colour is your kitchen?
- Do you want to live in a different place? Why?

**Now answer your partner's questions about your home.**

**2 Ask your partner about his / her famous house.**

- What / address?
- Where?
- Who / live there?
- How old?
- How many / rooms
- Can / visit / garden?

**3 Read the information about a famous house and answer your partner's questions.**

**1600 Pennsylvania Avenue**

where – centre of Washington  
home of – President of the USA  
how old – about 210 years old  
rooms – 132  
visit garden – yes

**Student B:**

**1 Answer your partner's questions about your home.**

**Now ask your partner about his / her home.**

- 1 Do you live in a house?
- 2 Where is your house / flat?
- 3 Do you like living there?
- 4 Do you have a favourite room?
- 5 What colour is your living room?
- 6 What do you want to change in your house? Why?

**2 Read the information about a famous house and answer your partner's questions.**

**10 Downing Street**

where – centre of London  
home of – British Prime Minister  
how old – about 350 years old  
rooms – around 100  
visit / garden – no

**3 Ask your partner about his / her famous house.**

- What / address ?
- Where?
- Who / live there?
- How old?
- How many / rooms
- Can / visit / garden?

Speaking total		15
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• **Контрольная работа №4**

**GRAMMAR**

**1 Complete the sentences with *a, an, some, or any*.**

Example: There are some strawberries in the fridge.

- 1 'I'm hungry.' 'Do you want \_\_\_\_\_ apple?'
- 2 'Are there \_\_\_\_\_ bananas?' 'No. Pete had the last one.'
- 3 I never eat \_\_\_\_\_ meat because I'm a vegetarian.

	3
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**Complete the dialogue by putting the verbs in brackets into the present perfect or the past simple.**

- A Have you seen (you / see) this film before?  
 B No, I <sup>1</sup> \_\_\_\_\_. What about you?  
 A I <sup>2</sup> \_\_\_\_\_ (see) it last year at the cinema.  
 B I <sup>3</sup> \_\_\_\_\_ (meet) the main actor a few years ago.  
 A Wow! I <sup>4</sup> \_\_\_\_\_ (not / meet) anyone famous.

	4
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**2 Read the answers and make questions. Use the words in bold to help you.**

Example: I wash my car **once a month**.  
How often do you wash your car?

- 1 He bought his hat **in a department store in London**.  
\_\_\_\_\_
- 2 My favourite actor is **Jean Reno**.  
\_\_\_\_\_
- 3 She can speak **three** languages.  
\_\_\_\_\_
- 4 We usually finish work **at half past six**.  
\_\_\_\_\_
- 5 They're studying **because they have a test tomorrow**.  
\_\_\_\_\_
- 6 I like **opera and jazz**.  
\_\_\_\_\_

	6
--	---

**3 Underline the correct word or phrase.**

Example: Don't walk home. It isn't safe / **safely** here at night.

- 1 Sandra dances quite **good** / well.
- 2 Put **a little** / **a few** pepper in the soup.
- 3 I don't understand you. Please speak **slow** / slowly.
- 4 We need some sugar. There's **any** / **none** in the cupboard.
- 5 He worked **hard** / **hardly** and passed the exam.
- 6 She doesn't have a very **healthy** / **healthily** lifestyle.
- 7 They speak **perfectly English** / **English perfectly**.

	7
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Grammar total		20
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**VOCABULARY**

**4 Underline the correct verb.**

Example: Cooking isn't difficult. You just need / **learn** / **hope** to practise.

- 1 'Would you **hope** / **like** / **plan** to have dinner with me?'
- 2 Laura's **liking** / **being** / **planning** to move to the USA. She's got a job there.
- 3 There's a new film on at the cinema that I really **want** / **like** / **would** to see.
- 4 He's studying hard because he **likes** / **would** / **hopes** to get a place at university.
- 5 There's nothing for dinner. We **need** / **go** / **would** to go to the supermarket.

	5
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**5 Write the past participle of the verbs.**

Example: speak spoken

- 1 think \_\_\_\_\_
- 2 fall \_\_\_\_\_
- 3 drink \_\_\_\_\_
- 4 know \_\_\_\_\_
- 5 pay \_\_\_\_\_
- 6 sing \_\_\_\_\_
- 7 meet \_\_\_\_\_

	7
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## 6 Complete the places.

Example: You drive your car on a road.

- 1 You can see actors in a t\_\_\_\_\_.
- 2 You can have a meal in that Italian r\_\_\_\_\_.
- 3 You can buy clothes in a d\_\_\_\_\_ s\_\_\_\_\_.
- 4 You send a letter from a p\_\_\_\_\_ o\_\_\_\_\_.
- 5 You can get a train from a r\_\_\_\_\_ s\_\_\_\_\_.
- 6 You can see old things in a m\_\_\_\_\_.
- 7 You can use the b\_\_\_\_\_ to go over the river.
- 8 You can buy cheap fruit and vegetables at the m\_\_\_\_\_.

Vocabulary total		20
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## PRONUNCIATION

### 7 Find the word with a different sound.

Example: cheese China chemist's chocolate

- 1 sugar fish mushroom see
- 2 tea peas steak meat
- 3 cook food good look
- 4 spoon moon choose book
- 5 cake cereal swim surf

	5
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### 8 Match the words with the same sound.

happy many <del>shower</del> first say profession
---

Example: hour shower

- 1 earn \_\_\_\_\_
- 2 wait \_\_\_\_\_
- 3 friend \_\_\_\_\_
- 4 home \_\_\_\_\_
- 5 station \_\_\_\_\_

## READING

### 1 Read the interview and tick (✓) A, B, or C.

#### Interview with Paul Mason

Last week Paul Mason, author of the novels *Silence*, *Who did it?* and *Go Away*, agreed to be interviewed by one of our journalists.

#### Lifestyle & Experience

I live in New York with my second wife and our three children. I wasn't always a writer. When I left school I got a job in a library. In

my free time I read murder novels, but one day I decided to write one. I was lucky because people liked it. I earned a lot of money so I left my job at the library and began to write all the time. I get up at 6 a.m., go to the gym for an hour, then go to my office. I buy breakfast on the way and eat it while I check my emails. After I've answered my emails I start writing. I can easily spend 9 or 10 hours writing.

#### Tastes

After work I have dinner with my family. Sometimes we go out to parties or to the theatre, but most evenings I prefer to relax at home and listen to jazz or read. My favourite author is Agatha Christie and at the moment I'm reading a book she wrote about her life. My cat usually sits next to me while I read, and the rest of the family like to watch TV.

#### Places

One of my favourite places is Maine on the east coast. We have a small house near the beach. It isn't very far from Vermont, where we go skiing in the winter. In the summer, we usually go to Venice where my wife's family live. It's probably the most beautiful city I've ever seen. I stayed in Venice when I wrote my third book and that's where I learned to speak Italian and to play the guitar. I hope to buy a house there one day. Then I'd like to retire and learn to paint.

Example: Paul Mason is a journalist.

A True  B False  C Doesn't say

- 1 Paul has been married once.  
A True  B False  C Doesn't say
- 2 He wrote his first novel when he worked at the library.  
A True  B False  C Doesn't say
- 3 He spends a lot of money.  
A True  B False  C Doesn't say
- 4 He checks his emails before he starts writing.  
A True  B False  C Doesn't say
- 5 He doesn't have a pet.  
A True  B False  C Doesn't say
- 6 He hasn't appeared on TV.  
A True  B False  C Doesn't say
- 7 He has bought another house in Italy.

A True  B False  C Doesn't say

	7
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**2 Read the text again and answer the questions.**

- 1 What books has Paul Mason written?  
\_\_\_\_\_
- 2 Who does he live with?  
\_\_\_\_\_
- 3 Where did he work before he became a writer?  
\_\_\_\_\_
- 4 How does he relax in the evenings?  
\_\_\_\_\_
- 5 What is he reading at the moment?  
\_\_\_\_\_
- 6 Where does he go in winter?  
\_\_\_\_\_
- 7 What foreign languages can he speak?  
\_\_\_\_\_
- 8 What does he want to do when he retires?  
\_\_\_\_\_

	8
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Reading total		15
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**WRITING**

**Describe your life. Choose two or more ideas from the list. (75–100 words)**

- 1 Your tastes (music, books, films, etc.)
- 2 Your lifestyle (daily activities, ways to relax, etc.)
- 3 Your home (house, rooms, pets, etc.)
- 4 Your abilities (languages, musical instruments, etc.)
- 5 Your favourite places (in your town, for holidays, etc.)
- 6 Your work experiences (first job, worst job, etc.)

My tastes: I like ... music...

Writing total		10
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**LISTENING**

**1 Listen to the conversation. Tick (✓) A, B, or C.**

- 1 The man is \_\_\_\_\_.  
A going to work  B going home  C

going to see a friend

- 2 The time now is \_\_\_\_\_.  
A 4.45  B 5.15  C 5.45
- 3 At the moment, the woman is doing a course in \_\_\_\_\_.  
A teaching  B Japanese  C healthcare
- 4 The man has \_\_\_\_\_ Japan.  
A lived in  B travelled to  C worked in
- 5 The man would like \_\_\_\_\_.  
A a coffee and a snack  B a tea and a snack  C a snack only

	5
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**2 Listen to five speakers. Match them with the questions they are answering A–E.**

- Speaker 1   
Speaker 2   
Speaker 3   
Speaker 4   
Speaker 5
- A What did you do at the weekend?  
B What's your favourite season?  
C How do you usually travel to work?  
D What's the best book you've ever read?  
E How much exercise do you do?

	5
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Listening total		10
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**SPEAKING**

**Student A:**

**1 Answer your partner's questions.**

**Now ask your partner these questions.**

- 1 What was the title of the last book you read?
- 2 Did you enjoy it?
- 3 Have you read any books in English or any other foreign languages?
- 4 Have you ever written a story? When?
- 5 Would you like to be a famous writer? Why? Why not?

**2 Your partner has information about a Hollywood film star. Make questions and ask your partner.**

- What / name?
- Where / live?
- What / favourite place?
- Who / favourite actor?
- Pets?
- What / hope to do?

**3 Read the information about an actor in a British TV series and answer your partner's questions.**

**Julian Smith**

Lives – London

Favourite place – Central Park (New York)

Favourite writer – Shakespeare

Pets – two cats

Ambition – to make a film in Hollywood

**Student B:**

**1 Ask your partner these questions.**

- 1 What was the title of the last film you saw?
- 2 Did you enjoy it?
- 3 Have you seen any films in English?
- 4 Have you ever been on TV? When?
- 5 Would you like to be a TV star? Why? Why not?

**Now answer your partner's questions.**

**2 Read the information about a Hollywood film star and answer your partner's questions.**

**Angelina Martin**

Lives – Hollywood

Favourite place – beach (Santa Monica)

Favourite actor – Johnny Depp

Pets – a dog

Ambition – to be in a play in a London theatre

**3 Your partner has information about a British TV star. Make questions and ask your partner.**

- What / name?
- Where / live?
- What / favourite place?
- Who / favourite writer?
- Pets?
- What / hope to do?



II.

**Уровень ниже среднего / Pre-Intermediate (A2)**

**Контрольная работа №1**

**GRAMMAR**

1 Complete the email. Put the verb in brackets in the present perfect or past simple.

Hi Craig

I've just received (just / receive) your email. Sorry to hear you aren't well. I hope you feel better soon. You <sup>1</sup> \_\_\_\_\_ (be) really busy recently!

<sup>2</sup> \_\_\_\_\_ (you / plan) your holiday yet? In June, I <sup>3</sup> \_\_\_\_\_ (go) to Canada with my family again. We <sup>4</sup> \_\_\_\_\_ (go) there three times now! But this time, we <sup>5</sup> \_\_\_\_\_ (not stay) with my uncle in Toronto. Instead, we <sup>6</sup> \_\_\_\_\_ (hire) a car so we could visit different places. Then in August, Tanya and I <sup>7</sup> \_\_\_\_\_ (travel) around Morocco. <sup>8</sup> \_\_\_\_\_ (you / ever / go) there? It's a really interesting country.

Write soon!

Tobias

	8
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2 Complete the sentences with *so, because, but, or although*.

Example: *Although* it was late, we weren't tired.

- Amal doesn't eat meat \_\_\_\_\_ he's a vegetarian.
- \_\_\_\_\_ the restaurant was expensive, the food was awful.
- Tomas doesn't like his job, \_\_\_\_\_ he's looking for another one.
- I invited Ian to the party, \_\_\_\_\_ he didn't want to come.

Complete the sentences with *who, which, or where*.

Example: That's the woman who works in the pharmacy.

- 'Café' is a word \_\_\_\_\_ comes from the Spanish word 'cafeteria'.
- This is the restaurant \_\_\_\_\_ we had dinner.
- Kangaroos are animals \_\_\_\_\_ live in

Australia.

- A flight attendant is a person \_\_\_\_\_ looks after passengers on a plane.

Complete the dialogues with *just, already, or yet*.

Example: **Tom** I haven't emailed Yoshio <sup>1</sup> yet.  
What about you?

**Mel** I've already sent him five emails!

- Ana** Have you finished that report <sup>1</sup> \_\_\_\_\_?  
**Tim** I've <sup>2</sup> \_\_\_\_\_ typed the last page. I finished it a few minutes ago!
- Bob** I've <sup>3</sup> \_\_\_\_\_ seen this film. I saw it at the cinema.  
**Jill** Don't tell me what happens! I haven't seen it <sup>4</sup> \_\_\_\_\_!
- Jan** I've <sup>5</sup> \_\_\_\_\_ made some biscuits. Would you like one?  
**Lee** No, thanks. I'm not hungry. I've <sup>6</sup> \_\_\_\_\_ had lots to eat today.

	14
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3 Underline the correct word or phrase.

Example: Martin goes / go / is go to the cinema every week.

- All of my friends **has** / **have** / **are have** good jobs.
- She didn't do **nothing** / **something** / **anything** yesterday.
- What time **finishes Dave** / **Dave finishes** / **does Dave finish** work?
- I knocked on the door but **somebody** / **nobody** / **anybody** answered.
- Why **you're using** / **you using** / **are you using** my computer?

	5
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Grammar total		27
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**VOCABULARY**

4 Underline the correct preposition.

Example: Who do you sit next to / under / on at work?

- There's a big tree **behind** / **in front** / **in the middle** of our house.
- My son has posters **in** / **between** / **on** the walls of his bedroom.
- My desk is the one **between** / **on the left** / **near**

the window.

- 4 This is a photo of my family. That's me **in / on / to** the middle.
- 5 Who's the man standing **behind / on the right / under** you in this photo?
- 6 There's a table **on / in front / between** my desk and the window.

6

**5 Complete the airport words in the sentences.**

Example: I met John in arrivals after my flight from Rome landed.

- 1 Which **t** \_\_\_\_\_ do international flights leave from?
- 2 Flight 460 to Malaga leaves from **g** \_\_\_\_\_ number 27.
- 3 After the flight they went to **b** \_\_\_\_\_ reclaim to get their suitcases.
- 4 We went through passport **c** \_\_\_\_\_ before we got on the plane.
- 5 I can't carry all these bags. I need a **t** \_\_\_\_\_.
- 6 She didn't stop at **c** \_\_\_\_\_ as she had nothing to declare.

**6 Choose from the pairs of adjectives to complete the sentences.**

boring / bored exciting / excited interested / interesting relaxing / relaxed depressing / depressed tiring / tired

Example: I was very depressed yesterday because I failed my driving test.

- 1 Walking around the museum was quite \_\_\_\_\_. I need a rest!
- 2 The kids were \_\_\_\_\_. They had nothing to do.
- 3 I'm not \_\_\_\_\_ in art. I prefer sport.
- 4 The football match was really \_\_\_\_\_. Our team scored in the last minute.
- 5 The lesson was really \_\_\_\_\_. We nearly fell asleep.
- 6 I always feel \_\_\_\_\_ after swimming. It helps me forget all my stress.

6

**PRONUNCIATION**

**7 Match the words with the same sound.**

address belt hard-working laughs mean wears

Example: people mean

- 1 friend \_\_\_\_\_
- 2 university \_\_\_\_\_
- 3 actor \_\_\_\_\_
- 4 trousers \_\_\_\_\_
- 5 boots \_\_\_\_\_

**8 Underline the stressed syllable.**

Example: curly

- 1 ge|ne|rous
- 2 un|kind
- 3 o|ver|weight
- 4 a|cce|sso|ry
- 5 car|di|gan

**READING**

**1 Read a teenager's blog about shopping and tick (✓) A, B, or C.**

**Shopping with mother?**

I'm Cathy Huang and I'm 16. Welcome to my blog. This week I'm writing about shopping with your mother. Thanks for reading!

Have you ever been shopping with your mother? I'd like to hear you say 'Yes, and it was fun.' But are you really telling the truth? I went to the shopping centre yesterday with my mum. She wanted to buy me a dress for her birthday party. She's going to be 50 next weekend. So what's the problem with that? I hear you ask.

Well, the problem is, my mother always wants to buy me what she wants, not what I want. And we want very different things. I tried on a beautiful red dress, but she said it didn't fit. (It was very short!) Then I tried on a long skirt, but she didn't like the colour. (It was purple!) I was in and out of changing rooms all day and we couldn't agree on anything. She rolled her eyes and complained about everything I tried on. It was so depressing. And so boring. By 5 o'clock my feet were killing me and I

still didn't have a dress for the party.

Next time Mum wants to take me shopping, I'm going to tell her my room is a terrible mess and I have to tidy it now. I know it's not very nice to lie, but shopping with my mother is not fun. And, I've just seen a fantastic dress on eBay. It's so chic. I'm going to look amazing at Mum's party.

Example: Cathy writes her blog every week.

A True  B False  C Doesn't say

- Cathy and her mum went to the shopping centre yesterday.  
A True  B False  C Doesn't say
- Cathy's mum wanted to buy her a skirt.  
A True  B False  C Doesn't say
- Cathy's mum is 50 next weekend.  
A True  B False  C Doesn't say
- Cathy's mum always buys too many clothes.  
A True  B False  C Doesn't say
- Cathy tried on a beautiful red dress.  
A True  B False  C Doesn't say
- Cathy and her mum agreed on everything.  
A True  B False  C Doesn't say
- Cathy thought it was an exciting shopping trip.  
A True  B False  C Doesn't say
- By 5 o'clock, Cathy wanted to go home.  
A True  B False  C Doesn't say
- Cathy doesn't want to go shopping with her mum again.  
A True  B False  C Doesn't say
- Cathy isn't going to her mum's birthday party.  
A True  B False  C Doesn't say

10

**2 Read the blog again and answer the questions.**

- What does Cathy's mum always want to buy her?  
\_\_\_\_\_
- What did Cathy's mum think of the red dress?  
\_\_\_\_\_
- What did Cathy's mum complain about?  
\_\_\_\_\_
- What two problems did Cathy have at 5 o'clock?  
\_\_\_\_\_

\_\_\_\_\_  
5 What is the eBay dress like?  
\_\_\_\_\_

5

Reading total  15

**WRITING**

**Write about a time you went clothes shopping with a friend. Answer the questions. (100–150 words)**

- Which shop(s) did you go to?
- What did you need to buy?
- Did you try anything on? What?
- Was your friend helpful?
- Are you planning to go shopping with your friend again?

**LISTENING**

**1 Listen to a conversation between Jack and his mother. Tick (✓) A, B, or C to complete the sentences.**

- Jack's mother has just been to the \_\_\_\_\_.  
A restaurant  B shops  C bank
- Jack hasn't tidied \_\_\_\_\_ yet.  
A the bathroom  B the kitchen  C his room
- Jack has got a lot of \_\_\_\_\_ to do.  
A homework  B reading  C phoning
- One thing Jack's mother asks him to do is:  
\_\_\_\_\_.  
A cook the dinner  B take out the rubbish   
C clean the floor
- Jack thinks housework is \_\_\_\_\_.  
A boring  B interesting  C depressing

5

**2 Listen to five conversations. Match the conversations with the topics (A–G). There are two answers you don't need.**

Conversation 1

- Conversation 2
- Conversation 3
- Conversation 4
- Conversation 5

- A cooking something new
- B going to a fancy dress party
- C reading an interesting book
- D doing homework
- E trying a new sport
- F shopping in another country
- G buying something you've never worn

	5
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Listening total		10
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## **SPEAKING**

### **Student A:**

#### **1 Ask your partner these questions.**

- 1 Have you ever been shopping in a foreign city? What did you buy?
- 2 Have you ever tried a new sport? Which one did you try?
- 3 Have you ever been to an unusual birthday party? Why was it unusual?
- 4 Have you ever bought something you've never worn? What was it?
- 5 Have you ever forgotten to do your homework? What happened?

**Now answer your partner's questions.**

#### **2 Look at Anna's list of jobs for the day and answer your partner's questions.**

<p><b>Things to do today</b>  take out rubbish ✓  pick up wet towels ✗  clear table ✓  tidy living room ✗  do ironing ✗</p>
---

#### **3 Has Joe done his jobs for the day? Make questions and ask your partner.**

- tidy / bathroom?

- make / dinner?
- do / washing up?
- clean / floor?
- put away / clean clothes?

### **Student B:**

#### **1 Answer your partner's questions.**

**Now ask your partner these questions.**

- 1 Have you ever bought something you didn't like when you got home? What was it?
- 2 Have you ever been to a fancy dress party? What did you wear?
- 3 Have you ever cooked something unusual? What was it? What did it taste like?
- 4 Have you ever tried a different sport? Which one did you try?
- 5 Have you ever been on a shopping trip in a foreign city? What was it like?

#### **2 Has Anna done her jobs for the day? Make questions and ask your partner.**

- take out / rubbish?
- pick up / wet towels?
- clear / table?
- tidy / living room?
- do / ironing?

#### **3 Now look at Joe's list of jobs for the day and answer your partner's questions.**

##### **Things to do today**

tidy bathroom ✗ make dinner ✗ do washing up ✓ clean floor ✗ put away clean clothes ✓
--

Speaking total		10
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**GRAMMAR**

**1 Underline the correct word(s).**

Example: I'm **much** / **little** / **too** tired to go out.

- 1 Do your children eat a **little** / **lot of** / **many** sweets?
- 2 There's too **much** / **few** / **many** salt in this soup.
- 3 He usually has a **few** / **little** / **enough** sugar in his coffee.
- 4 Can I have **much** / **many** / **a few** of your chips?
- 5 These trousers aren't big **too** / **enough** / **very**.

	5
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**2 Complete the sentences. Use the correct form of the verb in brackets.**

Example: Alan is having (have) a French lesson right now.

- 1 \_\_\_\_\_ Ned ever \_\_\_\_\_ (go) abroad?
- 2 Cathy's not here today. She \_\_\_\_\_ (not work) on Mondays.
- 3 I promise I \_\_\_\_\_ (not be) late.
- 4 We aren't hungry. We \_\_\_\_\_ just \_\_\_\_\_ (have) lunch.
- 5 Henry \_\_\_\_\_ (look) for a job when he finishes university.
- 6 I \_\_\_\_\_ (see) the dentist tomorrow morning – I've got an appointment.
- 7 He's tired! He \_\_\_\_\_ (not sleep) well last night.
- 8 Where \_\_\_\_\_ you \_\_\_\_\_ (going) when I saw you yesterday?

**3 Underline the correct word.**

Example: Why didn't you answer **my** / **mine** email?

- 1 Is this book **your** / **yours** or your brother's?
- 2 This isn't our camera; it's **their** / **theirs**.
- 3 Have you seen **her** / **hers** new computer?
- 4 Dom and Kate have got a dog. **Its** / **Their** name is Scooby.
- 5 That pen is **my** / **mine**! Give it to me!
- 6 I don't know where the teacher is, but that's **his** / **hers** car.

	6
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**4 Underline the correct form.**

Example: I **must** / **don't have to** do the washing. I don't have any clean clothes.

- 1 They **haven't to** / **don't have to** work today. It's Sunday.
- 2 Entrance to the museum is free. We **mustn't** / **don't have to** pay.
- 3 You **mustn't** / **don't have to** play football near the road. It's dangerous.
- 4 Harry **has to** / **doesn't have to** go to bed early. He's very young.
- 5 I **must** / **mustn't** revise tonight. I have an exam tomorrow.
- 6 You **don't have to** / **must** tidy the kitchen. It's a mess.

**VOCABULARY**

**5 Underline the correct word.**

Example: He's putting on **weight** / **diet** / **illness** because he eats a lot of sweets.

- 1 Too much sunbathing is bad for your **bones** / **skin** / **feet**.
- 2 Playing computer games can stimulate your **brain** / **eyes** / **fingers**.
- 3 Drinking coffee can help to **prevent** / **cure** / **protect** some illnesses.
- 4 I have an **active** / **anxious** / **lazy** lifestyle. I run every day.
- 5 It's not a good idea to eat a lot of **quick** / **slow** / **fast** food.
- 6 She doesn't have a **healthy** / **bad** / **thin** diet. She eats lots of cakes.
- 7 Take some **sunlight** / **sunscreen** / **sunshine** to the beach with you.

	7
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**6 Write the opposite.**

Example: win a match lose a match

- 1 lose a key \_\_\_\_\_
- 2 buy a car \_\_\_\_\_
- 3 forget a name \_\_\_\_\_
- 4 start work \_\_\_\_\_
- 5 pass an exam \_\_\_\_\_
- 6 miss the train \_\_\_\_\_
- 7 learn English \_\_\_\_\_
- 8 get a postcard \_\_\_\_\_

7 **Underline** the correct word(s).

Example: He speaks very fast. It's **bit** / **very** hard to understand him.

- 1 Taking good photographs is **quite** / **not very** difficult. You need skill.
- 2 The test was **a bit** / **not very** difficult. I didn't answer all of the questions.
- 3 Mobile phones are **not very** / **incredibly** useful. I use mine all the time.
- 4 Colette's **really** / **a bit** nice. She helps anyone who has a problem.
- 5 He's **not very** / **a bit** worried about his driving test. He's had a lot of practice.

**PRONUNCIATION**

8 **Underline** five more words which contain the sound / /.

computer should wood food  
 course could hour football  
 woman trousers put young

	5
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9 **Underline** the stressed syllable.

Example: re|ceive

- 1 whis|per
- 2 ad|vice
- 3 de|ci|sion
- 4 ea|sily
- 5 con|di|tio|nal

	5
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Pronunciation total		10
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**READING**

1 **Read the article and tick (✓) A, B, or C.**

<b>Survivors</b>
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*This month our travel editor interviewed three people who survived a natural disaster. Here are their stories.*

**Linda Burrows, age 31**

'I got divorced last year and decided to buy a ticket to New Zealand. It was an impulse, but I just wanted to go for it and enjoy this once in a lifetime trip. I spent two fantastic weeks there. At the end of my trip, I was leaving the hotel to go back to the airport when the earthquake struck. I was very

frightened and I saw some terrible things. I stayed there for three more days. The situation was desperate. I realized I was very lucky to get home safely. If I ever see New Zealand on the TV, I immediately have to watch something different. I hope things will get better for me in the future.'

**Klaus Roski, age 21**

'My wife and I were on our honeymoon in Thailand when the tsunami happened. We were swimming in the sea and then

Vocabulary total

everyone was running to the beach. We followed them, because we could see that something strange was happening. We climbed some stairs and went into a tall building behind the beach. We did the right thing and for some reason we were lucky; other people were not. We've been together for eight years now. If we talk about the tsunami, it helps us to understand our feelings about it.'

**Andy Peters, age 26**

'My brother works as a pilot in Canada and earns a lot of money. Last year he sent me a ticket to Vancouver. So I went there to visit him. We were having a great holiday until we saw the news on TV one night. There were big forest fires near us and there was a lot of smoke. My brother got a phone call and went to fly a military plane to put water on the fires. I was really worried about him, but he arrived back safely. And I got home safely, too.'

Example: Linda went to New Zealand after she got

\_\_\_\_\_.  
 A ill  B divorced  C married

- 1 The \_\_\_\_ happened when Linda was leaving the hotel.  
 A tsunami  B cyclone  C earthquake
- 2 She stayed in New Zealand for \_\_\_\_\_.  
 A two weeks  B seventeen days  C four weeks
- 3 She finds it very difficult to \_\_\_\_\_.  
 A watch TV programmes about New Zealand   
 B talk about what happened

- C think about the future
- 4 Klaus and his wife were \_\_\_\_\_ when the tsunami happened.  
A in the water  B running  C sunbathing
- 5 They could see that something \_\_\_\_\_ was happening.  
A frightening  B unusual  C surprising
- 6 They escaped by going into a building near \_\_\_\_\_.  
A the houses  B the hotel  C the beach
- 7 Andy's brother \_\_\_\_\_.  
A flies planes  B works in the forest  C is a soldier
- 8 Andy's brother bought Andy \_\_\_\_\_.  
A a holiday  B his flight to Canada  C flying lessons
- 9 Andy and his brother first saw the forest fires \_\_\_\_\_.  
A from the car window  B on the Internet  C on television

	9
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**2 Read the article again and answer the questions.**

- 1 How did Linda feel after the disaster struck?  
\_\_\_\_\_
- 2 What does Linda do if she sees New Zealand on the television?  
\_\_\_\_\_
- 3 Why were Klaus and his wife in Thailand?  
\_\_\_\_\_
- 4 How long have Klaus and his wife been together?  
\_\_\_\_\_
- 5 What did Andy's brother do to help put out the forest fires?  
\_\_\_\_\_
- 6 How did Andy feel about the situation?  
\_\_\_\_\_

	6		
Reading total			15

**WRITING**

**Write an email to a friend who wants to visit you. Answer your friend's questions. (100–150 words)**

- When should I come and visit you?
- What will the weather be like then?

- What clothes should I bring?
- How should I get there?
- Is there anything I should do before I come?

**LISTENING**

**1 Listen to the conversation. Tick (✓) A or B.**

- 1 It'll make things better if Pete says nothing.  
A True  B False
- 2 If Pete sends his girlfriend an email, she'll read it.  
A True  B False
- 3 If Pete leaves the office early, he'll see her at the bus station.  
A True  B False
- 4 If Pete tells her he loves her, she won't change her mind.  
A True  B False
- 5 If Pete persuades her to go out to dinner, everything will be all right.  
A True  B False

**2 Listen to five people asking for advice. Choose the best advice for each speaker.**

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5
- A You should phone your colleagues right now.  
B You should go to the birthday party.  
C You should stop drinking coffee in the evening.  
D You should find someone else.  
E You should ask for the money back immediately.

	5
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Listening total		10
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**SPEAKING**

**Student A:**

**1 Ask your partner these questions.**

- 1 How do you normally get to work / school?
- 2 What do you usually do when you get home from work / school?
- 3 Do you ever get angry? What about?
- 4 Have you ever got lost? What happened?

- 5 How many texts do you get a day? Who are they from?

**Now answer your partner's questions.**

**2. Read about Fran's trip to London and answer your partner's questions.**

**My trip to London**

**Day 1**

missed flight to London / came by train  
left suitcase on train  
flood at hotel / slept on friend's sofa

**Day 2**

heavy rain / boat trip cancelled  
started to feel ill / went to bed early

late  
left mobile phone at station  
went to museum first / museum closed

**Day 2**

big storm / walking tour cancelled  
got a headache / went to bed at 7 p.m.

Speaking total

10

**3 Now make questions and ask your partner about Steve's trip to Edinburgh.**

- How / Steve / get to / Edinburgh?
- What happened / his mobile phone?
- What / Steve / do first?
- What / Steve / do / next day?
- What / do / that night?

**Student B:**

**1 Answer your partner's questions.**

**Now ask your partner these questions.**

- 1 How long does it normally take you to get to work / school?
- 2 What's the first thing you do when you get home from work / school?
- 3 What do you do to get fit?
- 4 Have you got better at English recently?
- 5 How many phone calls do you get a day? Who are they from?

**2 Make questions and ask your partner about Fran's trip to London.**

- How / Fran / travel / to London?
- What happened / her suitcase?
- Where / Fran / stay?
- Where / Fran / go / next day?
- What / do / that evening?

**3 Now read about Steve's trip to Edinburgh and answer your partner's questions.**

**My trip to Edinburgh**

**Day 1**

got on train to Glasgow / arrived in Edinburgh very



## Контрольная работа №3

### GRAMMAR

#### 1 Complete the email. Put the verb in brackets in the past simple or past perfect.

Hi Leon

Did you have (you / have) a good New Year's Eve? Jenny and I  
 1 \_\_\_\_\_ (go) to Edinburgh. We  
 2 \_\_\_\_\_ (not be) there before.  
 When we 3 \_\_\_\_\_ (arrive)  
 everything was white because it  
 4 \_\_\_\_\_ (snow) earlier in the  
 day. It 5 \_\_\_\_\_ (take) three  
 hours to find somewhere to stay, because  
 we 6 \_\_\_\_\_ (not book) a hotel.  
 We 7 \_\_\_\_\_ (spend) New  
 Year's Eve with some of Jenny's friends.  
 She 8 \_\_\_\_\_ (not see) them  
 for a long time so they had a lot to talk  
 about!

Happy New Year!

Mike

	8
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#### 2 Write the sentences in reported speech.

Example: 'I love you.' He told me that he loved me.

- 1 'I'm going to wash the car.' She said that \_\_\_\_\_.
- 2 'We've finished our homework.' They told her that \_\_\_\_\_.
- 3 'The train will be late.' He said that \_\_\_\_\_.
- 4 'My sister can speak French.' She told him that \_\_\_\_\_.
- 5 'Mark didn't phone me.' He said that \_\_\_\_\_.
- 6 'We're moving to Wales.' She told me that \_\_\_\_\_.

#### 3 Complete the second conditional sentences using the correct form of the verbs in brackets.

Example: If I didn't have to (not have to) work tomorrow, I 'd go out (go out) tonight.

- 1 If they \_\_\_\_\_ (have) enough money, they \_\_\_\_\_ (buy) a new car.
- 2 We \_\_\_\_\_ (travel) around India if we \_\_\_\_\_ (not have) young children.
- 3 Mia's parents \_\_\_\_\_ (be) disappointed

if she \_\_\_\_\_ (not do) well at university.

- 4 You \_\_\_\_\_ (get) better marks if you \_\_\_\_\_ (work) harder.
- 5 If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (stop) smoking.
- 6 Kwasi \_\_\_\_\_ (not get) lost if he \_\_\_\_\_ (use) the satnav in his car.

#### 4 Complete the sentences using the present or past passive.

Example: Daniel Radcliffe played the part of Harry Potter.

The part of Harry Potter was played by  
Daniel Radcliffe.

- 1 My mother decorated the kitchen.  
The kitchen \_\_\_\_\_.
- 2 I didn't write these letters.  
These letters \_\_\_\_\_.
- 3 Rubbish pollutes our rivers.  
Our rivers \_\_\_\_\_.
- 4 The cook doesn't do the washing up.  
The washing up \_\_\_\_\_.
- 5 Our school won the swimming competition.  
The swimming competition \_\_\_\_\_.

	5
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Grammar total		25
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### VOCABULARY

#### 5 Complete the phrasal verbs.

Example: Tom's room is a mess. He never puts his clothes away.

- 1 Turn the TV \_\_\_\_\_. It's too loud.
- 2 Tarik doesn't get \_\_\_\_\_ with Adin. They argue all the time.
- 3 Can you help me to fill \_\_\_\_\_ this job application form?
- 4 The lesson will be \_\_\_\_\_ at half past three, then you can go home.
- 5 If they don't know a word, they can look it \_\_\_\_\_ in a dictionary.
- 6 How can I find \_\_\_\_\_ what time the museum opens?

- 7 When did you give \_\_\_\_\_ smoking?  
 8 It's quite hot. Why don't you take \_\_\_\_\_  
 your jacket?

	8
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- 3 miss write bitten different  
 4 happy married football baggage  
 5 letter message umbrella bitten

	5
--	---

### 6 Complete the sentences with the correct word.

Example: The board game Scrabble was *invented* by Alfred Butts.

based invented directed

- 1 The first *Star Wars* films were \_\_\_\_\_ by George Lucas.  
 discovered invented directed
- 2 Kate Middleton's wedding dress was \_\_\_\_\_ by Sarah Burton.  
 shown used designed
- 3 Is this film \_\_\_\_\_ on a true story?  
 based invented given
- 4 I think this picture was \_\_\_\_\_ by Van Gogh.  
 played painted designed
- 5 The art gallery was \_\_\_\_\_ by the Queen on 15<sup>th</sup> July 2000.  
 built painted opened
- 6 A lot of the coffee we drink is \_\_\_\_\_ in Brazil.  
 produced called created

### 7 Change the verb in brackets into a noun and use it to complete the sentence.

Example: When is the next *election*? (elect)

- 1 My \_\_\_\_\_ is getting worse. I need new glasses. (see)
- 2 Have you received an \_\_\_\_\_ to the party? (invite)
- 3 We'd like some \_\_\_\_\_ about hotels in Madrid. (inform)
- 4 My son has to make a \_\_\_\_\_ about his future. (decide)
- 5 Marjorie had a very interesting \_\_\_\_\_. (live)
- 6 The director's last film was a big \_\_\_\_\_. (succeed)

	6
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Vocabulary total	20
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### PRONUNCIATION

#### 7 Underline the word which has a different sound.

Example: gossip sorry bottle going

- 1 offer sorry robber old  
 2 uniform hurry rubbish summer

#### 8 Underline the stressed syllable.

Example: luggage

- 1 a|ddress  
 2 go|ssip  
 3 su|ggest  
 4 bu|tter|fly  
 5 um|bre|lla

### READING

#### 1 Read the article and tick (✓) A, B, or C.

#### **Is gossip really good for you?**

*That's the question we asked some of our readers this week. Email us and tell us what you think.*

#### **Lesley Hartley, age 25**

'There's a boy in my class at university who I really like. He's called Tony. I was too scared to ask him out. I told my best friend Alice this secret. She said she wouldn't tell anyone. Alice couldn't keep the secret, though, and she gossiped to her other friends. Of course, her friends told Tony! Fortunately for me, the gossip was actually a good thing. Tony waited for me after class one day. He told me that Alice's friends had gossiped about me. And then he invited me to go out to the cinema one night. We've been together since then! I think people are probably programmed to gossip. We need to gossip to build connections with other people.'

#### **James Goodman, age 35**

'Unfortunately, I think gossiping is in our genes. And I don't think it's a positive thing. People gossip to make themselves feel more important. They don't think about the effect it has on the people they gossip about. For example, one of my neighbours gossiped about me after I divorced my wife. She said that I had treated my wife badly. Another neighbour told my work colleagues that my wife was going to move to Germany with the children. These are both lies. I've found it difficult to meet

someone else because people believe the gossip, not me.'

**Eric French, age 28**

'We shouldn't feel guilty about a bit of gossip. I believe that gossiping is good for you. We are people, and people enjoy sharing news – both good and bad – so that they can form and improve their social relationships. I'll give you an example ... I'm quite shy and I don't make friends easily. My girlfriend told me that I didn't go out enough, and that I should have a better social life. She complained about this to her best friend, Susan. Then, one night, I got a phone call from Danny, Susan's boyfriend. He asked me to go out with him to see a band. I had a brilliant night. Since then, Danny and I have seen a band every week. He's a good friend now and I feel much happier.'

Example: Lesley told her best friend \_\_\_\_\_.

A a lie  B a secret  C some gossip

- 1 Lesley started \_\_\_\_\_ Tony after Alice gossiped to her friends.  
A going to the cinema with  B going to class with  C going out with
- 2 Tony waited for Lesley \_\_\_\_\_ one day.  
A after class  B after work  C after the cinema
- 3 James thinks people gossip because they want to \_\_\_\_\_.  
A feel more positive  B look more important  C feel more important
- 4 James's neighbours told \_\_\_\_\_ about him.  
A funny stories  B lies  C secrets
- 5 Eric thinks that gossip improves \_\_\_\_\_ relationships.  
A old  B social  C working
- 6 Eric has \_\_\_\_\_ because his girlfriend gossiped.  
A made a new friend  B made a big mistake  C met a new neighbour

6

**2 Write L for Lesley, J for James, or E for Eric.**

Example: I liked a boy in my class. L

- 1 I went to see a band. \_\_\_\_\_
- 2 I think people are programmed to gossip. \_\_\_\_\_
- 3 I've found it hard to meet a new partner. \_\_\_\_\_
- 4 I don't make friends easily. \_\_\_\_\_

- 5 I'm divorced. \_\_\_\_\_
- 6 I was too frightened to ask someone out. \_\_\_\_\_
- 7 I think gossiping is a negative thing. \_\_\_\_\_
- 8 I went to the cinema. \_\_\_\_\_
- 9 I think people enjoy sharing gossip. \_\_\_\_\_

9

Reading total

15

**WRITING**

**Describe a place you visited abroad. Answer the question. (100–150 words)**

- Where did you go?
- Why did you decide to go there?
- What did you do there?
- Who did you go with?
- Did anything strange or unusual happen? What?

Writing total

10

**LISTENING**

**1 Listen to the conversation. Tick (✓) A or B.**

- 1 The book group is on at the wrong time for Tom.  
A True  B False
- 2 Tom has just bought a new camera.  
A True  B False
- 3 Tom's course is all done on a computer.  
A True  B False
- 4 The college is near a cinema.  
A True  B False
- 5 Sally wants to study on the same evening as Tom.  
A True  B False

5

**2 Listen to five conversations about travel. Match them with sentences A–E.**

- Conversation 1
- Conversation 2
- Conversation 3
- Conversation 4
- Conversation 5

- A There were too many people.
- B The staff weren't polite.
- C The city wasn't very clean.
- D A friend has some advice.
- E The hotel is too expensive.

	5
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Listening total		10
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**SPEAKING**

**Student A:**

**1 Ask your partner these questions.**

- 1 Do you think gossiping is good or bad? Why?
- 2 Do you enjoy sharing news about other people?
- 3 Do you think some people feel bad after gossiping?
- 4 Have you ever gossiped about anyone?
- 5 Have you ever heard any gossip about you?

**Now answer your partner's questions.**

**2 Read the information about Simon and answer your partner's questions.**

<p><b>Simon – thinks gossiping is bad</b></p> <p>Reason: shouldn't share news about people – it's private</p> <p>Example: lost my job – colleagues gossiped (told lies) – can't get a new job</p> <p>Feels: unhappy – can't find another job</p>
--

**3 Now make questions and ask your partner about Victoria.**

- think / gossiping / good or bad?
- Why / think so?
- give / example?
- How / feel now?

**Student B:**

**1 Answer your partner's questions.**

**Now ask your partner these questions.**

- 1 Do you agree that we are programmed to gossip? Why?
- 2 Do you think men or women gossip more?
- 3 How do you think people feel after gossiping?
- 4 Would you ever gossip about anyone?
- 5 Do you think gossiping can be a positive thing?

**2 Make questions and ask your partner about Simon.**

- think / gossiping / good or bad?
- Why / think so?
- give / example?
- How / feel now?

**3 Now read the information about Victoria and answer your partner's questions.**

<p><b>Victoria – thinks gossiping is good</b></p> <p>Reason: helps us to build connections with others</p> <p>Example: moved house – neighbours gossiped – got to know my neighbours</p> <p>Feels: happy in new house – knows her neighbours</p>
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Speaking total		10
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### III. Средний уровень / Intermediate (B1)

#### Контрольная работа №1

#### GRAMMAR

#### 1 Complete the sentences with *shall / going to / will* or the present continuous.

Example: I'm sure that Jess will help (help) you with your work.

- 1 A I \_\_\_\_\_ (go) into town this afternoon.  
\_\_\_\_\_ (I / go) to the supermarket on my way back?  
B Yes, we need bread, milk and some fruit.  
A OK. I \_\_\_\_\_ (get) all that, and some eggs, too.
- 2 A I heard on the radio that the weather \_\_\_\_\_ (be) excellent this weekend.  
B That's good, because my parents \_\_\_\_\_ (come) to stay with me.

5

#### 2 Complete the dialogues. Use the verbs in brackets in the present perfect simple or the past simple.

Example: I've been to Beijing, but I 've never been (not / go) to Shanghai.

- Petra** I \_\_\_\_\_ (you / remember) to pay that cheque into the bank?  
**Alan** Yes, it went in this morning.  
**Doctor** What seems to be the problem?  
**John** I \_\_\_\_\_ (fall) over playing volleyball. I think I \_\_\_\_\_ (break) my finger.  
**Peter** How long \_\_\_\_\_ (you / know) Mike?  
**Liz** Well, we \_\_\_\_\_ (meet) in 2008 and we've been good friends ever since.

5

#### 3 Complete the email with *a, an, the, or -* (no article).

Dear Paula,

We're having a wonderful time here in Rome. We arrived yesterday afternoon so we had time to find <sup>1</sup> \_\_\_\_\_ nice little hotel and relax after <sup>2</sup> \_\_\_\_\_ journey. <sup>3</sup> \_\_\_\_\_ hotel is in <sup>4</sup> \_\_\_\_\_ city centre, but it's not too noisy.

We woke up early this morning because <sup>5</sup> \_\_\_\_\_ sun was shining in through the window. We had <sup>6</sup> \_\_\_\_\_ quick

breakfast (great coffee!) and then went out to explore <sup>7</sup> \_\_\_\_\_ city.

Later, we're meeting Kathy's friend Pietro, who's <sup>8</sup> \_\_\_\_\_ economics student at university here. He's going to take us to <sup>9</sup> \_\_\_\_\_ best pizzeria in Rome (at least he says it is!). I think <sup>10</sup> \_\_\_\_\_ Italian cities are all wonderful, but I can't believe what <sup>11</sup> \_\_\_\_\_ fabulous city Rome is!

We'll be back home <sup>12</sup> \_\_\_\_\_ next Friday. See you soon!

Love,

Julie

#### 4 Complete the sentences with *have to, don't have to, must, mustn't, should, or shouldn't*.

Example: We'll have to leave early tomorrow morning.

- 1 I always \_\_\_\_\_ stand up on the train because there are no seats.  
2 You really \_\_\_\_\_ eat in class, but I'll let you do it this time.  
3 There's a lot of rubbish in that lake. You \_\_\_\_\_ swim in it!  
4 You \_\_\_\_\_ pay to get into that museum – it's free.  
5 We \_\_\_\_\_ leave early in the morning if we want to get home before dark.  
6 You \_\_\_\_\_ drive on the right in Europe (except in the UK).

#### VOCABULARY

#### 5 Write the synonym.

Example: very tasty *delicious*

- 1 very funny \_\_\_\_\_  
2 very \_\_\_\_\_ positive  
3 very angry \_\_\_\_\_  
4 very \_\_\_\_\_ starving  
5 very frightened \_\_\_\_\_  
6 very \_\_\_\_\_ freezing  
7 very dirty \_\_\_\_\_

#### 6 Complete the phrasal verbs in the sentences.

Example: Watch out for speed cameras on this road – you don't want to get caught.

- 1 We need to **s** \_\_\_\_\_ off for the airport at 6.00 if the flight is at 9.00.  
2 We're going to **r** \_\_\_\_\_ out of petrol soon. There's very little left.  
3 Slow **d** \_\_\_\_\_! You're going way too fast!

- 4 My satnav wasn't working and I e\_\_\_\_\_ up in the wrong part of town.
- 5 If you want a lift home, I could p\_\_\_\_\_ you up outside the supermarket.

	5
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**7 Choose from the pairs of adjectives to complete the sentences.**

embarrassed / embarrassing    bored / boring frightened / frightening    tired / tiring depressed / depressing
--

Example: The match was really *boring*. There weren't any goals.

- 1 It was so \_\_\_\_\_ when my mobile rang during the play.
- 2 That's possibly the most \_\_\_\_\_ film I've ever seen. Nothing happened.
- 3 I was very \_\_\_\_\_ when the door suddenly opened on its own.
- 4 It rained every day on my holiday. I couldn't do anything and was so \_\_\_\_\_.
- 5 Why is travelling so \_\_\_\_\_ when most of the time you're just sitting down?

**PRONUNCIATION**

**8 Cross out the silent consonant in the words.**

Example: should

- 1 foreign
- 2 listen
- 3 doubt
- 4 island
- 5 whole

**9 Underline the stressed syllable.**

Example: pu|pil

- 1 Ja|pa|nese
- 2 di|sa|ppoin|ted
- 3 em|ba|rra|ssing
- 4 fru|stra|ting
- 5 dis|ho|nest

	5
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Pronunciation total		10
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**READING**

**1 Read the article and tick (✓) A, B, or C.**

<b>The end of the phone call?</b>
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Is the phone call becoming a thing of the past? New research suggests we are now more likely to text or email friends or family than dial their number.

The amount of time we spend talking on our mobile phones has gone down by 5% and by twice that for landline calls, whereas the number of text messages we send has doubled in the last few years.

The reasons for this may, in part, be because so many more people have smartphones, which means we can communicate using social networking, instant messaging, and email instead. In fact, we prefer to use our phones to play games, watch films, and look up information rather than make a phone call and speak to someone!

Whatever the reason, there is no question that we have changed the ways we use the telephone. These days we often feel we shouldn't call someone without making an arrangement to call first. Many people are frustrated if they are disturbed by an unexpected phone call. We want to be able to choose when we reply and we don't want to have to chat when we are busy with something else. Written communication allows us to respond quickly and economically. It also means we can think about what we want to say before we get in touch. Phones can also be noisy in open-plan offices, and many people won't call back if you leave a message on their voicemail. They will email instead.

On the other hand, some psychologists say text and email are less rich and 'colder' because you lose the tone and expression of conversation. Others would disagree and say you don't have to hear someone's voice to have an interesting and intimate conversation.

It isn't surprising that research has found that for the over-65s, phoning friends and

family on a landline is still the most popular way of getting in touch. Many of us hearing the phone ring know it is probably our mother! You probably won't be amazed either to learn that the great majority (83%) of adults of all ages said they still prefer to communicate face to face.

writing. \_\_\_\_\_

Example: Many people text or email \_\_\_\_\_ they talk on the phone.

A as often as  B less than  C more than

- 1 We are making \_\_\_\_\_ landline calls these days.  
A 5% fewer  B 10% fewer  C 10% more
- 2 We phone less because we have \_\_\_\_\_.  
A no time  B other ways to communicate  C fewer friends
- 3 The writer says we use our smartphones for \_\_\_\_\_.  
A finding things out  B listening to music  C speaking to friends
- 4 When we're \_\_\_\_\_ we don't like talking on the phone.  
A out  B at home  C busy
- 5 We like to \_\_\_\_\_ before we reply to something.  
A plan our ideas  B talk to friends  C take a long time
- 6 Some people who receive a phone call prefer to reply by \_\_\_\_\_.  
A text  B phone  C email
- 7 Psychologists say that a spoken conversation is \_\_\_\_\_ than a written one.  
A colder  B warmer  C less interesting
- 8 Older people prefer the \_\_\_\_\_.  
A mobile phone  B landline phone  C written letter
- 9 Most people like making contact \_\_\_\_\_.  
A in person  B by phone  C by Skype

**2 Read the article again. Mark the sentences T (true) or F (false).**

Example: We make 5% fewer mobile calls these days. T

- 1 We are sending twice as many texts. \_\_\_\_\_
- 2 People are happy to call someone without arranging it first. \_\_\_\_\_
- 3 We like using our phones to watch movies more than to talk. \_\_\_\_\_
- 4 We prefer to be surprised by phone calls. \_\_\_\_\_
- 5 Written communication takes more time. \_\_\_\_\_
- 6 Everyone agrees that speaking is better than

**WRITING**

**Write an email to a friend explaining the social rules in your country (140–180 words). Answer the questions.**

- Who and how much do you have to tip?
- When must you say 'thank you' / 'sorry' / 'please', etc.
- What should I take for the host if I am invited for dinner?
- What else should I know about what to do / not to do in your country?

**LISTENING**

**1 Listen to the conversation about playing a musical instrument. Who said the following? Write I (Ian) or K (Kate) or N (Neither).**

- 1 I found it difficult to produce sounds when I started. \_\_\_\_\_
- 2 My teacher wasn't impressed by the sound I made. \_\_\_\_\_
- 3 I used to play in a band when I was a teenager. \_\_\_\_\_
- 4 I'm going to join an orchestra. \_\_\_\_\_
- 5 Some of the musicians I play with are fantastic. \_\_\_\_\_

**2 Listen to five conversations. Tick (✓) A, B, or C.**

- 1 You should say 'Don't worry' if \_\_\_\_\_.  
A the other person is apologizing  B the other person hasn't hurt you   
C you walk into someone
- 2 If you're having dinner at someone's house \_\_\_\_\_.  
A you shouldn't take a present  B you must be punctual   
C you can take a present
- 3 Helen says you don't have to leave a tip \_\_\_\_\_.  
A at the hairdresser's  B in a taxi  C if it's part of the bill
- 4 Rick \_\_\_\_\_.  
A wants Janet to ring back  B decides to ring

back the next day

C makes an appointment to see Janet

5 Liam hasn't replied to \_\_\_\_\_.

A an email  B a Facebook message  C  
a text

Listening total

## **SPEAKING**

**Student A:**

### **1 Make questions and ask your partner.**

1 Make questions and ask your partner.

1 ever try / learn anything frustrating? What?

2 What language / you like / able / speak? Why?

3 see a disappointing film? Why / disappointing?

4 Who / most interesting person / you know?

5 prefer / send text messages or talk on mobile?

Why?

**Now answer your partner's questions.**

### **2 Talk about the statement below, saying if you agree or disagree. Give reasons.**

'The world is becoming ruder. People should be more polite.'

### **3 Listen to your partner talking about communication. Do you agree with him / her?**

**Student B:**

### **1 Answer your partner's questions.**

**Now make questions and ask your partner.**

1 ever / forget / switch off / mobile / quiet place?

What happened?

2 Who / you / have long phone conversations with?

3 anything / like / able to do better? What?

4 What / most frightening experience / ever have?

5 ever / make / embarrassing mistakes / English?

What?

### **2 Listen to your partner talking about rudeness. Do you agree with him / her?**

### **3 Talk about the statement below, saying if you agree or disagree. Give reasons.**

'People communicated better in the past when there were fewer means of communication.'

Speaking total

10



## • Контрольная работа №2

### GRAMMAR

#### 1 Complete the sentences. Use the correct form of the verb in brackets.

Example: He was watching (watch) a film on TV when I arrived.

- 1 Jim and I \_\_\_\_\_ (study) at Bath University when we \_\_\_\_\_ (meet).
- 2 You're lucky I'm still at home. I \_\_\_\_\_ (get) ready to go out when you phoned.
- 3 Usain Bolt \_\_\_\_\_ (win) the 100m in record time.
- 4 I \_\_\_\_\_ (already / finish) cooking when Gill offered to help.
- 5 As soon as I arrived, we \_\_\_\_\_ (order) our food.
- 6 Chelsea \_\_\_\_\_ (win) 2–0 at half time, but they lost the match 3–2.
- 7 They were tired when they arrived. They \_\_\_\_\_ (not sleep) for 24 hours.

	8
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#### 2 Complete the sentences with the correct passive form of the verb in brackets.

Example: Look at the date – this food has to be eaten (eat) today.

- 1 Most films \_\_\_\_\_ (release) on DVD a few months after the cinema release.
- 2 When I looked for his comment on the blog, it \_\_\_\_\_ (already / delete).
- 3 Nobody likes \_\_\_\_\_ (judge) on their appearance only.
- 4 Please wait in the hotel reception while your room \_\_\_\_\_ (clean).
- 5 She \_\_\_\_\_ (tell) tomorrow whether her job is in danger or not.
- 6 Too much money \_\_\_\_\_ (spend) last year on personal expenses.
- 7 You'll have to go another route – the motorway \_\_\_\_\_ (close) since this morning.
- 8 I'm hoping \_\_\_\_\_ (meet) by my parents at the airport.

	8
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#### 3 Complete the dialogues with *must*, *can't*, or *might*.

Example: They must be out. Nobody is answering the phone.

- 1 A 'You're getting engaged to Elena? You

\_\_\_\_\_ be serious!'

B 'No, really, I am!'

- 2 A 'I thought you \_\_\_\_\_ like to borrow my *Avengers Assemble* DVD.'

B 'Oh great, thanks. I didn't get to see it at the cinema.'

- 3 A 'I think Jill and Alan are away in Italy this week.'

B 'They \_\_\_\_\_ be. I've just seen Jill in town.'

- 4 A 'Is Steven in his office?'

B 'I don't know. He \_\_\_\_\_ be in a meeting. I'll just go and check.'

	4
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#### 4 Complete the sentences with the correct form of the verb in brackets.

Example: If we have (have) enough time, we'll visit Tricia on the way home.

- 1 You'd be a fantastic guitar player if you \_\_\_\_\_ (practise) more.
- 2 If she does enough revision, she \_\_\_\_\_ (pass) the exam easily.
- 3 Young people will live at home as long as possible if you \_\_\_\_\_ (let) them.
- 4 If I \_\_\_\_\_ (have) the opportunity to enter a talent contest, I'd take it.
- 5 Anyone would be annoyed if they \_\_\_\_\_ (receive) a parking fine.

Grammar total		25
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### VOCABULARY

#### 5 Complete the sentences with a verb.

Example: My team won easily this morning, 5–0.

- 1 We managed to get a goal in the last minute, so we \_\_\_\_\_ 2–2.
- 2 Djokovic \_\_\_\_\_ Murray and won the final.
- 3 They \_\_\_\_\_ injured playing rugby at school.
- 4 I play tennis, and I also \_\_\_\_\_ t'ai-chi.
- 5 In basketball you \_\_\_\_\_ by getting the ball through the hoop.

	5
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#### 6 Complete the sentences with one word.

Example: The film is set in Brazil.

- 1 A lot of the latest James Bond film was shot on \_\_\_\_\_ in London.
- 2 Most films have amazing special \_\_\_\_\_ now. They aren't so special anymore!
- 3 I really enjoyed the first film. I can't wait for the

- \_\_\_\_\_.
- 4 The dialogue was spoken in English and then \_\_\_\_\_ in Spanish and French.
  - 5 I don't like \_\_\_\_\_ films because I get scared very easily.
  - 6 The \_\_\_\_\_ from all the *High School Musical* films became best-selling albums.
  - 7 It's a Swedish film, so you'll have to read the \_\_\_\_\_.
  - 8 Hundreds of \_\_\_\_\_ were employed for the battle scenes in the *Lord of the Rings* films.
  - 9 The \_\_\_\_\_ was very complicated and I got confused halfway through the film.
  - 10 I like science-\_\_\_\_\_ films with robots in them.

	5
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Pronunciation total	10
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**7 Complete the sentences with the correct preposition.**

Example: It's nice in winter when we can sit by the open fire.

- 1 They live in the US, \_\_\_\_\_ the west coast.
- 2 I wouldn't like to live \_\_\_\_\_ the country in winter. I prefer the city.
- 3 We live \_\_\_\_\_ the outskirts of Paris.
- 4 He gets plenty of exercise because he lives \_\_\_\_\_ the top floor!
- 5 My brother lives in a suburb \_\_\_\_\_ London.

	5
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Vocabulary total	20
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**PRONUNCIATION**

**8 Match the words with the same sound.**

nursery	subject	rude
put	pupil	education

Example: bird nursery

- 1 bull \_\_\_\_\_
- 2 up \_\_\_\_\_
- 3 shower \_\_\_\_\_
- 4 boot \_\_\_\_\_
- 5 /ju:/ \_\_\_\_\_

	5
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**9 Underline the stressed syllable.**

Example: boarding

- 1 pri|ma|ry
- 2 re|li|gious
- 3 nur|se|ry
- 4 e|le|men|tary
- 5 co|l|lege

**READING**

**1 Read the article and tick (✓) A, B, or C.**

<b>Dreaming of Africa</b>
---------------------------

**Luke**

I'm studying philosophy, art and history for my A levels at a state secondary school, and I have to make a decision soon about which university I want to apply to. If I were better at science, I would study zoology as I have always had an interest in animals. I might study anthropology (the study of different people around the world) as at least that will give me the chance to travel abroad. As soon as I finish my exams I'm really keen to go to Uganda. If I could find an animal conservation charity that would let me work for them, I would like to stay there for a few months. My dream is to work with gorillas one day.

**Naomi**

Although I spent three months revising for these exams, I'm still worried about the results, which are coming out soon. Unless I get A grades for all my subjects (maths, chemistry and biology), I won't get into university to study medicine.

I've had to be really disciplined about everything and I'm not going to celebrate until I know I've been successful. I'm also working at an old people's home as a volunteer because if I can get lots of practical experience, that will also improve my chances. When I graduate, I'm determined to work for the medical charity, Doctors Without Borders, and work in Africa.

**Jake**

It's my last term at school and I'm taking my A level exams in a month. If I don't pass them, I don't really mind because I'm not very motivated to go on to get a degree. Seven years of secondary education is enough in my opinion!

If my mum wasn't so strict about revision, I would be practising the guitar, which I love. When I finish my exams, I'm going to take up the drums. I'm doing geography, French and music and they're all subjects that will be useful in the real world. My dream is to travel around French West Africa and to play and sing with Youssou N'Dour!

Example: Luke studies at \_\_\_\_\_.

- A a private school  B a state secondary school  C a primary school

- Luke \_\_\_\_\_ university.  
A isn't going to go to  B would ideally study zoology at   
C can't think what to study at
- He thinks that studying anthropology would enable him to \_\_\_\_\_.  
A go to Africa  B work with people  C travel to other countries
- He would love to \_\_\_\_\_.  
A help people in Uganda  B work with gorillas  C become a scientist
- Naomi is studying \_\_\_\_\_.  
A mostly science subjects  B science and art subjects  C art subjects
- She needs high grades in \_\_\_\_\_ to get into university.  
A three subjects  B two science subjects  C any two subjects
- She \_\_\_\_\_ for working with old people.  
A gets some money  B receives quite a good salary  C isn't paid
- Jake \_\_\_\_\_ about his A level results.  
A is worried  B isn't worried  C doesn't talk
- He is going to learn to \_\_\_\_\_ after his exams.  
A play the guitar  B speak French  C play the drums
- He would love to \_\_\_\_\_ in the future.  
A travel to America  B travel to part of Africa  C go all over Africa

**2 Write L for Luke, N for Naomi or J for Jake.**

Example: I don't mind if I fail my exams. J

- I'm not very interested in the idea of university.  
\_\_\_\_\_
- I want to work with animals. \_\_\_\_\_
- I'd like to work as a doctor in Africa. \_\_\_\_\_
- I haven't been out having fun since my exams.

- I'm thinking about studying anthropology. \_\_\_\_\_
- I want to work for a medical charity. \_\_\_\_\_

6

Reading total 15

**WRITING**

**Write a description of the school you go / went to (140–180 words). Include the following information:**

- a brief introduction: the kind of school, size, location, your age when you went there, number of pupils in each class
- homework, uniform, discipline, teachers
- subjects – favourite / least favourite
- your general opinion of the school – good / bad? Why?

Writing total 10

**LISTENING**

**1 Listen to the conversation. Complete the sentences with one or two words.**

- The presenter says we all like homes with high ceilings and \_\_\_\_\_.
- A small flat will feel bigger if you follow simple design \_\_\_\_\_.
- You can use two \_\_\_\_\_ to make a room look bigger and brighter.
- Painting everything \_\_\_\_\_ isn't always a good idea.
- \_\_\_\_\_ goes well with all colours.

5

**2 Listen to five conversations. Tick (✓) A, B, or C.**

- What kind of secondary school did Bob go to?  
A A small state school in a village  B A big school in the centre of a city   
C A state school in a city suburb
- What kind of punishments were there at Will's school?  
A Physical  B There weren't any  C You could be expelled
- Where would Lucy like to live?  
A In a large house in the country  B In a

small house in the country

country.?’

C In a flat in the city

4 Which parts of the house are quite new?

A The roof and the cooker  B The fireplace  
and the cooker

C The curtains and carpets

5 What A level subject does Pete think is most  
useful?

A Physics  B Maths  C Art

## **SPEAKING**

**Student A:**

**1 Make questions and ask your partner.**

- 1 What / you find easy at school?
- 2 What / most difficult subject for you?
- 3 ever punished / at your school? What for?
- 4 How many different kinds of house / live in / your  
life?
- 5 you learn better from books / internet / teachers?  
Why?

**Now answer your partner’s questions.**

**2 Talk about the statement below, saying if you agree  
or disagree. Give reasons.**

‘What you learn in life is more important than a  
formal education.’

**3 Listen to your partner talking about living  
in a city. Do you agree with him / her?**

**Student B:**

**1 Answer your partner’s questions.**

**Now make questions and ask your  
partner.**

- 1 What / you find difficult at school?
- 2 Which / best subject?
- 3 your school / strict? How?
- 4 you move house when / child? How many  
times? Where to?
- 5 prefer studying alone / with friends / with one  
other person? Why?

**2 Listen to your partner talking about  
education. Do you agree with him / her?**

**3 Talk about the statement below, saying if  
you agree or disagree. Give reasons.**

‘It’s easier to be happy living in a city than in the

## • Контрольная работа №3

### GRAMMAR

#### 1 Complete the sentences using reported speech.

Example: 'Do you want to go or not?'

He asked me if / whether I wanted to go.

- 1 'We're having a sale next week.'  
They told us they \_\_\_\_\_ a sale the following week.
- 2 'Don't waste your money in that shop!'  
The man told us \_\_\_\_\_ waste our money in that shop.
- 3 'I've bought some new jeans.'  
She told me that she \_\_\_\_\_ some new jeans.
- 4 'We may not have it in stock.'  
The shop assistant said they \_\_\_\_\_ have it in stock.
- 5 'I'll give you a lift.'  
He said he \_\_\_\_\_ give me a lift.

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#### 2 Complete the sentences with the correct form of the verb in brackets.

Example: If we had had (have) more time, we'd have visited Anne and Dave.

- 1 I \_\_\_\_\_ (never / manage) to buy a house if my parents hadn't helped me financially.
- 2 You wouldn't have done so well in life if you \_\_\_\_\_ (not / go) to university.
- 3 We \_\_\_\_\_ (get) completely lost if a stranger hadn't shown us the way.
- 4 If you'd run faster, we might \_\_\_\_\_ (not / miss) the bus.
- 5 He wouldn't have crashed the car if he \_\_\_\_\_ (not / answer) his phone.
- 6 She \_\_\_\_\_ (worry) about you if you hadn't phoned to say you were OK.
- 7 We could \_\_\_\_\_ (look after) the children last night if you'd asked.
- 8 He would have resigned if he \_\_\_\_\_ (not / be) promoted.
- 9 \_\_\_\_\_ (you / know) that was John if I hadn't told you?
- 10 You wouldn't have been so cold if you \_\_\_\_\_ (wear) a jacket.

	10
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#### 3 Underline the correct word(s).

Example: A lot of / Many of people cheered when they heard the news.

- 1 I often get headaches because I spend too *much* / *many* hours on my computer.
- 2 Excuse me, this shirt isn't *enough big* / *big enough*. Do you have a larger size?
- 3 We have *no* / *none* time for arguments. Just hurry up and do it!
- 4 I don't like living in the city – there's too *much* / *many* traffic.
- 5 They don't have *plenty* / *much* money, but they're still very generous.

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#### 4 Cross out the relative pronoun if it isn't necessary.

Example: The man ~~who~~ I spoke to was tall and slim.

- 1 The person who I feel sorry for is Jeff.
- 2 This is the book which won the Nobel Prize this year.
- 3 Is that the woman who you used to work for?
- 4 That's the film which I was telling you about yesterday.
- 5 Is that the restaurant which does fantastic pizzas?

	5
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Grammar total		25
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### VOCABULARY

#### 5 Write the nouns for the verbs.

Example: demonstrate demonstration

- 1 respond \_\_\_\_\_
- 2 pay \_\_\_\_\_
- 3 qualify \_\_\_\_\_
- 4 retire \_\_\_\_\_
- 5 lose \_\_\_\_\_
- 6 choose \_\_\_\_\_
- 7 sell \_\_\_\_\_
- 8 agree \_\_\_\_\_

	8
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**6 Complete the sentences with the + or – adjective or adverb form of the noun in brackets.**

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Example: The bride and groom smiled *happily* (happiness) for their wedding photos.

- You can have some ice cream for waiting so \_\_\_\_\_ (patience).
- Walk \_\_\_\_\_ (care) here – it’s very icy.
- Anna was so \_\_\_\_\_ (luck) to lose her suitcase in the airport.
- I hate going in David’s car. He drives really \_\_\_\_\_ (care) and so fast!
- This old knife is \_\_\_\_\_ (use) – it doesn’t cut anything!
- He knocked the vase off the desk, but \_\_\_\_\_ (luck) I caught it before it hit the floor.
- Don’t be so \_\_\_\_\_ (patience). Dinner will be ready in a minute!

	7
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**7 Complete the sentences with the correct word.**

Example: Many criminals are caught today because of the use of DNA *samples*.

- The man was released because there wasn’t enough **e** \_\_\_\_\_ to charge him.
- Police are questioning three **s** \_\_\_\_\_ in connection with the robbery.
- After twenty years, detectives have still not been able to **s** \_\_\_\_\_ this crime.
- Two **w** \_\_\_\_\_ came forward and said that they had seen the attack.
- The **tr** \_\_\_\_\_ lasted for three months, and ended with the accused going free.

	5
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Vocabulary total	20
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**PRONUNCIATION**

**8 Match the words with the same sound.**

prove	murder	court
face	picture	lie

Example: bird *murder*

- train \_\_\_\_\_
- boot \_\_\_\_\_
- bike \_\_\_\_\_
- computer \_\_\_\_\_
- horse \_\_\_\_\_

**9 Underline the stressed syllable.**

Example: subtitles

- ex|hi|bi|tion
- i|co|nic
- e|vi|dence
- pro|se|cu|tion
- a|cqui|tted

	5
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Pronunciation total	10
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**READING**

**1 Read the article and tick (✓) A, B, or C.**

**Bank robbers throw it all away**

In an unusual car chase in Los Angeles recently, bank robbers who were escaping from the police threw the stolen money out of the car window.

The incident began in a northern suburb of the city where four men had committed an armed bank robbery. The robbers escaped in a stolen vehicle and two of them, who have not yet been caught, managed to jump out of the car.

All along the route, one of the suspects, sitting in the back seat of the car, threw handfuls of bank notes out of the window.

A spokesperson for the police said they thought that the thieves had been trying to encourage people to come out into the street, which, they hoped, would have blocked the path of the patrol cars. And many people did come out to pick up the money that was raining down in their streets. As one delighted witness said, ‘It’s not every day that robbers give you money, is it?’.

The chase continued into downtown Los Angeles, where the vehicle left the main road and drove through the narrow streets of the city’s southern areas. Video footage shows the vehicle driving through roadworks to avoid waiting at red traffic lights, and even going up onto the pavement so that terrified pedestrians had to jump out of the way. One officer whose

foot was run over was, fortunately, the only person who was hurt in the incident.

It is not clear whether the driver who finally ended the chase did so deliberately. A large pickup truck that turned out of a side street blocked the path of the two bank robbers, which finally forced the criminals to stop.

In a dramatic scene, filmed by TV helicopters, a large crowd gathered as police officers holding guns pulled two men from the getaway vehicle. Several hundred people, many of whom had seen the drama on their TV screens, gathered around the police at the crime scene and city police came to help control the crowds.

The police are urging people to return the stolen money, so far without any success.

Example: The bank robbery took place in the \_\_\_\_\_ of Los Angeles.

A centre  B north  C south

- 1 \_\_\_\_\_ of the bank robbers have now been caught.  
A Two  B None  C All
- 2 The man in the \_\_\_\_\_ seat threw money out of the window.  
A driver's  B back  C front
- 3 The robbers threw the money to try to \_\_\_\_\_.  
A confuse people  B be kind  C block the police
- 4 A lot of people \_\_\_\_\_ pick up the money in the streets.  
A were happy to  B refused to  C told everyone to
- 5 The robbers' car \_\_\_\_\_ at the traffic lights.  
A crashed  B waited  C didn't stop
- 6 \_\_\_\_\_ was injured in the chase.  
A No one  B One police officer  C One witness
- 7 In downtown Los Angeles the car turned into \_\_\_\_\_.  
A the main street  B a car park  C a side street
- 8 The bank robbers were \_\_\_\_\_ in the end.  
A let go  B attacked  C arrested
- 9 A lot of people had watched the chase \_\_\_\_\_.  
A on TV  B on the streets  C from their window
- 10 There were \_\_\_\_\_ of people at the scene of the arrest.  
A thousands  B a small number  C hundreds

## 2 Read the article again. Mark the sentences T (true) or F (false).

- 1 The bank robbers used their own car to escape. \_\_\_\_\_
- 2 The bank robbers were stopped by a police car. \_\_\_\_\_
- 3 Some people nearly got run over by the bank robbers. \_\_\_\_\_
- 4 The city residents helped to arrest the criminals. \_\_\_\_\_
- 5 The stolen money has not been given back. \_\_\_\_\_

5

Reading total

15

## WRITING

**Write an article about a robbery. It can be a story that you have heard about or that happened to someone you know (100–150 words). Answer the questions.**

- When and where did it happen?
- What was taken?
- What exactly happened?
- Did the robbers get caught?

## LISTENING

### 1 Listen. Tick (✓) the five things which the speaker mentions.

- 1 He is going to travel around his own country.
- 2 He will do some work during his holiday.
- 3 He is going to spend his holiday in his house.
- 4 He doesn't have enough money to go abroad.
- 5 He is often very tired when he travels somewhere.
- 6 He always enjoys visiting beautiful places.
- 7 He can get great views from his house.
- 8 He usually travels at the weekend.
- 9 He is going to buy something for his house.
- 10 He thinks he will travel more when he has retired.

**2 Listen to five conversations. Tick (✓) A, B, or C.**

- 1 When Oliver was 11 years old, he went to \_\_\_\_\_.  
A boarding school  B school in India  C India for a holiday
- 2 Helen tells Adam \_\_\_\_\_.  
A he wouldn't like the film  B about the film's plot  C how the film finishes
- 3 Theo can't find anyone \_\_\_\_\_.  
A to rent his flat  B to share his house  C to buy his flat
- 4 Kay \_\_\_\_\_ on the second day of her holiday.  
A helped another skier  B hurt her arm  C got injured
- 5 Mia says she's trying to eat \_\_\_\_\_.  
A less meat and fruit  B less meat and cream  C more fish and cream

	5
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Listening total	10
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**SPEAKING**

**Student A:**

**1 Make questions and ask your partner.**

- 1 What / famous building / you / strongly dislike? Why?
- 2 What modern designs / you / admire?
- 3 Can / describe / advert / you think / very clever?
- 4 you / been robbed? What? When?
- 5 like / reading / detective stories? Why? Why not?

**Now answer your partner's questions.**

**2 Talk about the statement below, saying if you agree or disagree. Give reasons.**

'Architecture was much more beautiful a hundred years ago.'

**3 Listen to your partner talking about crime. Do you agree with him / her?**

**Student B:**

**1 Answer your partner's questions.**

**Now make questions and ask your partner.**

- 1 What / famous building / you / really like? Why?
- 2 What modern designs / you / hate?
- 3 Can / describe / pop video / you think / very clever?
- 4 your home / been burgled? When? What / taken?

5 like / watching / detective series or films? Why? Why not?

**2 Listen to your partner talking about architecture. Do you agree with him / her?**

**3 Talk about the statement below, saying if you agree or disagree. Give reasons.**

'Crime is increasing because we care less about people.'



#### IV. Уровень выше среднего / Upper Intermediate (B2)

• **Контрольная работа №1**

#### GRAMMAR

##### 1 Underline the correct verb forms.

Example: The students will have finished / have finished the test in a couple of minutes.

- 1 Sylvia **had been swimming** / **had swum** so her hair was wet.
- 2 We'd **seen** / 'd **been seeing** the film before so we watched a comedy show instead.
- 3 I'll **have gone** / 'll **be going** into town more next week – that's when my course starts.
- 4 The meeting should be a quick one so we'll **have finished** / **be finishing** by 3.00.
- 5 I'm sure we'll **have solved** / 'll **be solving** all our energy problems by 2050.

5
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##### 2 Complete the sentences with the correct word(s).

Example: If you like romantic films, you'll love this film.  
will like like liked

- 1 If you're cooking a meal tonight, I \_\_\_\_\_ anything this afternoon.  
'm not eating 'won't have eaten won't eat
- 2 We'll have the party outdoors on Saturday unless it \_\_\_\_\_ .  
will rain 's raining will have rained
- 3 If you eat fresh, healthy food, you \_\_\_\_\_ to take vitamin supplements.  
don't need aren't needing will need
- 4 If you're feeling hungry, you probably \_\_\_\_\_ enough to eat.  
won't have had haven't had aren't going to have
- 5 Unless you \_\_\_\_\_ like you need a break, we'll carry on walking.  
've felt 're feeling aren't feeling

##### 3 Complete the sentences with the correct form of the verb in brackets.

Example: The man came out of his house and ran (run) down the road.

- 1 We \_\_\_\_\_ (cook) dinner when the electricity suddenly went off.
- 2 I \_\_\_\_\_ (driving) on the motorway for ages when I realized I was on the wrong one!
- 3 When I opened the document, I saw that I

\_\_\_\_\_ (forget) to save yesterday's work!

- 4 I \_\_\_\_\_ (not come) swimming because Sheila hadn't told me about it.
- 5 When we got to the ski resort it \_\_\_\_\_ (snow) so heavily that we couldn't ski.

5
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##### 4 Order the words to make sentences.

Example: steak / like / juicy / nice / feel / I / a / big  
*I feel like a nice big juicy steak.*

- 1 brand / has / sports / orange / a / Jack / new / got / car / Italian
- 2 yesterday / horrible / hat / red / wearing / a / big / what / was / Celia / !
- 3 brother / gorgeous / had / linen / my / on / a / jacket / younger / new
- 4 little / found / stay / hotel / lovely / we / French / a / in / to
- 5 the / some / black / I / scarves / market / nice / at / bought / silk / very

5
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Grammar total	20
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#### VOCABULARY

##### 5 Underline the odd word out.

Example: hailstorm flood drought mid

- 1 sneeze cough headache sunburn
- 2 bacteria blister virus infection
- 3 hot scorching boiling freezing
- 4 settled changeable hail bright
- 5 drizzling breeze hurricane tornado

##### 6 Underline the correct word.

Example: We bought some ice creams because it was boiling / pouring.

- 1 Most airlines encourage you to check **out** / **in** online these days.
- 2 You don't need to park, just drop me **off** / **out** outside Departures.
- 3 There was a really **strong** / **heavy** wind blowing at the coast.
- 4 It's a very **mild** / **cool** day for mid-winter.
- 5 If there's **thick** / **strong** fog the traffic will be very slow.

### 7 Complete the sentences with one word.

Example: The plane took *off* exactly on time.

- 1 Investing money in the stock market is never safe – you're taking a \_\_\_\_\_.
- 2 You don't need to rush – take \_\_\_\_\_ time and enjoy your meal.
- 3 Don't expect so much from Jane – you must take into \_\_\_\_\_ that she's still young.
- 4 You should take more care \_\_\_\_\_ yourself. You don't eat properly.
- 5 I've always wanted to take \_\_\_\_\_ in a charity event.

### 8 Complete the words in the sentences.

Example: The *cabin* crew's job is to look after the passengers on the plane.

- 1 I keep dropping things – I seem to be very **c** \_\_\_\_\_ today.
- 2 Becky can change from happy to upset for no particular reason – she's very **m** \_\_\_\_\_.
- 3 The plane **l** \_\_\_\_\_ on the runway with a loud bang.
- 4 Your seat number is printed on your **b** \_\_\_\_\_ pass.
- 5 You have to go through passport **c** \_\_\_\_\_ to get to the departures lounge.

Vocabulary total	
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20
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### PRONUNCIATION

#### 7 Write *S* if the sounds are the same, *D* if they are different.

Example: drizzle, chilly *S*

drizzle, icy *D*

- 1 pouring, drought \_\_\_\_\_
- 2 heavy, settled \_\_\_\_\_
- 3 below zero, cold \_\_\_\_\_
- 4 icy, mild \_\_\_\_\_
- 5 flood, thunder \_\_\_\_\_

#### 8 Underline the stressed syllable.

Example: free|zing

- 1 tor|na|do
- 2 change|a|ble
- 3 ad|van|tage
- 4 bli|zzard
- 5 hu|rri|cane

### READING

Read the article about the effects of climate change in the UK. Five sentences have been removed. Which sentence A-F fits each gap (1-5)? There is one extra sentence you do not need to use. You can earn 2 points for each correct answer.

<h4>The Effects of Climate Change in the UK</h4>
--

Climate change is a long-term change in weather patterns over periods of time that range from decades to millions of years. It is one of the greatest environmental issues of our time.

The effect of changes in our climate has been a hot topic for many years. And now government ministers in the UK have warned that the internet could be badly affected due to climate change. (---- 1 ----)

Scientists say that higher temperatures and rainstorms could affect wi-fi communications. In addition, wetter winters and drier summers might lead to subsidence – the sinking of the ground – damaging underground cables. (---- 2 ----) If climate change affects the quality of the signal, or there is no signal due to extreme changes in temperature, people will clearly be disadvantaged. It would be very serious if communication systems were not working in the height of an emergency. This is why the issue must be dealt with.

The Environment Secretary, Caroline Spelman, recently explained the government's plans to take action. (---- 3 ----) However, if these facilities cannot deal with the increase in floods and storms likely to accompany rising temperatures,

the money will have been wasted, she warned. Speaking at Blackfriars Railway Station in London, which a UK rail company says is being redeveloped with the long-term effects of climate change in mind, Ms Spelman said the UK economy would not be able to grow if infrastructure – transport and communications networks and reliable energy and water supplies – failed.

Ms Spelman explained that our economy is built on this infrastructure. But it could not grow if there are repeated power failures, or goods cannot be transported because roads are flooded and railways have been damaged, or if heavy rainfall or high temperatures negatively affect wi-fi signals. (----- 4 -----) According to Ms Spelman, they could come forward and develop new technologies and processes to help our current systems better deal with climate change.

A government report published recently outlines how planning and design of new systems needs to consider the effect of climate change. This is especially important as many projects will still be there in 50 to 100 years from now. The study gives details of what action needs to be taken by the owners of transport networks, for example. (----- 5 -----)

Rail Minister Theresa Villiers explained that although the UK government needs to manage money very carefully, it is committed to spending considerable sums on transport through vital projects such as the Thameslink upgrade, Crossrail, the proposed High Speed rail network and more electrification of the rail network.

The new Blackfriars Railway station in London is being fitted with technology including sun pipes, rainwater harvesting systems, insulation and solar panels to make it less reliant on water and electricity networks. Perhaps this station will lead the way for others all over the country to become more environmentally friendly.

- A It also highlights the role of the government in protecting the UK from the effects of climate change.
- B So, how long has it been damaged for?
- C This involves spending around £200billion on UK

transport and power supplies over the next five years.

- D As well as getting money from the government, she also asked for help from British businesses.
- E So, what does that mean for people who need to use these communications?
- F Roads, railways, and power and water supplies also need to be protected as weather patterns become more serious.

### WRITING

**You have been asked to write a report on how your town or city is helping the environment for the school's Eco-Club. Write 140-180 words. Include the following information:**

- say what your town / city is already doing to help the environment
- make some suggestions for more things your town / city could do
- explain why these things would make a difference

### LISTENING

**1 Listen to five people talking about road safety. Choose from the list (A-F) what each speaker says about road safety. Use the letters only once. There is one extra letter which you do not need to use.**

- A don't speak on the phone while driving
- B make sure you always wear your seatbelt
- C pay attention to the conditions
- D be prepared for your journey
- E check how fast you are driving
- F wear the correct clothes at night

- Speaker 1 [ ]
- Speaker 2 [ ]
- Speaker 3 [ ]
- Speaker 4 [ ]
- Speaker 5 [ ]

**2 Listen to a radio interviewer talking to a young person who does voluntary work for an environmental agency.**

- 1 Rick spent **6 months / 9 months / 12 months** working as a volunteer.
- 2 Rick's role included **looking at the fish that were caught / finding types of seahorses in the ocean / tidying up beaches.**
- 3 Volunteers usually had **one / two / three** days off each week.

- 4 All volunteers shared a **kitchen / bathroom / bedroom.**
- 5 Some people on the project had the chance to **learn to dive / learn about construction work / learn how to teach.**

## **SPEAKING**

### **Student A:**

#### **1 Make questions and ask your partner.**

- 1 What / do / prevent climate change in your daily life?
- 2 How / people live / 50 years' time?
- 3 What /least favourite / type of weather? Why?
- 4 What / weather usually like in your country in summer?
- 5 What / the riskiest thing / ever do?

#### **Now answer your partner's questions.**

#### **2 Listen to your partner talking about extreme sports. Do you agree with him / her?**

#### **3 Talk about the statement below, saying if you agree or disagree. Give reasons.**

'We can't do anything to stop climate change, so we should enjoy life now.'

### **Student B:**

#### **1 Make questions and ask your partner.**

- 1 How worried / people your country / climate change? Why?
- 2 What / environmental stories / in news recently?
- 3 What / favourite type of weather? Why?
- 4 What / the weather / like / your country / winter?
- 5 you / do any dangerous sports? Why? / Why not?

#### **Now answer your partner's questions.**

#### **2 Talk about the statement below, saying if you agree or disagree. Give reasons.**

'People do extreme sports because modern life is too safe and boring.'

#### **3 Listen to your partner talking about the environment. Do you agree with him / her?**

**GRAMMAR**

**1 Underline the correct word(s).**

Example: You **must have** / **can't have** seen Billy.  
He's on holiday at the moment.

- 1 Did you **use to** / **used to** do much sport at school?
- 2 Driving on the left was weird at first, but I **use to** / **'m used to** it now.
- 3 You look exhausted. You **should have gone** / **should go** for a shorter run.
- 4 I **may have** / **must have** met her at a conference, but I can't remember if I did.
- 5 Diana **can't have** / **mustn't have** got engaged – she's only known him six weeks!

5

**2 Complete the sentences with the correct form of the verbs in brackets.**

Example: I'd rather have (have) more free time than money.

- 1 I'd never have got to the airport on time if I \_\_\_\_\_ (take) the bus.
- 2 We could have finished much earlier if we \_\_\_\_\_ (have) fewer breaks.
- 3 Chris says he'd rather you \_\_\_\_\_ (pick) him up at 8.00, not 7.00.
- 4 Danielle admitted that she'd rather \_\_\_\_\_ (not go) to the barbecue.
- 5 Wouldn't you rather John \_\_\_\_\_ (do) the repairs in the bathroom this week?

5

**3 Complete the sentences with the correct word(s).**

Example: You look really ill. You should call a doctor.  
sound look feel

- 1 Beth told me you \_\_\_\_\_ like going to a club. Where do you fancy going?  
sound feel look
- 2 It's so empty here today. It feels \_\_\_\_\_ we've got the café to ourselves.  
as if if that
- 3 I don't know what this fruit is but it tastes like \_\_\_\_\_!  
great pineapple horrible
- 4 Mmm, that \_\_\_\_\_ really good! Are you making a cake?  
smells tastes feels
- 5 This shirt \_\_\_\_\_ a bit tight. Do you have it in a

larger size?  
feels as if feels feels like

5

**4 Complete the sentences with the gerund or the infinitive form of the verbs in brackets.**

Example: I can't stand listening (listen) to people talking on their mobile phones.

- 1 Do you fancy \_\_\_\_\_ (go) for a walk in the park?
- 2 You should practise \_\_\_\_\_ (speak) English whenever you get the opportunity.
- 3 The shop assistant refused \_\_\_\_\_ (give) me a refund.
- 4 I can't remember \_\_\_\_\_ (have) a doll when I was a little girl.
- 5 You'd better \_\_\_\_\_ (ring) Darren and tell him we'll be late.

**VOCABULARY**

**5 Underline the correct word(s).**

Example: I **hope** / **wish** Nick was here. I miss him.

- 1 I love the **architecture** / **graffiti** in Rome – there's so many beautiful buildings.
- 2 My aunt once visited a **psychic** / **psychologist** to try and contact my dead uncle.
- 3 We couldn't **avoid** / **prevent** her from buying that car.
- 4 We really don't **matter** / **mind** Alice staying another night – she's welcome.
- 5 I can remember when Manchester United **beat** / **won** Arsenal 8-2.

**6 Complete the sentences with one word.**

Example: Jason scratched the bite on his arm and made it bleed.

- 1 You don't look old! You haven't got any \_\_\_\_\_ on your face!
- 2 You look as if you've just got out of bed! You should \_\_\_\_\_ your hair!
- 3 It's very rude to \_\_\_\_\_ your finger at people.
- 4 I knew you wouldn't agree because you raised your \_\_\_\_\_ when I suggested it.
- 5 Business people often \_\_\_\_\_ hands when they make a deal.

**7 Complete the words in the sentences.**

Example: If a song has a strong **beat**, it makes you want to tap your feet.

- 1 Mark had been unemployed for three months and

- was **d**\_\_\_\_\_ to find a job.
- 2 I was **s**\_\_\_\_\_ when I heard that he'd died. He was so young!
  - 3 A **s**\_\_\_\_\_ is a female singer who sings very high.
  - 4 Jazz and soul are examples of two different musical **g**\_\_\_\_\_.
  - 5 The person who directs an orchestra is called a **c**\_\_\_\_\_.

**8 Complete the sentences with the correct word(s).**

Example: My dad *snores* so loudly that he keeps everybody awake at night.  
 yawns snores oversleeps

- 1 Why are you \_\_\_\_\_? Are you tired or just bored?  
 snoring napping yawning
- 2 I didn't hear you get back last night, I was \_\_\_\_\_ asleep.  
 fast deep fallen
- 3 I use a special \_\_\_\_\_ that gives my long neck enough support.  
 duvet blanket pillow
- 4 I used to suffer from \_\_\_\_\_. I would lie awake for hours every night.  
 insomnia jet-lag nightmares
- 5 When it's really hot in summer, I just sleep under a \_\_\_\_\_.  
 pillow sheet duvet

**PRONUNCIATION**

**6 Underline the silent letters in the words.**

Example: half

- 1 muscle
- 2 comb
- 3 knee
- 4 wrist
- 5 thigh

**7 Underline the stressed syllable.**

Example: expand

- 1 eye|lash|es
- 2 ad|vise
- 3 in|ves|ti|gate
- 4 ar|gu|ment
- 5 ex|pre|ssion

Pronunciation total		10
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**READING**

**Read the article about people and happiness. Five sentences have been removed. Which sentence (A–F) fits each gap (1–5)? There is one extra sentence you do not need to use. You can earn 2 points for each correct answer.**

<b>Great Britain – Or Is It?</b>
----------------------------------

If someone asked you how happy the people in your country are, what would you say? The British government recently asked the Office for National Statistics (ONS) to carry out a survey to find out if people in the country are, in general, happy or not. Most Britons report being satisfied with life, with concerns over work and finances overtaken by happiness gained from children, relationships, and where people live.

The government survey was released just days after economists made one of the most depressing forecasts of recent times about long-term economic growth. (— 1 —) Not only that, but it would leave the public worse off than they were ten years ago. Despite this, the survey paints a picture of the country largely emotionally unaffected by the crisis.

The survey of 4,200 adults is part of the British Prime Minister's £2 million drive to get a better idea of how the country is doing, rather than just focusing on budgets and figures. People were asked various questions about their lives and were asked to give marks out of ten about how they felt about these areas. The ONS's work showed that on average people rated their life satisfaction at 7.4 out of 10. When asked whether things they did in life were worthwhile, people on average gave a score of 7.6. (— 2 —) Happiness with people's financial situation had the lowest average score of 6.2 out of 10, followed by work situation, with 6.7 out of 10. When asked specifically about satisfaction with the balance between time spent on work and on other areas of life, low scores were also given, with an average of 6.4 out of 10.

The answer to the question, 'Overall, how anxious did you feel yesterday?' caused

some worry. More than a quarter rated this 5 out of 10 – where 10 was feeling ‘completely anxious’. (— 3 —) These areas of life had the highest average scores, with both scoring at 8.3 out of 10.

Lord Richard Layard, professor at the London School of Economics, said it was likely that life satisfaction would fall as the situation gets worse. (— 4 —) And when things are going badly and times are hard, people start to feel less happy with their lives.

The professor, who founded the Action for Happiness group to promote well-being, said policymakers – the people who make important financial decisions – could use the data to lessen the pain of recession. But they would need to first identify how to measure happiness, then work out what makes people ‘miserable or happy’. Lastly, they ought to assess how much happiness one can create by spending taxpayers’ cash. (— 5 —)

Paul Allen of the ONS said another big factor in happiness was health. He said they saw that people who responded when their health was bad, reported anxiety. He added that they were trying to build up a picture of how people rate happiness. ‘One of the most revealing aspects of the emerging science around happiness is about language. Britons associated happiness with being ‘calm, relaxed, and peaceful’ rather than ‘energized and excited’. So, perhaps it pays in more ways than one to follow the great

- A However, there were also signs of stress in British society.
- B This could be used on supporting childcare, parenting, or help for mental health.
- C He added that we know from other European countries that this is sensitive to how businesses reach highs and sink to lows.
- D However, a lot of young people think that wealth and celebrity will make you happy.
- E The experts predicted that the financial decline would be deep and long.
- F People were happiest, however, with their personal relationships and mental wellbeing

## WRITING

Write a description for your school blog with the following title: ‘My perfect day’.

Write 140–180 words. Include the following information:

- say what a perfect day for you would be and who you would spend it with
- explain why you would choose to do those things
- say why you think the day would be enjoyable

## LISTENING

1 Listen to five women talking about their relationships. Choose from the list (A–F) what each speaker says about their relationships. Use the letters only once. There is one extra letter you do not need to use.

- A He’s reliable.
- B He’s thoughtful.
- C He’s patient.
- D He’s easygoing.
- E He’s romantic.
- F He’s sociable.

Speaker 1 [ ]

Speaker 2 [ ]

Speaker 3 [ ]

Speaker 4 [ ]

Speaker 5 [ ]

	5
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2 Listen to a health and lifestyle expert talking about ways people can make themselves happy.

Underline the correct answer.

- 1 Chris says that our decisions can be affected by **our own negative thoughts / other people’s negative opinions / our previous negative experiences.**
- 2 According to Chris, the **amount / location / quality** of sleep we get is important.
- 3 Chris recommends **spending time with kids / having a more relaxed attitude / laughing at ourselves** if we’re having a bad day.
- 4 Chris mentions **getting a pet / telling family members a story / meeting new people** as an example of ‘getting back to basics’.
- 5 Chris says that the ability to love is **missing among people in society nowadays / a characteristic of all people / essential in**

establishing relationships with people.

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Listening total	10
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## **SPEAKING**

**Student A:**

### **1 Make questions and ask your partner.**

- 1 What / make / feel happy?
- 2 Is / money / necessary / happiness? Why / Why not?
- 3 What / spend / most money / each week? Why?
- 4 Is / important / save / money / each month? Why / Why not?
- 5 Is / important / teach / young people / value / money? Why / Why not?

**Now answer your partner's questions.**

### **2 Listen to your partner talking about money. Do you agree with him / her?**

### **3 Talk about the statement below, saying if you agree or disagree. Give reasons.**

‘Some things in life are more important than money.’

**Student B:**

### **1 Make questions and ask your partner.**

- 1 What / make / feel happy?
- 2 Is / money / necessary / happiness? Why/why not?
- 3 What / favourite food? / What / taste like?
- 4 Think of a favourite relative. What / he / she look like?
- 5 When / last argue / someone?

### **2 Now answer your partner's questions.**

### **3 Talk about the statement below, saying if you agree or disagree. Give reasons.**

‘The best way to win an argument is not to start one.’

**Listen to your partner talking about money. Do you agree with him / her?**



## Контрольная работа №3

### GRAMMAR

#### 1 Complete the sentences. Use the correct form of the verb in brackets.

Example: I've lived (live) near Nathan since I was a child.

- I think you'd have got the job if you \_\_\_\_\_ (not ask) that stupid question.
- Call an ambulance! Mrs Jones \_\_\_\_\_ (run over) by a car!
- I immediately regretted \_\_\_\_\_ (send) the email.
- I \_\_\_\_\_ (writing) my essay for an hour when my computer crashed and lost it all.
- I'm sure you wish you \_\_\_\_\_ (not buy) that car. It's been nothing but trouble.
- We \_\_\_\_\_ (practise) this dance for nearly two months, so it should go well tonight.
- I think I \_\_\_\_\_ (learn) enough Chinese by the time I go to China.
- I'll let you know the test results as soon as I \_\_\_\_\_ (discuss) them with your doctor.
- I wanted to meet Anna, but she \_\_\_\_\_ (already leave) when I got to the party.
- We couldn't go inside the church because it \_\_\_\_\_ (redecorate).

10

#### 2 Complete the sentences with one word.

Example: A I loved the film. B So did I.

- I wish you \_\_\_\_\_ keep leaving the door open when you leave the room.
- Don't \_\_\_\_\_ me for your problems – they're your responsibility.
- I don't really feel \_\_\_\_\_ going out tonight – let's stay in.
- I don't speak French, but my sister \_\_\_\_\_.
- Do you have any idea \_\_\_\_\_ Marc is coming to football practice this week?

#### 3 Complete the sentences with the correct word(s).

Example: Who made this cake?

Who made Who did make Who make

- I \_\_\_\_\_ when I'm cleaning my apartment.  
play often music play music often often play music
- \_\_\_\_\_ are becoming an increasingly large proportion of many societies.  
Unemployed The unemployed The unemployed people

3 We played the music quietly \_\_\_\_\_ wake the children.

to not not to so as not to

4 \_\_\_\_\_ the very steep climb up the last hill, I really enjoyed the walk.

Although In spite Despite

5 Our eldest daughter is at \_\_\_\_\_ university. She's studying Physics.

the a (-)

### VOCABULARY

#### 4 Write the words after the definitions.

Example: very angry = furious

- the thing which planes take off from and land on = \_\_\_\_\_
- the person who controls how an orchestra plays = \_\_\_\_\_
- unsure how to react to something because your emotions are so strong = \_\_\_\_\_
- someone who tries to avoid spending money = tight-\_\_\_\_\_
- another word for luggage = \_\_\_\_\_
- you put your head on this when you sleep = \_\_\_\_\_
- a group of people who sing together = \_\_\_\_\_
- when you open your mouth very wide because you are tired = \_\_\_\_\_
- the opposite of tight (trousers) = \_\_\_\_\_
- you use these to breathe = \_\_\_\_\_

#### 5 Complete the sentences with the correct word.

Example: It's quite chilly today and I've heard it's going to get even colder.  
warm chilly damp

- You have to take Diana's age into \_\_\_\_\_ when you judge her work.  
place care account
- I'm \_\_\_\_\_ and tired of listening to all your problems – do something about them!  
fed up sick bored
- I think Jerry was very tired – he's \_\_\_\_\_ asleep on the sofa.  
full fast deep
- The audience loved it all and the band came back twice to give \_\_\_\_\_.  
encores choruses performances
- I find it \_\_\_\_\_ when apps keep updating themselves all the time.  
confused confusion confusing

**6 Complete the sentences with one word made from the word in brackets.**

Example: I mispronounced the word so nobody understood me. (pronounce)

- 1 These cups are \_\_\_\_\_, even if you drop them on a hard floor. (break)
- 2 \_\_\_\_\_ is a big problem in this area. (vandal)
- 3 The weather here is so \_\_\_\_\_, it could be very different later. (change)
- 4 I like green vegetables, \_\_\_\_\_ spinach. (special)
- 5 Housing costs are high in the capital, so there are a lot of \_\_\_\_\_ people. (home)
- 6 I don't suffer from \_\_\_\_\_ – I enjoy being on my own. (lonely)
- 7 She behaves like a little girl sometimes – she's so \_\_\_\_\_. (mature)
- 8 I felt very \_\_\_\_\_ when I couldn't remember her name. (embarrass)
- 9 I'm \_\_\_\_\_ to peanuts, but I can eat any other kinds of nuts. (allergy)
- 10 It was a huge storm, and several trees were hit by \_\_\_\_\_. (light)

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Vocabulary total		20
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**PRONUNCIATION**

**7 Circle the different sound.**

- 1 /tree/ relieved colleague leather illegal
- 2 /fish/ guilty bilingual business presenter
- 3 /shower/ specialist infection **choke** rash
- 4 /up/ multicultural flood hooded luggage
- 5 /bike/ linen height biased mild

**8 Underline the stressed syllable.**

Example: velvet

- 1 neigh|bour|hood
- 2 objec|tive
- 3 co|mmen|ta|tor
- 4 eye|brow
- 5 vi|o|li|nist

**READING**

**1 Read the article. For questions 1-5, choose the correct answer (A, B, C, or D). You can earn 2 points for each correct answer.**

<b>A Step In The Right Direction</b>
--------------------------------------

It was once famously said that some things in life – like paying taxes and death – are inevitable. And leaving education trying to find employment is something that young people everywhere have to face. But despite the large amount of research that has been undertaken on young people in the job market, relatively little is known about what happens once young people start their first job. A team of researchers from Leeds Metropolitan University looked into this aspect. The survey focused on 30 people and 39 employers, and addressed a range of issues in relation to recruitment, employment, and particularly young people into the workplace.

It is clear from the interviews with young people that, for the vast majority, the idea of a 'job for life' no longer exists. While some had clear career ambitions, the majority appeared to be unclear on what they wanted to do. One consequence of this is that many young people saw their early work experiences as temporary – a 'stop gap' until their ideas on what they wanted to do had developed, or simply a way of earning money to pursue other ambitions such as travel.

This tendency has also been noted by many employers, and is particularly disappointing to smaller businesses looking for long-term loyalty in their staff. However, some employers – for example in areas such as financial services and call centres – had adjusted to the new situation, and appeared to accept that they cannot expect young people to be loyal and see a long-term future with one employer.

Like a number of other studies, the findings confirm that employers tend to focus on 'softer' skills and behavioural qualities in the recruitment process, with a less prominent role played by formal qualifications. The opinions of this sample

of young people were remarkably consistent with those of the employers. Most of the young people seemed to have understood the message that formal qualifications are often a necessary but not sufficient condition for obtaining the types of jobs which they hope to do in the future. They recognized that skills like communication, team-working, organization, and customer service are all important. There was evidence that many young people had clearly worked on developing such skills.

Where there does appear to be a significant difference of opinion between the views of young people and employers related to the extent to which young people *actually* possess the necessary 'employability' skills. By and large, the young people interviewed were confident in their ability to demonstrate these skills and qualities. Employers, on the whole, were much less positive about this, often feeling that educational institutions were focusing too strongly on academic skills and qualifications, at the expense of employability.

Another area where employers' and young peoples' views differed is in relation to Information Technology (IT) skills. When asked about the things they value most about young recruits, many employers mentioned their ability with computers. On the other hand, few young people mentioned this explicitly. The probable explanation is that young people simply take their IT skills for granted, often not realizing how valuable they might be to some employers. Encouraging young people to be more positive about this aspect might help some to improve the way they are viewed by potential employers.

In terms of the inductions provided for their young recruits, the results of this study confirmed both expectations and the findings of earlier research – that employers vary widely in the nature of the training they provide. Differences included the length of time the inductions ran, how formal the training was, what topics were covered, and how often training occurred. The reaction of most young people to the

induction they had experienced was positive, or at least neutral. There is clearly a tension between the need for new recruits to become good at their jobs, and their understandable desire to get involved as quickly as possible.

From the point of view of the employer, much depended upon the nature of the job, the type of employer (particularly size and sector), and the frequency with which they recruit young people. In general, the more regularly young people were recruited and the larger the employer, the more formal the induction process.

In uncertain economic times, it seems that young people more than ever are having to do all they can to find employment.

- 1 The survey revealed that, in general, young people ...
  - A do not value the early work experience they gain in any way.
  - B are unconvinced they will do the same job until they retire.
  - C would prefer to have a gap year before starting higher education.
  - D are unsure about which jobs they want to do when they leave school.
- 2 What do employers think about formal qualifications?
  - A They are less important than behavioural qualities.
  - B They are more important than behavioural qualities.
  - C They are equally as important as behavioural qualities.
  - D They are more important than behavioural qualities for certain jobs only.
- 3 What can we learn from the survey about young people and IT skills?
  - A Employers do not assume that all young employees have good IT skills.
  - B Young people need to perfect their IT skills before starting work for an employer.
  - C Young people should promote their IT skills to employers more than they do currently.
  - D Employers do not enjoy feeling inadequate as young people's IT skills are often superior to theirs.
- 4 The survey suggests that young people themselves

- value skills such as being able to...
- A get the job done faster than others.
  - B get new business for the company.
  - C get better results than colleagues.
  - D get on with other people in the workplace.

- 5 Induction processes vary in terms of ...
- A where they are carried out.
  - B who they are reviewed by.
  - C when they take place.
  - D what they focus on.

## WRITING

Write a report on the following topic. 'Workplaces of the future'.

Include the following information:

- say what you think the workplaces of the future will be like
- say why you think changes in the workplace will take place
- discuss how the changes will affect employees' lives.

Write 140-180 words.

Writing total		10
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## LISTENING

- 1 Listen to five teenagers talk about trips they have made with their families. Choose from the list (A-F) what each speaker says they have learned as a result of going on the trip. Use the letters only once. There is one extra letter you do not need to use.
- A You can learn things from family members.
  - B It's good to have a positive attitude.
  - C Be realistic about how much time you need for things before you go.
  - D Things need to be carefully organized beforehand.
  - E Travel can make you appreciate home more.
  - F You can benefit from unusual experiences.

Speaker 1 [ ]

Speaker 2 [ ]  
 Speaker 3 [ ]  
 Speaker 4 [ ]  
 Speaker 5 [ ]

- 2 Listen to a talk by a young dancer who is doing a course at the Youth Ballet School. Underline the correct answer.

- 1 According to Sophie, young people accepted onto the course **must have achieved a high level in ballet / need to show that they are able to meet its demands / have usually** Reading total applied for a place more than once.
- 2 During the first round of her successful audition, Sophie felt **confident in her ability to do well / worried about being too close to the judges / put off by the number of people taking part**.
- 3 Sophie was **angry because her letter had been delayed / worried that no particular role was mentioned / satisfied that the school had made a careful choice when she heard that she'd got a place at the School**.
- 4 Sophie admits that rehearsing is **surprisingly tiring / easier to do on stage / improving her dancing**.
- 5 Sophie says that in the future **she won't consider alternatives to dancing / she hopes she'll be able to make a living by dancing / she's determined to become a top professional dancer**.

## SPEAKING

### STUDENT A:

- 1 Make questions and ask your partner.
- 1 Which living person / most admire?
  - 2 What / change about your life so far?
  - 3 What / make / a great city?
  - 4 Is / important / be / happy / your job? Why / Why not?
  - 5 When / last feel disappointed?

**Now answer your partner's questions.**

**2 Listen to your partner. Do you agree with him / her?**

**3 Talk about one of the statements below, saying if you agree or disagree. Give reasons.**

‘It would be better for family life if people worked four days a week instead of five.’

‘If you don't have a healthy lifestyle, you shouldn't be allowed free medical care.’

‘People who don't recycle or use too much energy at home should have to pay a fine.’

**STUDENT B:**

**1 Answer your partner's questions.**

**Now make questions and ask your partner.**

1 Who / most interesting person / ever met?

2 What / hope will happen to you in the future?

3 In the future, which city / like to live in?

4 How / get to sleep at night?

5 What / most amusing thing which / happen to you recently?

**2 Talk about one of the statements below, saying if you agree or disagree. Give reasons.**

‘Anti-social crimes, such as vandalism or drunken behaviour, should be more severely punished.’

‘The cost of air travel should increase to stop people from flying as much and to prevent climate change.’

‘The more sleep you get, the longer you are likely to live.’

**3 Listen to your partner. Do you agree with him / her?**

V. Первый продвинутый уровень /  
Advanced (C1-A)

4

• **Контрольная работа №1**

**GRAMMAR**

**1 Underline the correct word(s).**

Example: I love my job. However / In spite of, the commute is very difficult.

- 1 My bicycle was stolen, so / because I had to walk to school.
- 2 I didn't study very much, and owing to / consequently, I didn't pass the test.
- 3 We think the house will sell quickly. As a result / Nevertheless, we want to be sure it looks as good as possible when people come to see it.
- 4 I read the entire book, yet / therefore I can't remember anything about the story.

4

**2 Complete the sentences with the correct form of the verb in brackets.**

Example: Has Dana lived in Singapore since she was a child? (live)

- 1 I \_\_\_\_\_ time to watch TV tonight. (not have)
- 2 Luis and Maria \_\_\_\_\_ married for 15 years and are very happy together. (be)
- 3 How many guests \_\_\_\_\_ she \_\_\_\_\_ in her house right now? (have got)
- 4 Did my phone ring while I \_\_\_\_\_ a bath? (have)

4

**3 Complete the sentences with the correct word(s).**

Example: You need to take care of yourself when you're ill.  
one yourself you

- 1 \_\_\_\_\_ can use the internet for research when you write your term paper.  
One You Each other
- 2 \_\_\_\_\_ say it's harder to learn languages after you're 12.  
They They're Their
- 3 \_\_\_\_\_ was a pleasure to meet your fiancée at the party last night.  
There It One
- 4 The meeting didn't go too well; the managers kept interrupting \_\_\_\_\_.  
themselves oneself one another

**4 Complete the sentences with the correct form of the verb in brackets.**

Example: I'd like to tell you about something that happened (happen) when I was 12.

- 1 While my dad \_\_\_\_\_ (drive) home from work, a cat ran in front of his car.
- 2 It \_\_\_\_\_ (say) that taking a nap after lunch is very healthy.
- 3 There is thought \_\_\_\_\_ (be) undiscovered oil beneath the Antarctic.

3

**5 Underline the correct word(s).**

Example: It's been announced / announced that our pay will increase next year.

- 1 We used / would to make ice cream every summer.
- 2 I was always getting / always used get into trouble for bothering my brother.
- 3 His grandparents used to give / giving him presents when he was little.

3

**6 Complete the sentences with the correct word(s).**

Example: Your brother seems to get himself in trouble a lot.  
did get have got get

- 1 It's \_\_\_\_\_ late. We should leave soon.  
get getting got
- 2 I'd like \_\_\_\_\_ a professional to fill in my tax forms.  
to get get got
- 3 Could you get Adam \_\_\_\_\_ me a call, please?  
give to give giving

3

**7 Complete the sentences with the correct word(s).**

Example: As far as meals are concerned, we're planning on bringing our own food.  
concern ~~are concerned~~ concerned

- 1 On the one hand, we need the rain for our garden to grow. On \_\_\_\_\_ hand, we want to sit in the garden and enjoy the sunshine!  
other the other another
- 2 Please be on time for the bus. \_\_\_\_\_ you'll make everyone late for the concert.

Other Other words Otherwise

3

- 3 I think you should take the day off tomorrow.  
\_\_\_\_\_, your brother doesn't visit very often.  
After all After It's after
- 4 It's going to rain tomorrow, or \_\_\_\_\_ that's  
what the forecast said.  
least at least leastly
- 5 They say a lot of bad things about Jacob, but  
\_\_\_\_\_ his work is concerned he's doing a great  
job here in the office.  
as regards as a matter of as far as

5

**8 Replace *get* with another verb so that the sentence has the same meaning.**

- 1 Are you going to **get** him a present for his  
birthday? \_\_\_\_\_
- 2 Remind me that I need to make an appointment to  
**get** my hair cut. \_\_\_\_\_
- 3 Could you **get** me the book from the other room?  
\_\_\_\_\_

3

**9. Underline the correct word(s).**

Example: If we leave now, we should / *should have*  
get to the cinema by 8.00.

- 1 Anita *must* / *must have* speak Chinese very well.  
She lived in Shanghai for ten years.
- 2 They *can't* / *must* have been at home; no one came  
to the door when I knocked.
- 3 Carrie *definitely* / *will definitely* get a promotion  
next month.
- 4 We'll *probably* / *probably be* start working at  
about seven tomorrow morning.

4

**10 Complete the sentences with the correct words.**

Example: Not until you say you're sorry will we  
discuss the problems we're having.  
~~you say~~ say you you're say

- 1 Not only \_\_\_\_\_ late, you're also not dressed  
properly.  
you are are you you're
- 2 Not until I see the money with my own eyes  
\_\_\_\_\_ that you have been paid.  
will I believe do I believe I believe
- 3 Rarely \_\_\_\_\_ so relaxed.  
have felt I have felt have I felt

**11 Is the sentence right or wrong? Write *correct* or *incorrect* in the blank.**

- 1 Not only he is my brother, he is also my best  
friend. \_\_\_\_\_
- 2 They'll probably be a little late. We can wait.  
\_\_\_\_\_
- 3 Carlos is bound being here soon. He's not usually  
late. \_\_\_\_\_
- 4 I don't think we should ask him to join us. He's  
not definitely the party type.  
\_\_\_\_\_

4

Grammar  
total 40

**VOCABULARY**

**12 Complete the words in the sentences.**

Example: I tend to keep quiet when my mum starts  
complaining about my room.

- 1 We always thought Danielle felt happy here, but  
deep **d** \_\_\_\_\_ she was really homesick.
- 2 My fiancé's parents are actually very down to  
**e** \_\_\_\_\_ and they agree with us that we  
shouldn't spend a fortune on our wedding.
- 3 My kids know very well that I'm a bit of a soft  
**t** \_\_\_\_\_ and they make sure to take advantage  
of it!

3

**13 Underline the correct word(s).**

Example: I'd like to get a job / profession abroad.

- 1 I don't enjoy my job because the work is  
**monotonous** / **rewarding**.
- 2 My salary isn't high, but the **career** / **benefits** are  
really good.
- 3 **Colleague** / **Staff** turnover is high because the pay  
is too low.
- 4 I would prefer a regular job to fixed-term  
**contracts** / **leave**.

3

**14 Complete the sentences with a personality adjective. There are some words which you do not need to use.**

bossy bright conscientious moody reliable  
sarcastic thorough

Example: Karen's so *bossy* – I'm sick of her telling us what to do!

- 1 Olivia's children are both very \_\_\_\_\_. They're doing really well at school and getting top marks in everything.
- 2 Don't worry – if Jack says he'll be there, he'll be there. He's very \_\_\_\_\_.
- 3 I don't like \_\_\_\_\_ people. It's really not nice to say things you don't mean.

3

**15 Complete the words in the sentences.**

Example: They tackled the DIY with such *gusto* that I had high hopes for the end result.

- 1 These days there's no longer a **s** \_\_\_\_\_ attached to having mental health problems.
- 2 The teacher returned the students' work and asked them to correct any **e** \_\_\_\_\_ before re-submitting it.
- 3 My boyfriend's parents gave me a gorgeous tablet computer for my birthday. I was amazed at their **g** \_\_\_\_\_!

3

**16 Complete the words in the sentences with one word.**

Example: The death of Arthur Miller was a terrible *loss* to the theatre world.

- 1 Contrary to popular \_\_\_\_\_, multilingual children are not always good at learning languages.
- 2 To her complete \_\_\_\_\_, she got an invitation from the Prime Minister's office for a charity dinner.
- 3 I think Mark and Jenny are in a serious \_\_\_\_\_; I saw a shiny new ring on Jenny's ring finger.

3

**17 Make abstract nouns from the words below.**

Example: friend *friendship*

- 1 adult \_\_\_\_\_
- 2 imagine \_\_\_\_\_
- 3 wise \_\_\_\_\_

4 hate \_\_\_\_\_

4

**18 Underline the correct word(s).**

Example: I got *blamed* / *praised* for the mistake that was made at work.

- 1 When we went to Spain, Eric spent the *whole* / *much* time in our hotel room.
- 2 I hope my cousin can get her act *out* / *together*. Right now, she's got a lot of problems.
- 3 We're going to be so late, I wish you would get a move *out* / *on*!
- 4 Dan missed all his deadlines last year but still got a huge bonus. How does he get *away with* / *out of* it?

4

**19 Complete the words in the sentences.**

Example: A *civilian* is someone who is not a member of the armed forces or the police.

- 1 A **s** \_\_\_\_\_ shoots at people from a hidden position.
- 2 A person who has been injured in a war is called a **c** \_\_\_\_\_.
- 3 A **c** \_\_\_\_\_ is when two armies agree to stop fighting temporarily.

3

**20 Complete the sentences with the correct word(s).**

Example: In the past, warriors used *bows* to shoot arrows at the enemy.  
bullets ~~bows~~ shields

- 1 The soldier held his \_\_\_\_\_ tightly as he ran across the field shooting.  
cannon machine gun missile
- 2 **A** I really love war films.  
**B** Really? I'm not particularly fond \_\_\_\_\_ them.  
of in with
- 3 The king was very proud \_\_\_\_\_ his soldiers for winning the battle.  
with of for

3

**21 Underline the odd word out.**

Example: whistle whisper mumble *click*

- 1 bang buzz giggle tap



- 2 drip splash hoot slurp
- 3 crash crunch bang sniff

	3
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**22 Complete the words in the sentences.**

Example: A story that makes you feel sad is depressing.

- 1 An **i** \_\_\_\_\_ story is one that seems unlikely or difficult to believe.
- 2 My mum doesn't like reading reviews before going to see a film. She says they are full of **s** \_\_\_\_\_.
- 3 The film we watched last night was very **t** \_\_\_\_\_ - **p** \_\_\_\_\_; we stayed up till 2 a.m. talking about it.
- 4 You have to read this novel! A **h** \_\_\_\_\_ story that you won't find easy to get out of your mind.

	4
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**23 Complete the sentences with one word.**

Example: Informal conversation, often with strangers, is called small talk

- 1 When people are frightened, hurt or overly excited they often \_\_\_\_\_ out loud.
- 2 People who often repeat sounds or words as they speak are said to have a \_\_\_\_\_.
- 3 A book that is so exciting and interesting that you find it impossible to put down is often described as \_\_\_\_\_.
- 4 A book that is interesting because of its unusual nature is described as \_\_\_\_\_.

	4
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Vocabulary total		40
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**PRONUNCIATION**

**24 Match the words to the same sound.**

-steady short gorgeous troops inside ignore  
terrible whistle turnover civil sob

Example: ready steady

- |                 |                    |
|-----------------|--------------------|
| 1 nephew _____  | 6 execution _____  |
| 2 respect _____ | 7 loot _____       |
| 3 work _____    | 8 _____            |
| 4 awful _____   | 9 victorious _____ |
| 5 jealous _____ | 10 hiss _____      |
|                 | _____              |
|                 | _____              |

	10
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**25 Underline the stressed syllable.**

Example: time|table

- |                  |                  |
|------------------|------------------|
| 1 in tro vert    | 6 his tor i an   |
| 2 sen si tive    | 7 ci vi lized    |
| 3 re bel lious   | 8 vic tor i ous  |
| 4 a fraid        | 9 mere ly        |
| 5 com pe ti tion | 10 prox i m i ty |

	10
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Pronunciation total		20
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Grammar, Vocabulary, and Pronunciation total		100
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**READING**

Read the article and tick (✓) A, B, or C.

**LOST IN TRANSLATION?**

There's a well-known story in the world of literary translators about the translator who was thrilled to see his work appear at great length in an article in a prestigious magazine. He had translated a number of novels by a little-known Scandinavian novelist, who he believed had been neglected and not received the attention or praise he deserved. He had dedicated much of his working life to trying to get this novelist some recognition. The article agreed with his assessment of the novelist's work and illustrated its view of his worth by quoting long passages from the translations.

But something was missing. The translator searched in vain for a mention of his name. It didn't appear anywhere. The translator's joy at the coverage of his favourite author was considerably spoiled by this. He felt that he himself should have had some recognition in the article. The implication was that the translations had just appeared from nowhere, or even perhaps that the novelist had done them himself. It was as if the translator did not exist, and all the efforts he had made had never happened.

This incident raises a fundamental question about the status and function of the literary translator. Most people would agree that it was wrong of the magazine to omit any mention of the translator. However, it is also true that readers themselves operate in exactly the same way, and for them it is also as if the translator didn't exist. When people read a translation of a novel, they want to feel they are reading what the novelist, and not someone else, wrote. They don't want to be reminded that they are not reading, and would not be able to read, the original novel as created by the novelist. The translator has fulfilled a necessary function for them, but they do not wish to know who the translator was or pay any attention to what they have done. Readers are simply the receivers of what the translator does. So even though we might wish for direct contact with the novelist, we depend on the translator.

In this global age, translators have become even more important. More and more works of fiction are being translated into more and more languages. Readers are now able to experience and understand other cultures more than ever through the reading of translated novels. The works of more and more novelists are now accessible to people in other parts of the world. This applies not only to new novels but also to fresh translations of old classics. The adventurous reader can now enjoy novels from many eras and many cultures that previously they would not have been able to.

And central to this is the translator, working heroically to come up with the translation

that captures exactly what is in the original work, and often poorly paid. Although readers may be happy for them to remain obscure, perhaps they should be getting the recognition they deserve.

- 1 What do we learn about the translator mentioned in the first paragraph?
  - A He sent an article about a certain novelist to an important magazine.
  - B His opinion of a certain novelist was shared by an important magazine.
  - C He had worked with a certain novelist on translations of his novels.
- 2 When the translator looked closely at the article, \_\_\_\_\_.
  - A he did not mind the fact that his name did not appear
  - B he was annoyed that some of the information was false
  - C he felt that his own efforts had not been rewarded
- 3 The writer says that the example of the article illustrates \_\_\_\_\_.
  - A something that literary translators should realize
  - B a general attitude towards literary translators
  - C a point often made by literary translators
- 4 The writer says that readers of translated novels \_\_\_\_\_.
  - A would prefer to be reading the original work
  - B assume that the translation is not as good as the original work
  - C are sometimes unaware that it is a translation
- 5 The writer says that readers \_\_\_\_\_.
  - A wish to know who the translator was
  - B do not wish to know who the translator was
  - C want to pay attention to what the translator has done
- 6 The writer says that translators have become even more important in this global age because \_\_\_\_\_.
  - A there are fewer translators in the world
  - B there aren't many translators who can do a good job
  - C more works of fiction is being translated in more languages
- 7 When talking about the global age, the writer emphasizes \_\_\_\_\_.
  - A the variety of fiction now available to readers

- B the importance of fiction in comparison with other forms of literature  
 C the number of readers who may read a particular work of fiction
- 8 The writer uses the phrase 'working heroically' in the last paragraph in order to \_\_\_\_\_.  
 A describe how enjoyable translation work can be
- B make a joke about translators  
 C express sympathy with translators
- 9 What is the main topic of the article?  
 A Changing attitudes to translators  
 B The importance of translators  
 C What translators are trying to do
- 10 Which of the following does the writer express in the article as a whole?  
 A Understanding of why translators do not receive recognition  
 B Annoyance at the attitude of some readers  
 C Doubts about the whole idea of reading translated novels

Reading total		10
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**Choose one of the titles below and write approximately 250 words:**

- Write an article for an English website about how education has changed in your country over the last 50 years.
- Write your letter of application for the advertisement below:

<b>Barista</b> required to work every morning in coffee shop in centre of town.
---

**Job description:** To serve customers, bake fresh pastries, keep coffee shop clean...

**Requirements:** You must be aged 16 or over, friendly, polite, and able to work in a demanding atmosphere. You should have a high level of English, and some experience of dealing with the public.

**How to apply:** Email CV to Charles Combibos (coffeemate@bnet.co.uk).

Writing total		10
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Reading and Writing total		20
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**LISTENING**

**1 Listen to five people talking about various gadgets. Match the speakers (1–5) to what they say about the gadgets (A–H).**

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- A I intend to get a better one.  
 B Sometimes I wish I didn't have it.  
 C It has had unexpected benefits for me.  
 D It often doesn't work properly.  
 E I can't imagine being without it.  
 F I don't use it as much as I used to.  
 G It's more useful to others than to me.  
 H I sometimes can't use it when I want to.

	5
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**2 Listen to a talk about a connection between sport and language. Tick (✓) A, B, or C.**

- What did the research involve?  
 A Examining people's brains while they answered questions.  
 B People listening to sentences in two different categories.  
 C One set of sentences for each group of people.
- The results of the tests were not \_\_\_\_\_.  
 A as important as the results of the brain scans  
 B what some of the subjects expected  
 C consistent for all the subjects
- The research indicated a connection between \_\_\_\_\_.  
 A being interested in sports and understanding language in general  
 B planning actions and understanding language  
 C the language of sport and other kinds of language
- The conclusion that can be drawn is that the same parts of the brain \_\_\_\_\_.  
 A help with both learning languages and learning sports  
 B are used by players and people watching sports differently  
 C are used both for watching sport and understanding language
- It is suggested that people who are learning language connected with a topic should \_\_\_\_\_.  
 A learn the language and then do activities connected with it  
 B do activities connected with that topic at the same time

C do activities connected with that topic before learning the language

	5
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Listening total		10
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### **SPEAKING**

#### **1 Ask your partner these questions.**

- 1 What's the most successful thing you've ever done?
- 2 Which three personality characteristics do you admire the most?
- 3 What are you good at remembering and not so good at remembering?
- 4 How much do you discuss your relationships with other people?
- 5 What's your favourite character in a novel you've read or film you've seen?

#### **2 Now answer your partner's questions.**

#### **3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.**

- 1 'Your family are the most important people in your life.'
- 2 'In modern life, people spend too much time on their own.'

#### **4 Now listen to your partner. Do you agree with him / her?**

Speaking total		15
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Listening and Speaking total		25
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## • Контрольная работа №2

### 1 Underline the correct word(s).

Example: Felicity may have / *might be* run away with that man she met online.

- 1 There are *thought to be* / *appears to be* millions of species of insects in the world.
- 2 *It's appear* / *It appears* that the office is closed.
- 3 *It's been announced* / *announced* that our pay will increase next year.
- 4 There is *thought to have been* / *to be* undiscovered oil beneath the Antarctic.

	4
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### 2 Complete the sentences with the correct form of the verb in brackets.

Example: I think it's time you found (find) your own place to live.

- 1 I wish I \_\_\_\_\_ (know) the answer to your question.
- 2 If only Stephen \_\_\_\_\_ (be) a bit more reliable, then we wouldn't have to wonder if the job is being done correctly.
- 3 If only you \_\_\_\_\_ (not forget) to bring your wallet, we'd be able to buy a drink.
- 4 I wish I \_\_\_\_\_ (able to) find a job closer to home.

	4
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### 3 Is the sentence right or wrong? Write *correct* or *incorrect* in the blank.

1. It has been announced that the company president is leaving next month. \_\_\_\_\_
2. According to what I read on the internet, there will be a special election for mayor next month. \_\_\_\_\_
3. \_\_\_\_\_ There are thought being several ways to achieve lifelong happiness. \_\_\_\_\_

	3
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### 4 Underline the correct word(s).

Example: Can I borrow / *borrowed* 20 euros until tomorrow as long as you don't need it?

- 1 Provided Mel *brought* / *brings* his guitar tomorrow, we're going to have a sing-along.
- 2 Had I known it was your birthday, I would *have made* / *made* a cake.

- 3 I'll tell you everything as long as you *will promise* / *promise* not to laugh at me.
- 4 *Even if* / *Provided that* I win the lottery, I will still go to work every day.

	4
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### 5 Complete the sentences with the gerund or the infinitive form of the verbs in brackets.

Example: I'd like you to phone (phone) my office and tell them I'm ill.

- 1 I would hate him \_\_\_\_\_ (think) I'm not interested in his project.
- 2 He dislikes people \_\_\_\_\_ (make) a noise while he's studying.
- 3 Please let me \_\_\_\_\_ (come) with you. I am bored all on my own.
- 4 Would you mind \_\_\_\_\_ (take) your shoes off? I've just cleaned the floor.

	4
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### 6 Is the sentence right or wrong? Write *correct* or *incorrect* in the gap.

Example: We expect the game to end around 8.00.

correct

1. I'd like you to send me a confirmation email for this transaction. \_\_\_\_\_
2. I dislike people to make decisions for me when I can make them myself. \_\_\_\_\_
3. He warned us to watch out for internet scams. I guess we should have listened. \_\_\_\_\_

	3
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### 7 Underline the correct word(s).

Example: You won't be able / *allowed* to go into the laboratory with me. It's for employees only.

- 1 You *mustn't* / *must* use your mobile phone while you're putting petrol into your car.
- 2 You *didn't need* / *needn't have* to pay for dinner, but it was nice that you did.
- 3 It is *not able* / *not permitted* to bring your own food into this dining area.

	3
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**8 Complete the sentences with the correct word(s).**

Example: It seemed like a good idea to borrow the car, but it didn't end well.  
as though like being

- When I was at the Summer Music Festival I saw your brother's band \_\_\_\_\_.  
to play playing played
- He \_\_\_\_\_ unhappy. Is everything OK?  
seems to have 's as though seems
- Malcolm seems \_\_\_\_\_ a mistake. He was supposed to order four boxes of paper, but he ordered 40!  
to have to have made like making

	3
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**9 Complete the sentences with the correct form of hear, smell, taste, see, or touch.**

Example: Yesterday, I heard someone playing a beautiful piano piece.

- Please don't \_\_\_\_\_ the produce unless you intend to buy it!
- Your room \_\_\_\_\_ really bad. I think it's time for you to do your laundry!
- I'm afraid to \_\_\_\_\_ the dog because he's growled at me before.

	3
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**10 Complete the sentences with the gerund or the infinitive form of the verb in brackets.**

Example: It's no use worrying (worry). You'll just have to wait and see what happens.

- Our piano needs \_\_\_\_\_ (be) repaired because the movers dropped it.
- We would rather \_\_\_\_\_ (have) gone to Germany for Christmas.
- I had to ask for help. I didn't know what \_\_\_\_\_ (do)

	3
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**11 Underline the correct word(s).**

Example: My bus *to leave / leaves* in five minutes.

- The team *is due to / due* arrive at six o'clock.
- You're going *getting / to get* a new car next year, aren't you?
- I'm *to / about to* go for lunch. Would you like to join me?

	3
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**12 Is the sentence right or wrong? Write correct or incorrect.**

Example: I see some friends after class tonight.  
incorrect

- My parents are due to arrive at 7.00 tonight. Can you help me clean? \_\_\_\_\_
- We're to be make sure he's there on time because he's usually late. \_\_\_\_\_
- My sister-in-law is about to have a baby, so my brother is very nervous. \_\_\_\_\_

	3
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Grammar total		40
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**VOCABULARY**

**13 Choose two words and put them together to make compound nouns. Do not add extra words.**

Example: a...confined / big / turn-off a big turn-off

- a...long-term / dumped / relationship a \_\_\_\_\_
- some...time / off / up some \_\_\_\_\_
- a...spare / question / of time a \_\_\_\_\_

	3
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**14 Complete the words in the sentences.**

Example: It's good to have some savings – you never know when there'll be an emergency and you'll need some money.

- Unfortunately I got caught going through a red traffic light and had to pay a large **f** \_\_\_\_\_ on the spot.
- The charity needs all the money it can get, so they're grateful for every single **d** \_\_\_\_\_.
- We were amazed when the **w** \_\_\_\_\_ was read out and learnt that our grandfather had left us all that money.
- Our **st** \_\_\_\_\_ of living has improved greatly since we both got new jobs in the IT sector.

	4
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**15 Complete the time expressions in the sentences.**

Example: We won't be able to decorate the whole house in one weekend. Painting's a very time-consuming job.

- Time's \_\_\_\_\_. The bell's rung so we have to stop now.

- 2 It's only a \_\_\_\_\_ time before someone discovers that he's stealing from his employer.
- 3 If you've got some time on \_\_\_\_\_ this weekend, there's a great exhibition at the National Art Gallery you might be interested in.

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	3
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**16 Complete the sentences with the correct word.**

Example: I always forget to *charge* my phone at night, so it often stops working early the next morning.

unplug    call    ~~eharge~~

- 1 You often find that if you're driving through an area with lots of trees, your \_\_\_\_\_ will be very poor.  
signal    battery    beep
- 2 There must be some issue at work. I have six \_\_\_\_\_ calls from the office.  
missed    lost    busy
- 3 Hang on – the \_\_\_\_\_ isn't great here. I'll just move to another room.  
tone    reception    sign

	3
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**17 Complete the sentences with the correct preposition.**

Example: Young children are dependent on their parents for help.

- 1 Some students are obsessed \_\_\_\_\_ getting the highest marks possible.
- 2 I'm afraid to admit that I'm hooked \_\_\_\_\_ the doughnuts from the store down the street.
- 3 Even though they don't always show it, parents are often proud \_\_\_\_\_ their children.

	3
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**18 Choose one word to form a compound adjective with the word in *italics*.**

Example: ~~produced~~ sighted minded  
*mass-produced*

- 1 heeled    sighted    eyed                    *blue-*  
\_\_\_\_\_
- 2 conditioned    behaved    minded            *air-*  
\_\_\_\_\_
- 3 heeled    minded    produced *absent-* \_\_\_\_\_
- 4 hearted    free    going                    *easy-*  
\_\_\_\_\_

**19 Underline the correct word.**

Example: I thought I'd lost my wedding ring, but last week it turned up out of the *red* / *blue*.

- 1 Things may not be that simple, you know. It's not always *black* / *grey* and white.
- 2 We share the road with five other households, but when it comes to maintaining the road, it's a bit of a *black* / *grey* area.
- 3 My boss says my business trip's on hold for the moment. Apparently there's an awful lot of *red* / *white* tape involved with my visa application.
- 4 Obviously I was happy to inherit my uncle's piano, but to be honest it's a bit of a *grey* / *white* elephant in my modern apartment.

	4
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**20 Complete the words with a negative prefix.**

Example: Helen had a major *dis*agreement with her business partner and sold her share of the company.

- 1 It's \_\_\_\_\_ legal to record any part of the film on your phone when you're in the cinema.
- 2 I honestly don't know what we'll do if Chloe leaves. As far as I'm concerned, she's \_\_\_\_\_ replaceable.
- 3 What I can tell you, \_\_\_\_\_ officially of course, is that there may be some changes to the team soon.

	3
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**21 Complete the words with a prefix.**

ill    mis    over    pre-    re sub    super    under
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Example: The main complaint was that the children who visited were very *ill-mannered*.

- 1 That chicken looks a bit \_\_\_\_\_ cooked to me. I wouldn't eat it if I were you because raw chicken is dangerous.
- 2 Unfortunately my computer crashed just as I was finishing the assignment so I had to \_\_\_\_\_ do the charts and graphs.
- 3 The building work that had been carried out was \_\_\_\_\_ standard, so we had to knock the garage down and start again.

	3
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**22 Underline the odd word(s) out.**

Example: hailstorm flood drought mild

- 1 a bruise a surgeon a blister a rash
- 2 a cold flu asthma a bandage
- 3 breathtaking dull spoiled overcrowded
- 4 delay postpone cancel put off

	4
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- 2 She wants to take photos of p\_\_\_\_\_ scenery on her next holiday, so she's going to the Lake District.
- 3 Sam and his wife disagree on what their next holiday should be; he thinks her ideas are too d\_\_\_\_\_ and lack excitement.

	3
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**24 Complete the sentences with one word.**

Example: She can be as stubborn as a mule. I can never convince her of anything.

1. My grandmother is as \_\_\_\_\_ as a post. We always have to shout when she's around.
2. Go for it, little one! Quick as a \_\_\_\_\_!
3. My uncle drinks like a \_\_\_\_\_. I wish he'd stop.

	3
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Vocabulary total		40
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**PRONUNCIATION**

**25 Match the words to the same sound.**

- collide stub
- upon
- treasure
- probability
- meantime
- safety
- devote
- risk
- trophy
- useless

Example: distance risk

- 1 recent \_\_\_\_\_
- 2 meditation \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 3 focus \_\_\_\_\_
- 4 device \_\_\_\_\_

**23 Complete the words in the sentences.**

Example: We went on a package holiday to Greece last year.

- 1 If you go on a l\_\_\_\_\_ -haul flight, you should stretch and get up and move around as often as possible.

- 5 snake \_\_\_\_\_
- 6 up \_\_\_\_\_
- 7 devalued \_\_\_\_\_

	10
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**26 Underline the stressed syllable.**

Example: timetable

- 1 de|ter|mined
- 2 dis|tin|guish
- 3 ex|ten|sion
- 4 glam|or|ous
- 5 sub|stan|tial
- 6 an|ti|bi|ot|ic
- 7 ex|pe|di|tion
- 8 su|per|vi|sor
- 9 a|round
- 10 sys|tem

	10
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Pronunciation total		20
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Grammar, Vocabulary, and Pronunciation total		100
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**READING**

Read the article and tick (✓) A, B, or C.

**A STUDY OF MULTITASKING**

Technology increasingly makes it possible for people to do more than one task at a time, for example moving between browsing the web and using other computer programs, talking on mobile phones while driving, or flying a jet and monitoring air traffic. Indeed, the word describing this – 'multitasking' – has gone from being invented to being commonly used in everyday life in a remarkably short



time. A recent study has looked at whether multitasking is purely beneficial or has a downside, especially when the tasks being done together are complicated ones.

The researchers concluded that when people are multitasking, they are using what they call 'executive control' processes. These processes concern different parts of the brain and involve the brain allocating different mental resources to different tasks and deciding which tasks are more important than others. The brain's executive control gives the appropriate resources to the different aspects of tasks, such as understanding what the task requires, thinking about what to do, and taking action.

The researchers conducted an experiment into how much time was lost when people repeatedly switched between two tasks. The tasks varied in terms of how complex they were and how familiar the subjects were with doing those tasks, and they included such things as solving mathematical problems and classifying geometric objects. The researchers measured how long it took the subjects to carry out the tasks and considered the speed in connection with whether the tasks were familiar or unfamiliar, and whether the rules for doing them were simple or complicated.

The results of the experiments were the same for every kind of task. In each case, the subjects lost time when they moved from one task to another, and the amount of time they lost increased when the tasks were complex or unfamiliar. When they were familiar with a task, they were able to adapt to changing to it and get on with it much more quickly. The researchers say that these results indicate that the brain's executive control consists of two separate stages. They called the first stage 'goal shifting', meaning a preference to do one of the tasks rather than the other at a particular moment. The second stage they named 'rule activation', meaning moving from engaging with the rules associated with how to go about one task to engaging with the rules involved in doing the other task. The second stage, rule activation, takes a significant amount of time, and this

delay multiplies when people keep switching between tasks. The result is that quite a lot of time is lost when multitasking, in comparison with the time that would be taken if each task was completed separately.

This has major implications for multitasking, suggesting that although people may think that it saves time without affecting efficiency, in reality it actually takes more time, and this may have an adverse effect on efficiency. In the case of someone using a phone while driving, multitasking could mean that they are not in full control of their vehicle during the short period when they are switching to using the phone.

The researchers feel that their research has important consequences for multitasking. Their conclusions regarding executive control and how it works may, they believe, help people to look for strategies that will enable them to operate in the most efficient way possible when they are multitasking. And an understanding of executive mental control could have an impact on the design of the technology involved in such areas as operating aircraft and air traffic control, as well as other activities where the interface between humans and computers is crucial to efficiency.

In addition, there are other possible applications of this research. Understanding how people function while multitasking could assist with recruitment, training, and assessment of personnel in the workplace. It could also have an influence on government and industrial regulations, assist in the diagnosis and treatment of brain-damaged patients, and increase our general understanding of how the brain works.

- 1 What does the writer suggest about the word 'multitasking'?
  - A It has changed in meaning since it was invented.
  - B It is not always used appropriately.
  - C Its increased use reflects a change in everyday life.
- 2 The aim of the research was to \_\_\_\_\_.

- A compare the advantages and disadvantages of multitasking  
 B discover why multitasking is regarded as a wholly good thing  
 C find out if there are any negative effects of multitasking
- 3 The researchers use the term 'executive control' to describe how the brain \_\_\_\_\_.  
 A controls some actions more than others  
 B organizes how different tasks are carried out  
 C distinguishes between easier and harder tasks
- 4 What do we learn about the experiment?  
 A The researchers knew that some of the subjects had done similar tasks before.  
 B Not all of the subjects did the same tasks.  
 C The subjects started with simple tasks and moved on to more complicated ones.
- 5 Which of the following happened during the experiment?  
 A Sometimes little time was lost moving from one task to another.  
 B Some subjects always found it hard to move from one task to another.  
 C Complex tasks presented more problems than unfamiliar tasks.
- 6 One of the two stages of the brain's executive control \_\_\_\_\_.  
 A leads to a major disadvantage of multitasking  
 B takes longer for some people than for others  
 C has no connection with multitasking
- 7 One of the implications of the research is that \_\_\_\_\_.  
 A some people are not suited to multitasking  
 B multitasking always results in less efficiency  
 C a common attitude to multitasking is wrong
- 8 The researchers believe that their research might \_\_\_\_\_.  
 A encourage people not to do multitasking in some situations  
 B affect the way that people approach multitasking  
 C result in technology replacing people for certain tasks
- 9 In the final paragraph, the writer says that multitasking is something that \_\_\_\_\_.  
 A is likely to increase in the future  
 B people in authority have paid too little attention to  
 C is relevant in many areas of life
- 10 What is the main topic of the text?  
 A The growth of multitasking

- B How complicated the brain's processes for multitasking are  
 C The relationship between multitasking and efficiency

Reading total		10
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## WRITING

**Choose one of the essay titles below and write about the pros and cons in approximately 250 words:**

- Gadgets make daily life easier – or do they?
- The success of a company depends on the happiness of its employees.
- Self-help books can do more harm than good.

Writing total		10
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Reading and Writing total		20
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## LISTENING

**1 Listen to two people discussing a survey connected to the 'nanny state'. Tick (✓) A, B, or C.**

- What does the man say about the woman's opinion of the 'nanny state'?  
 A He used to agree with it.      B It may not be widely shared.  
 C It isn't logical.
- The man says that the survey indicates that most people \_\_\_\_\_.  
 A have changed their minds about the 'nanny state'  
 B want the government to tell them what to do on certain issues  
 C feel that there is no such thing as the 'nanny state'
- The woman believes that government action on various health issues \_\_\_\_\_.  
 A is the right thing for the government to do  
 B shows that the 'nanny state' can be a good thing  
 C annoys a great many people
- The woman thinks that the survey results \_\_\_\_\_.  
 A suggest that people have the wrong attitude  
 B show that people have become very confused  
 C do not indicate approval of the 'nanny state'

- 5 The woman says that the report in the paper \_\_\_\_\_.
- A has interpreted people's opinions incorrectly
  - B won't be believed by most readers
  - C may change people's view on the 'nanny state'

	5
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**4 Now listen to your partner. Do you agree with him / her?**

Speaking total		20
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Listening and Speaking total		30
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**2 Listen to five people talking about their opinions of art. Match the speakers (1–5) to the opinions (A–H).**

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

- A Art is silly. I don't know why people do it.
- B Art is something that should be enjoyed whenever possible.
- C Art is too ambiguous to enjoy fully.
- D I can't imagine what it would be like to be a performing artist.
- E I enjoy performing, rather than visual, arts.
- F Art is a really difficult profession to live off.
- G I only like art because my significant other likes it.
- H I think my friend is crazy trying to make a living from his art.

	5
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Listening total		10
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**SPEAKING**

**1 Ask your partner these questions.**

- 1 Which part of the world would you most like to visit?
- 2 Which place in your own country would you most recommend to visitors?
- 3 Have you ever used alternative medicine?
- 4 How healthy is your lifestyle?
- 5 What causes people to use alternative medicine?

**2 Now answer your partner's questions.**

**3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.**

- 1 'Tourism does more harm than good.'
- 2 'I would use alternative medicine if modern medicine didn't work.'
- 3 'It is very hard to have a healthy lifestyle in the modern world.'

**GRAMMAR**

**1 Complete the sentences with the correct form of the verb in brackets.**

Example: If I had been watching (be watching) the game properly, I would have seen Sven score the goal.

- 1 How long \_\_\_\_\_ you and Stan \_\_\_\_\_ (be going out)?
- 2 Darren \_\_\_\_\_ (have to) work late last Friday night.
- 3 I was watching TV when the telephone \_\_\_\_\_ (ring).
- 4 We \_\_\_\_\_ (not used to) see many people at this beach, but now it's very crowded.
- 5 It \_\_\_\_\_ (be) announced by a company spokesman that the new factory will not open until next year.
- 6 Could you get someone \_\_\_\_\_ (help) us with some work in the office?
- 7 I wish that I \_\_\_\_\_ (not give) Peter my phone number.
- 8 I'd rather you \_\_\_\_\_ (wait) here for Jan to come back.
- 9 I would \_\_\_\_\_ (plan) a party if I had known it was your birthday.
- 10 You wouldn't be in a rush now if you \_\_\_\_\_ (wake up) earlier this morning.
- 11 Did you see some kids \_\_\_\_\_ (play) football in the park yesterday afternoon?
- 12 You seem \_\_\_\_\_ (be) working really hard lately. Don't you think you should have a holiday?
- 13 I started listening to this kind of music while I \_\_\_\_\_ (live) in Cambodia.
- 14 I felt really angry when I \_\_\_\_\_ (see) the email that Ruth had sent.

**2 Complete the sentences with one word.**

Example: I went to Madrid in order to learn to play the guitar.

- 1 We had a good holiday even \_\_\_\_\_ it rained quite a lot.
- 2 In \_\_\_\_\_ of not having a map, the walkers managed to find their way out of the mountains.
- 3 \_\_\_\_\_ to the newspaper, all the trains have been cancelled next week.
- 4 When I was little, my dad \_\_\_\_\_ always cook a big breakfast on Saturday morning.

- 5 Luis can't \_\_\_\_\_ heard my message. Otherwise he would have phoned.
- 6 Not \_\_\_\_\_ is it raining, the car also won't start.
- 7 I don't have time to play golf with Andrew. In \_\_\_\_\_ case, I don't even know how to play.
- 8 I've lost my wallet with the tickets in it. In other \_\_\_\_\_, we can't go to the concert.
- 9 We \_\_\_\_\_ to have asked Muriel to look at the laptop. She knows all about computers.
- 10 I can \_\_\_\_\_ garlic cooking. Is someone in the kitchen making dinner?
- 11 I don't like going to the pub, but Robert \_\_\_\_\_.
- 12 Gabriel loves sports and Jane even more \_\_\_\_\_.
- 13 My new car cost three times as \_\_\_\_\_ as my last one.
- 14 There were so \_\_\_\_\_ people waiting to see Harry that we couldn't get through the crowd.

**3 Complete the sentences with the correct word(s).**

Example: I've started running every day because I want to enter the London marathon.  
owing because due to

- 1 You've got such a bad cold – you really need to look after \_\_\_\_\_.  
you yourself one
- 2 The villagers \_\_\_\_\_ have left the area because they had difficulty growing food.  
are thought may understood to
- 3 We're \_\_\_\_\_ find a petrol station soon. We've been driving for three hours.  
sure must bound to
- 4 Not until I've saved enough money \_\_\_\_\_ leave home and try to find my own flat.  
I will will I I'll
- 5 As I was \_\_\_\_\_, if we can borrow a DVD player, we'll be able to watch the film.  
saying said to say
- 6 Please let me \_\_\_\_\_! I'm sure you have more work to do than I have.  
to help helping help
- 7 It looks \_\_\_\_\_ Myron has finally learned to play the violin.  
as if that though
- 8 We would rather \_\_\_\_\_ on holiday in August, but we had to wait until September. In the end, we had a great time.  
our have gone that we go
- 9 \_\_\_\_\_ I need is four extra hours in the day.  
What It's The reason
- 10 I don't really like loud music, but Stephen \_\_\_\_\_.

doesn't is does

- 11 It's \_\_\_\_\_ more difficult to find a good job these days.  
more than more and the
- 12 Could you wash these \_\_\_\_\_ cups, please?  
coffee's coffee coffee of

	12
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Grammar total	40
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## VOCABULARY

### 4 Read the definitions and complete the words.

Example: very funny = hilarious

- an alternative medicine that helps people with back pain = **c** \_\_\_\_\_
- formal word for 'vocabulary' = **v** \_\_\_\_\_
- a group of words whose meaning is different from the meaning of the individual words, for example *it was a piece of cake* (= it was easy) = an **i** \_\_\_\_\_
- listen to someone speaking and write down their words = to **t** \_\_\_\_\_
- monotonous, boring = **t** \_\_\_\_\_
- speak in a very soft voice = to **w** \_\_\_\_\_
- a legal agreement where the bank lends you money to buy a house = a **m** \_\_\_\_\_
- money that a bank lends and somebody borrows = a **l** \_\_\_\_\_
- remove from power using force = to **o** \_\_\_\_\_
- put off until later = to **p** \_\_\_\_\_

	10
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### 5 Complete the sentences with the correct word(s).

Example: I'm reading a very depressing book, and so I keep crying in public.  
haunting witty depressing

- Every time a boy walked past them, the girls started \_\_\_\_\_.  
giggling clicking buzzing
- Working as a dog groomer might not pay that well, but it's a very \_\_\_\_\_ job.  
unpaid contract rewarding
- What's the name of Stuart's wife? It on the tip of my \_\_\_\_\_.  
heart tongue head

- My uncle is really intolerant and \_\_\_\_\_ - \_\_\_\_\_. That's probably why he hasn't got many friends and why his wife left him.  
narrow-minded well-behaved high-risk
- If it was \_\_\_\_\_ to me, I'd go on holiday to Sicily twice a year.  
go up prefer
- I got the \_\_\_\_\_ that he was not interested in what we had to say.  
way act impression
- I've just started a new \_\_\_\_\_ working as a manager in a fast food restaurant.  
job profession qualification
- The two armies agreed on a \_\_\_\_\_ for Christmas.  
treaty revolution ceasefire
- I arrived about an hour before the meeting, so I \_\_\_\_\_ some time looking in the shops near the station.  
gave killed made
- My parents got a real \_\_\_\_\_ when they saw my picture in the newspaper. I hadn't told them that I was going to join the peaceful demonstration.  
chance joke shock

	10
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### 6 Underline the correct word.

Example: It's the summer holidays, so I've got time on my hands / head.

- I've lost my job, so for a few months we'll have to get by / back on my wife's salary.
- The door made a mumble / click when it closed.
- The troops captured / withdrew more than 500 enemy soldiers.
- Each guard standing outside of the building held a machine cannon / gun and stood very still and straight.
- I don't like modern art, but I quite like abstract / still paintings
- Could you please take some money outside / out of my wallet and go to the shop for some teabags?
- There's no harm in telling a grey / white lie every now and again.
- Our dog always roars / barks furiously at anyone who walks past the gate.
- Look, here's some chopped / sliced bread. Let's make sandwiches.
- For dessert, I plan to serve ice cream with melted / poached chocolate on top.

	10
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**7 Complete the sentences with one word made from the word in brackets.**

Example: In many countries, smoking has been outlawed (law) in public places.

- 1 We had a big \_\_\_\_\_ (celebrate) for my uncle's 75th birthday.
- 2 When we finished university, Axel and I formed a \_\_\_\_\_ (partner) and started our own business.
- 3 \_\_\_\_\_, (apparent) Luke wants to quit his job and move to Bolivia.
- 4 After the crash, the \_\_\_\_\_ (wound) were taken to the local hospital for treatment.
- 5 A famous \_\_\_\_\_ (history) visited our school and told us a lot of stories about the past.
- 6 Many animals are fighting for \_\_\_\_\_ (survive) as humans continue to destroy the environment.

buzz	charge	comfort	donation	hiss
impressive	put off	socially	tedious	troops
yell				

Example: know socially

- 1 qualifications \_\_\_\_\_
- 2 chance \_\_\_\_\_
- 3 feelings \_\_\_\_\_
- 4 mortgage \_\_\_\_\_
- 5 revolution \_\_\_\_\_
- 6 neighbourhood \_\_\_\_\_
- 7 cut short \_\_\_\_\_
- 8 impression \_\_\_\_\_
- 9 joke \_\_\_\_\_
- 10 used \_\_\_\_\_

	10
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**9 Underline the stressed syllable.**

Example: re|pet|i|tive

- 1 ma|ter|ni|ty
- 2 nu|cle|ar
- 3 fig|ure
- 4 trou|ble
- 5 af|ford
- 6 in|come
- 7 with|draw
- 8 de|feat
- 9 cap|tiv|i|ty
- 10 scam|bled

	10
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Pronunciation total	20
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- 7 At the school disco, the boys \_\_\_\_\_ (number) the girls. There were three times as many boys.
- 8 I'm afraid we \_\_\_\_\_ (estimate) how popular the tour would be. One thousand two hundred people asked to join, but we only have 100 places.
- 9 The villa has an \_\_\_\_\_ (door) tennis court so we can only play if it isn't raining or too hot.
- 10 After my illness, it took me several weeks to get back my \_\_\_\_\_ (strong).

	10
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Vocabulary total	40
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**PRONUNCIATION**

**8 Match the words to the same sound.**

Grammar, Vocabulary, and Pronunciation total	100
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**READING**

**1 Read the article and tick (✓) A, B, or C.**

**THE SCIENCE OF PERSUASION**

**A**

Persuasion is key to business and to much more besides. In many walks of life and in many situations, persuading people to do what you want them to do is the key to success. Is persuasion a science with rules that can be taught and learnt, or is it simply a matter of instinct and personal experience? Researchers have looked into different aspects of persuasion and come up with some interesting results.

**B**

One advertising copywriter, for example, came up with an approach to selling a product on a TV shopping channel via phone sales that differed from the norm for such advertising. Instead of being instructed: 'Operators are waiting, please call now', viewers were told 'If operators are busy, please call again'. This might appear to have been a risky tactic – putting potential buyers off by suggesting that they would have to waste their time calling repeatedly until they finally got through to someone to take their order. But the results were extraordinary and an unprecedented number of sales resulted.

The advert suggested that instead of there being lots of operators sitting there and hoping people would call, there were so many people who wanted the product that people might have to wait until they could get it. This showed just how desirable the product was. Potential customers decided that if so many other people wanted it, they definitely wanted it, too.

### C

What role does choice have in persuading people to buy or get something? One study looked at the choices employees made when offered different retirement programmes. This showed that the more choices people were given, the less likely they were to choose anything at all. Another study in a supermarket revealed a similar effect of choice. A particular supermarket displayed either 6 or 24 different kinds of jam. When there were 24 jams to choose from, 3% of customers went to the display and bought one of the jams. When there were 6 jams on display, 30% of customers did so.

### D

To what extent can fear play a part in persuasion? One experiment involved public health leaflets on the dangers of tetanus infection. Some of the leaflets consisted almost entirely of frightening images of infected people, with a bit of information about infection, while some contained no images at all, only information about infection. Some included information on where people should go to get tetanus injections to protect themselves, while others only gave this information and nothing else. The outcome was that the greatest number of people who went for injections were those who had been given the leaflet with both frightening images and instructions on where to go for injections. People who had been given the leaflets dealing only with infection did nothing. The conclusion was that fear paralyses people if no solution is offered, but if people are frightened and offered a solution they are motivated to take action.

### E

Research has also looked into the issue of restaurants persuading people who have

booked to let them know if they are not going to turn up. This shows that getting people to promise to do something makes them more likely to do it than simply asking them to do it. If the restaurant asks people to call if they can't make it, 30% of them simply don't turn up and don't tell the restaurant. If, however, the restaurant asks them to call if they have to cancel and they reply that they will do so, only 10% fail to notify the restaurant in advance that they will not be coming.

### F

Another aspect of persuasion concerns getting someone to change their mind. Everyone knows how hard this can be. It's hard to prove to someone that a previous decision was wrong, and as people get older they get less and less willing to change their minds. This is because people want things to be consistent; they want their attitudes, statements, values and actions to follow a set pattern. The only way to persuade them to change is to acknowledge this by agreeing that the previous decision they made was a perfectly understandable one. This allows them to focus on your suggestion without feeling that their previous decision was wrong in any way. As a result, they may be persuaded to break out of their established pattern without feeling uncomfortable about doing so.

- 1 In section **A**, the writer raises the question of whether or not \_\_\_\_\_.  
A a business is different from other walks of life with regard to persuasion  
B persuasion is as important as people say it is  
C it is possible to generalize about how persuasion works
- 2 The writer says that the instruction mentioned in section **B** \_\_\_\_\_.  
A sounds like a bad idea  
B was given by mistake  
C was necessary in the circumstances
- 3 How did some people react to the instruction mentioned in section **B**?  
A Many of them bought more than one of the product.  
B Their interest in the product increased.  
C They bought something they didn't want.
- 4 In both of the studies mentioned in section **C**, \_\_\_\_\_.

- A some of the choices proved more attractive than others
- B the number of choices affected what people did
- C only a few people selected any of the choices

- 5 What is said about the leaflets mentioned in section **D**?
- A Some of them contained images that were not frightening.
  - B Some of them contained images and information.
  - C Some of them contained only images.
- 6 What did the experiment described in section **D** show?
- A Fear alone can prevent people from taking action.
  - B Fear always causes people to take action.
  - C Fear persuades people to take action more than information does.
- 7 The research described in section **E** involved \_\_\_\_\_.
- A asking people to do different things
  - B making the same request more than once
  - C people agreeing to a request
- 8 In section **F**, the writer says that trying to persuade people to change their minds can \_\_\_\_\_.
- A take longer with some people than with others
  - B seem like a challenge to ordinary behaviour
  - C fail for reasons that do not seem logical
- 9 The writer advises in section **F** that you should not \_\_\_\_\_.
- A discuss the other person's attitude in general
  - B make your suggestion too strongly
  - C criticize a previous decision
- 10 The writer's purpose in the article as a whole is to \_\_\_\_\_.
- A discuss a number of different forms of persuasion
  - B advise the reader on how to get better at persuasion
  - C compare the results of various research into persuasion

	10
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- 2 In which section of the article (A–F) are the following mentioned?
- 1 the effect of too much thinking being required \_\_
  - 2 the number of people who don't take a certain action \_\_
  - 3 the importance of telling people how to deal with a problem \_\_

- 4 the possibility that being good at persuasion is a natural skill that some people have \_\_
- 5 the way that people are usually invited to do something \_\_

	5
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Reading total		15
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## WRITING

Choose one of the titles below and write approximately 250 words:

- 1 You have been asked to write a review of a TV programme for a local paper.
- 2 You have been asked to write an essay with the title 'Sport at school is as important as any other subject'.
- 3 You have been asked to write an article about how people's diets have changed over the last 30 years.

Writing total		10
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Reading and Writing total		25
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## LISTENING

- 1 Listen to five people talking about their journeys to work every day. Match the speakers (1–5) to what they mention in connection with their journey (A–H).

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

- A the journey being unpredictable
- B moving to a different work location
- C other modes of transport being too complicated
- D being lucky
- E numbers of commuters increasing
- F having a low opinion of other commuters
- G other people changing the way they get to work
- H remaining calm despite a problem

	5
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- 2 Listen to an interview about being an artist. Tick (✓) A, B, or C to complete the sentences.

- 1 What question does the interviewer raise in his introduction to the interview?
  - A How many people say, 'I'm an artist'.



- B Why people who say, 'I'm an artist', are often not believed.  
 C What entitles someone to say, 'I'm an artist'.
- 2 Sophia says that if you believe that you are an artist, you should not \_\_\_\_\_.  
 A talk about wanting to *be* an artist  
 B lie about what you do for a living  
 C allow other people's comments to discourage you
- 3 What is Sophia's advice if you have a job?  
 A Think about your art while you're working.  
 B Spend the minimum amount of time possible working.  
 C Try to do some art while you're at work.
- 4 What does Sophia say about personal relationships?  
 A Tell people that you are sorry you can't spend more time with them.  
 B Be aware that your art causes you to change moods frequently.  
 C Explain to people how important your art is to you.
- 5 Sophia says that meeting other artists will show you that \_\_\_\_\_.  
 A it is possible to find people who like the art you create  
 B people like you are able to make a living from their art  
 C there are other people with the same attitude as you

	5
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Listening total	10
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## SPEAKING

### 1 Ask your partner these questions.

- 1 What aspect of your personality would you most like to change?
- 2 What would you like to have more free time to do?
- 3 How careful are you with money?
- 4 How much do you know about art and famous artists?
- 5 What's the best journey you've ever taken?

### 2 Now answer your partner's questions.

### 3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'Taking revenge on someone does not make you feel better'
- 2 'It is better to read books than newspapers.'

- 3 'Travel does not necessarily teach you anything about other places.'

### 4 Now listen to your partner. Do you agree with him / her?

Speaking total	20
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Listening and Speaking total	30
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VI. Второй продвинутый уровень /  
Advanced (C1-B)

- Контрольная работа №1

См. Приложение 1

- Контрольная работа №2

1	<b>USE OF ENGLISH</b>
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**A. Complete the sentences with the correct form of the verbs from the box.**

	spy	kick	have
be	work	give	
	do	not/start	sit
bite	become	fight	

1. Beckham.....the ball into the net and - it's a goal!
2. The film .....till nine so we've got time to have some food.
3. The government.....to announce a new scheme for the unemployed.
4. If something is worth.....for, you should fight for it.
5. Nicholas is always happy.....advice.
6. Why does she always end up.....the shopping?
7. Marshall was charged with.....and escorted to a cell.
8. Jim.....on the report for five weeks when his boss told him not to bother.
9. At three o'clock this morning, I.....at my computer writing tests for my class.
10. If you..... a bit more patience, this would never have happened.
11. Mobile phones.....  
.....cheaper and cheaper every day.
12. I don't believe this headline: Woman  
..... dog.

(6 marks)

**Position of adverbs**

**B. Rewrite the sentence beginning with a suitable negative adverbial as indicated.**

Example: There is no way I'll finish this work today.

**No way** will I finish this work today.

1. He does no work and he doesn't wash up either.  
**Not only**.....  
.....
2. Women don't expect men to open doors for them any longer.

**No longer**.....  
.....

3. The Bower bird has rarely been seen at such close quarters.  
**Rarely**.....  
.....
4. Annette didn't ask me how I was even once.  
**Not even once**.....  
.....  
(4 marks)

**C.**

**a) Underline the correct sentence in each pair.**

1. A: For a moment you thought I was joking, didn't you?  
B: You thought I was for a moment joking, didn't you?
2. A: So what exactly at eleven o'clock last night were you doing?  
B: So what exactly were you doing at eleven o'clock last night?
3. A: Convincingly the lawyer spoke for thirty minutes.  
B: The lawyer spoke convincingly for thirty minutes.
4. A: We have a fire drill on the first Monday of each month.  
B: We have on the first Monday of each month a fire drill.
5. A: He caught my eye twice.  
B: He caught twice my eye.

**b) Underline the correct option in each sentence.**

1. It's *hard/hardly* news that she's going out with him!  
They've been together for ages.
2. You say quite *rightly/right*, that it's time to sort the problem out.
3. This curry tastes *well/good*.
4. I'm *desperately/desperate* for a holiday.
5. Monika helped herself *free/freely* to the sweets.  
(5 marks)

**Future Forms**

**D.**

**a) Underline the correct description of each sentence.**

1. David's going to ring you at three o'clock.  
A: He's arranged to ring you.  
B: He intends to ring you.
2. We're playing tennis till four then going to Bruno's.  
A: This is a decision we've just made.  
B: We've made an arrangement.

3. He's likely to fail his driving test.  
A: He's definitely going to fail it.  
B: He'll probably fail it.

**b) Complete the sentences with a suitable future form.**

**More than one answer may be possible.**

4. The plane.....(take) off at 19.05 and lands an hour later.  
5. The prime minister.....(give) a speech at the party conference tomorrow.  
6. .... I pick the kids up today?

(6 marks)

**Vocabulary**

**E. Choose the correct option - A, B, C or D**

1. He attempted to.....the customs officer to let him through.  
A: tip            B: bribe            C: fine  
D: pay
2. My bank account is finally back in the.....  
A: blue            B: green            C: brown  
D: black
3. Victor is incredibly..... He hates spending money.  
A: flashy            B: shattered            C: stingy  
D: pricey
4. It's customary to.....about 10% of the bill in restaurants.  
A: give            B: charge            C: take  
D: tip
5. I can't lend you any money. I'm completely.....at the moment.  
A: broke            B: broken            C: stingy  
D: flashy
6. My.....is to wait and see what happens.  
A: experiment    B: reason            C: inclination  
D: feeling
7. If you really think she loves you, you're.....  
A: deluded            B: depressed            C: disinclined  
D: despairing
8. When I bought my house I decided to.....a garden in favour of a garage.  
A: get            B: abandon            C: require  
D: forego
9. The play was a..... success. Everyone loved it.  
A: deliberate    B: resentful            C: resounding  
D: reckless
10. It was a tough decision but he.....for the cash.  
A: chose            B: selected            C: demanded  
D: opted

(5 marks)

**F. Choose words from the box, change the form (if necessary) to complete the sentences.**

suspect	cheat	obese
forged	rumour	apply
commit	gossip	controversy
bogus	malice	oath

1. When that awful man asked me for my telephone number, I gave him a ..... one.
2. Remember that you're in a court of law and under.....
3. The so-called Monet painting was in fact a.....
4. Why can't you just admit that you've been.....on me?
5. ....is becoming a problem even among young children.
6. We will process your ..... as soon as we can.
7. Capital punishment has always been a ..... issue.
8. .... rumours of my private life are without foundation!
9. My husband says he's been working late. Should I be.....do you think?
10. He shows both loyalty and ..... to the company.

(5 marks)

**G. Underline the correct option in each sentence.**

1. What are you looking so *fussy/grumpy* about?
2. If I were you, I'd keep away. I'm feeling very *stormly/irritable* today.
3. There's really no point in *sulking/chatting*. I'm not going to change my mind.
4. You seem very *dynamic/laid-back* about your overdraft. Doesn't it worry you?
5. Dad has always had a *flaming/ burning* desire to climb Mont Blanc.
6. The sense of *achievement/success* will make you feel good.
7. The vandals had no sense of *guilt/shame*.
8. Your *passion/love* of adventure will get you into trouble one day!

(4 marks)

35	
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2	READING
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**Read the article “Walt Disney” (The man behind the mouse) by Melissa Burdick Harmon and do the tasks that follow.**

It was 3.30 in the morning and 8-year-old Walt Disney was doing what he did at that time every morning – rolling hundreds of copies of *the Kansas City Morning Times* that he would soon place behind the screen door of subscribers along his route.

It was hard work for a little kid who also had to go to school, then deliver another round in the evening. Sometimes he had to **traipse** through three feet of snow. Other times he got so tired he'd **sneak** into an alley for a catnap. But the paper round beat picking apples for a living. That's what he'd been doing before, on his family's failing farm in Marceline, Missouri. The problem was that his boss – his stern father, Elias – had the nasty habit of delivering daily beatings both to Walt and his brother Roy, eight years Walt's senior. After a disgusted Roy left home, the brunt of the work, and the beatings, fell on Elias' younger son.

Walt Disney, born on December 5, 1901, never had time for a childhood. As a result, he spent all of his adult life attempting to invent one for himself. In the process – almost by accident – he created wonderful childhood memories for generation after generation of children worldwide.

### **An airbrushed boyhood.**

Later, Walt would paint a nostalgic picture of life in Missouri, carefully airbrushing away the difficult times. Once he was punished for painting a cartoon on the wall of the house. As always, it was his teenage brother, Roy, who comforted him, **rocking** him to sleep.

When the Disneys moved to Chicago, Walt signed up for cartooning classes at the Chicago Academy of Fine Arts, working three part-time jobs to pay for them. But all these were abandoned during World War 1, when, at the age of 16, he forged his parents' signatures and became an ambulance driver for the Red Cross in France.

Home again, Walt joined Roy in Kansas City and found work as a commercial artist. Here he met another artist, Ub Iwerks, and together they developed a series of short films called *Alice in Cartoonland*. Walt moved to Los Angeles, where Roy was in hospital with tuberculosis. He searched desperately for a distributor. The night he got a telegram offering him \$1,500 apiece for six *Alice* shorts, Walt raced to the hospital where Roy was a patient, and persuaded him to leave hospital and come to work for him the next day.

Roy Disney would devote the rest of his life to helping his baby brother, skillfully handling the business end of the Disney empire. Walt also employed Ub Iwerks as chief animator.

### **Of mice, marriage and men**

When he was 24, he married one of his employees, Lillian Bounds. It was a union that would last – although not always happily – until his death 41 years later. At 24, Walt was already married to his work. He created a cartoon character called Oswald the Lucky Rabbit, who was a great success. He then shifted his attention to mice, or one particular mouse called Mortimer. Lillian dismissed the name Mortimer as “too sissy”, so Mortimer became Mickey. Surprisingly, it was Ub Iwerks, not Walt who first drew him. Walt, however, provided Mickey's voice. They made a talkie, *Steamboat Willie*, which premiered on November 18, 1928, to rave reviews, and Mickey Mouse became an overnight sensation.

Success followed success, but Walt pushed himself even harder. In 1930 he suffered a nervous breakdown due to overwork, and when Lillian surprised him with the news that she was pregnant, he became severely depressed. How could a man whose whole life was dedicated to giving himself a *childhood* take on the **burden** of becoming a parent?

He produced his first feature-length cartoon, *Snow White and the Seven Dwarfs*, for which he won a special Oscar.

### **The last, best times**

Post Second World War, Walt continued to work **prolifically**. In 1950 he produced his first live-action film, *Treasure Island*. Then came Disneyland. Everyone tried to dissuade him, saying it was too costly a dream, but he wouldn't listen. He oversaw every nut and bolt of its creation. His great world of fantasy opened on July 17, 1955. In the next seven weeks, more than one million people walked down Disneyland's Main Street USA, an idealized version of Main Street, Marceline, Missouri, circa 1900. The man who had spent his painful childhood in the real-life version of that town now stood in the window of an apartment decorated exactly like his boyhood home, tears streaming down his face, watching other people enjoy the perfect childhood world that he had created.

In November 1966 he was diagnosed with lung cancer. He was given six months to two years to live, but two weeks later, after spending the evening with Roy, working on a new Florida theme park, Walt Disney died. He had just turned 65.

**A. Imagine that Walt Disney lied to a journalist about his life in an interview, and said these things. What in fact was the truth? Correct these statements, writing in the first person, using your own words.**

1 I had an idyllic childhood with everything I could have wanted.

\_\_\_\_\_

2 We were a tight family unit, and we all got on well together.

\_\_\_\_\_

3 I wasn't particularly close to my brother.

\_\_\_\_\_

4 I put all of my childhood experiences into my work.

\_\_\_\_\_

5 Success came to me easily. I didn't have to work hard.

\_\_\_\_\_

6 I was a self-made man. Nobody helped me.

\_\_\_\_\_

7 I always put my family before my work, and I was always blessed with good health.

\_\_\_\_\_

8 The idea of Mickey Mouse was mine. I created every aspect of the character.

\_\_\_\_\_

9 There were never any hiccups in my career.

\_\_\_\_\_

10 I wasn't particularly involved in the creation of Disneyland.

\_\_\_\_\_

(10 marks)

**B. Choose the best option for the following words looking back at the text.**

1. *traipse*

- a) to walk slowly because you are tired or bored
- b) to do something that is good at the time but is not sensible or wise
- c) to examine something in order to find out its qualities

2. *sneak*

- a) to hide something and take it somewhere
- b) to go somewhere secretly and quietly
- c) to quickly and secretly steal something

3. *rocking*

- a) to move gently from side to side
- b) to make people feel very shocked
- c) to make the future of something seem less steady and certain

4. *burden*

- a) difficult responsibility
- b) fun activity
- c) professional position

5. *prolifically*

- a) to work much but not producing a lot
- b) to work much but without any result
- c) to work much and producing a lot

(5 marks)

**3 WRITING**

Choose ONE of the following tasks and write 200 – 250 words.

A. Read the newspaper extract below and write a letter to the editor expressing your point of view on

the issue. Summarize the arguments you disagree with and put forward the ones you agree with.

Every year millions of people die from cigarette-related illnesses. Despite awareness of the health risks, many people are unable to control their addiction. It's time we banned all cigarette advertisements, extended no – smoking policies to all public areas, and forced cigarette companies to contribute to a crippling healthcare bill.

**OR**

B. Look at the table containing the results of Trident's survey. Write a report evaluating Trident's new generation of mobile phones, based on the survey results.

	Go od	Satisfa ctory	Po or	General Comments
Price / quality ratio			√	Too expensive
WAP service			√	
Voice mail service	√			Clear and reliable
Battery life			√	
Colour display screen		√		Not important
Digital camera	√			Good quality
Voice recorder			√	
Text messages	√			Cheap and effective

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Content:		/3
Organisation:	/3	
Grammar		/3
Vocabulary:	/3	
Overall impression:		/3

15	
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4	<b>LISTENING</b>
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**Simon Winchester: how I became a journalist.**

Listen to Simon Winchester, a BBC foreign correspondent, talking about how he began his career.

**A. Are the sentences true or false?**

- 1  Simon didn't become an academic because he didn't get a very good degree.
- 2  They reached the summit of Everest on the morning of the Queen's coronation on 2 June 1953.
- 3  Simon was particularly impressed that Morris had been the first journalist to report the news.
- 4  Simon wrote to James for advice on how to become a journalist.
- 5  James advised him not to become a journalist.
- 6  Simon didn't meet James until 1974
- 7  James had changed into a woman and changed his name to Jan.
- 8  Simon and James have lost touch with each other.

(8 marks)

**B. Fill each of the gaps with 1-2 words from the recording.**

1. Simon started a career in \_\_\_\_\_ and went to Uganda.
2. However, he became very interested in \_\_\_\_\_.
3. He used to go to a \_\_\_\_\_ run by the British Council to find out about his interest.
4. James advised that, as a journalist, Simon would not become particularly \_\_\_\_\_.
5. However, he said that his whole career would be \_\_\_\_\_ and satisfying.

6. He also advised that Simon to try to get a journalist position at a \_\_\_\_\_ in the UK.
7. Simon was the Guardian's Washington \_\_\_\_\_ when he finally met James.

(7 marks)

15	
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Контрольная работа №3

**1 USE OF ENGLISH**

**A. Complete the sentences with the correct form of the verbs in brackets, continuous or perfect.**

1. I bet that in twenty years' time I ..... (still sit) here trying to finish this novel. I haven't much hope that I'll ever complete it.
2. You .....(stare) at me for the past ten minutes. Have I said or done something strange?
3. Technology .....(advance) at a faster rate than ever before. Just think – twenty years ago nobody really used email. Now it's essential.
4. .... ( see ) the film twice before, I decided not to watch it again.
5. The man is thought to ..... (steal) five DVD players and two televisions.
6. They seem ..... (build) airports all over the UK at the moment.
7. You..... (always / worry) about something. Why don't you try to relax a bit?
8. If you're not quick, Steve ..... (leave) by the time you get there.

(8 marks)

**B. Cleft sentences**

Rewrite these sentences as cleft sentences. Use the words in brackets to start the sentences.

1. I need help not sympathy! ( What )

.....

2. She likes his sense of humour most of all. ( What )

.....

3. We didn't suggest this restaurant! ( It )

.....

4. Fran bought the car only last week. (It )

.....

(2 marks)

**C. Modals / Semi modals**

a) Underline the correct modal form in each sentence.

1. You **shouldn't have said / shouldn't say** that. You've upset her now.

2. I **need / must** say that I totally disagree with you.
3. **Would / Should** you consider lending me your car?
4. You **must have / could have** told me you were going to be late.

b) Rewrite the sentences. Use the correct form of **need to, have to** or **ought to**.

1. You should get your hair cut.

.....  
.....

2. It wasn't necessary for us to go to the meeting.

.....  
.....

3. He's obliged to work every Saturday.

.....  
.....

4. Is it necessary for me to buy the tickets in advance?

.....  
.....

( 4 marks )

**D. Complete the sentences with a suitable relative pronoun.**

1. We are going through a period in ..... house prices are high but interest rates are low.

2. I know of several cases ..... people have complained about the new restaurant.

3. There's no reason ..... you shouldn't come on holiday with us.

4. She's reached the point ..... she's so tired she can't think straight.

(4 marks)

**E. Lexis – word building**

Complete the table – if there is no appropriate word, mark the space clearly with ----

noun	verb	adjective	adverb
	impress		
		secure	
tradition			
touch			

	respect		
hygiene			
	relax		
gentleman			

(4 marks)

**F. Lexis – globalization, feelings, behaviour, well being**

Read the definitions and complete the sentences with the correct word. The first letter is given.

1. go red in the face (v)

Whenever anyone asks David a question, he b.....

2. insensitive (adj)

I can't believe it! It was so t..... of him to ask me about my age.

3. difficult, uncomfortable (adj)

There was an a..... silence. Neither of us knew what to say.

4. a very short period of feeling ill (n)

He began to suffer from dizzy s.....

5. a state when you are not able to sleep (n)

I can't sleep at all at night. I've got i.....

6. worried or nervous about something (adj)

The boy looked very a..... as he approached the head teacher's office.

7. not feeling at all confident about yourself, your abilities, your relationships with people (adj)

He hasn't got a home or a job so it's no wonder he feels i.....

8. the fact of including many different types of people or things (n)

There is a great deal of cultural d..... in the United States.

(8 marks)

**G. Lexis – wordspot**

Complete the sentences using the appropriate word or word combination.

1. Jules tried to tell us a joke but he had forgotten the \_\_\_\_\_.

2. You may think it's funny, but I'm telling you it's no laughing \_\_\_\_\_.
3. When we're upset, we all need a shoulder \_\_\_\_\_.
4. I've got butterflies \_\_\_\_\_.
5. If my teacher catches me cheating during the test, she won't turn \_\_\_\_\_.

(5 marks)

35	
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2	<b>READING</b>
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**Read the article 'The Cult of Celebrity' and do the tasks that follow.**

THE CULT OF CELEBRITY

*We are fascinated by their every move, we want to know everything about them. Jack Delaney asks why we are obsessed with the rich and famous.*

Some are born famous (like royalty), some achieve fame (like film stars) and some have fame thrust upon them (like crime victims). Sometimes their celebrity is short-lived, sometimes it lasts a lifetime. In some rare cases, for example Diana, Princess of Wales, and Marilyn Monroe, it can be transformed by death into a sort of iconic status. But whatever the case or circumstances, being a celebrity changes your relationship with the world. From being a private person, you become public property and everybody claims a bit of you. You are the object of envy as well as admiration, fair game for criticism, interrogation, ridicule and spite.

**We make 'em, we break 'em**

We treat the famous with a mixture of reverence and brutality. We adore them, praise them, scrutinize them and destroy them. We make them unable to tell where their real selves end and PR-manufactured images begin. We have no mercy, we show no shame. It is easy to assume that all aspects of a celebrity life are free to be examined because he or she is on show, which means he or she doesn't have the same reality as everyone else. And it is precisely because many modern celebrities are no more special than the rest of us that we feel justified in treating them with such contempt. We build them up and knock them down.

**So who are the famous?**

It used to be the case that fame was bestowed only as a consequence of some mighty achievement or gruesome misdeed, when newspapers were filled largely with accounts of such things as earthquakes and wars, and when it was deemed contemptible for journalists to delve into the private lives of famous people, even the very famous.

It is now possible for people who are living ordinary private lives to become famous, for at least a short time, through the media - by appearing on game shows or



confessional TV, for instance, or by volunteering to be the subject of a fly-on-the-wall documentary. The readiness of people to let programme-makers into their homes, to answer the most intimate questions about their lives, and to allow themselves to be filmed in the most undignified and unflattering situations, never ceases to amaze.

### Why are we so obsessed?

The American writer Norman Mailer said that in an age without religion, celebrities are our new gods. If we have no faith in an afterlife and this life is our only one, then celebrity is the nearest any of us will get to immortality, and the pursuit of it becomes more urgent. At the pathological extreme of this motivation are murderers like Mark Chapman, who assassinated John Lennon partly, he said, to make himself famous.

Another feature of modern society is the power and omnipresence of the mass media. Its explosive expansion in the past couple of decades has created an insatiable need for new material. All the newspapers, magazines, television and radio programmes require an endless supply of human-interest stories. There are some totally talentless people who are simply famous for being famous. As Andy Warhol said 'In future, everyone will be famous for fifteen minutes.'

### Reading

**1. Would the author of the article, Jack Delaney, agree or disagree with these viewpoints? Explain your answer using evidence from the article.**

1. A lot of fame is undeserved.

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2. It is possible to survive fame without any change in your personality.

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3. The public is consistent in the way it treats celebrities.

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4. Newspapers used to be more respectful.

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5. Television can subject ordinary people to humiliation.

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(5 marks)

### 2. Answer the questions.

1. According to the article, what are the three categories of famous people?

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2. What two reasons does the writer provide to explain our obsession?

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3. Name two features of modern society that the American writer Norman Mailer talks about.

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(6 marks)

**3. Match the underlined words (there is one too many) in the article with the definitions.**

- 1) (noun) the act of trying to achieve something in a determined way  
\_\_\_\_\_
- 2) (verb) to try to find more information about someone or something  
\_\_\_\_\_
- 3) (noun) a feeling of wanting to hurt or upset people  
\_\_\_\_\_
- 4) (verb) to give someone something of great value or importance  
\_\_\_\_\_

(4 marks)

<b>15</b>	
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<b>3</b>	<b>WRITING</b>
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Choose **ONE** of the following topics and write 200 – 250 words.

- 1) You have been asked to write a leaflet advertising a new mall, shopping/entertainment centre (like XL, Ramstore, etc), which has recently been opened in your area.  
OR
- 2) Write a short magazine article describing your personal experience of starting your career, the practical skills and academic knowledge you acquired at school that turned out to be useful later, and giving advice to young people on how to make a career choice.

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Content: /3	Organisation: /3
Overall impression: /3	
Grammar: /3	Vocabulary: /3

<b>15</b>	
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<b>4</b>	<b>LISTENING</b>
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You will hear an interview with two Asian brothers who fled to Britain from East Africa and made a fortune.

**A. Listen to the interview and answer the questions.**

- 1) How did Bikhu start his business?

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(2 marks)

- 2) What strengths helped the two brothers succeed in business?

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(2 marks)

- 3) What problems did Bikhu have when he first arrived in England in the 60s?

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(3 marks)

(7 marks)

**B. Are these statements True or False?**

- 1) They both began their careers with pharmacies. T / F
- 2) Bikhu wanted to give up his work as an architect. T / F
- 3) Vijay didn't start his pharmacy business until Bikhu joined him. T / F
- 4) Two brothers working together in the same business can cause problems.

T / F

- 5) Their different strengths and weaknesses complement each other. T / F

- 6) They are grateful to their mother for the sacrifices she made. T / F

- 7) She worked 24 hours a day, seven days a week for thirteen years. T / F

- 8) Both brothers experienced racial discrimination. T / F
- (8 marks)

<b>15</b>	
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# Требования, предусмотренные программой «Общего курса английского языка» для взрослых старше 16-ти лет

## Речевые умения и навыки к концу обучения по каждому уровню

### I. Начальный уровень / Elementary (A1)

#### 1. Чтение

Слушатели этого уровня должны развить свои знания и научиться:

- понимать суть коротких простых текстов
- улавливать ключевые моменты коротких простых текстов
- находить определенную информацию в длинных текстах, например, в рекламных объявлениях

#### 2. Говорение

Слушатели этого уровня должны развить свои знания и научиться:

- спрашивать других и рассказывать о себе основную личную информацию
- спрашивать других и рассказывать самим простейшую неличную информацию
- выразить непонимание и уточнить информацию
- разговаривать с четким произношением

#### 3. Восприятие устной речи на слух

Слушатели этого уровня должны развить свои знания и научиться:

- улавливать суть коротких простых устных диалогов и текстов, при необходимости с повторным прослушиванием
- улавливать ключевые моменты коротких простых устных диалогов и текстов
- улавливать ключевые моменты простых, более длинных устных диалогов и текстов

#### 4. Письмо

Слушатели этого уровня должны развить свои знания и научиться:

- правильно заполнять формы
- писать короткие сообщения, например, поздравительные открытки
- написать о себе;
- писать короткие неформальные письма

### II. Уровень ниже среднего / Pre-Intermediate (A2)

#### 1. Чтение

Слушатели этого уровня должны развить свои знания и научиться:

- распознавать определенные типы текстов
- понимать суть коротких текстов
- улавливать ключевые моменты коротких текстов
- Определять основные связующие и вводные фразы

#### 2. Говорение

Слушатели этого уровня должны развить свои знания и научиться

- спрашивать других и рассказывать о себе основную личную информацию
- спрашивать других и рассказывать самим простейшую неличную информацию
- выразить непонимание и уточнить информацию
- выразить и спрашивать несложные идеи и эмоции
- разговаривать с четким произношением

### **3. Восприятие устной речи на слух**

Слушатели этого уровня должны развить свои знания и научиться:

- улавливать суть коротких простых устных диалогов и текстов
- улавливать ключевые моменты коротких устных диалогов и текстов
- выбирать необходимую информацию из простых, более длинных устных диалогов и текстов
- определять некоторые особенности произношения (с помощью учителя), в том числе: ударение в словах, звуки (при необходимости отрабатывается с отдельными студентами), интонации в вопросах и при выражении ключевых эмоций

### **4. Письмо**

Слушатели этого уровня должны развить свои знания и научиться:

- правильно заполнять формы
- писать сообщения, такие как, поздравительные открытки
- писать короткие неформальные письма
- писать о ком-нибудь, например, распорядок дня
- использовать простые вводные и связующие фразы
- составлять простое описание, например, человека или места
- составлять повествование в прошедшем времени

## **III. Средний уровень / Intermediate (B1)**

### **1. Чтение**

Слушатели этого уровня должны развить свои знания и научиться работать со следующими видами текстов, а также приобрести следующие навыки:

#### **Виды Текстов**

- ◆ короткие газетные/ журнальные статьи
- ◆ повествования (документальные и художественные)
- ◆ письма
- ◆ информативные тексты (брошюры, буклеты и т.д.), рекламные объявления, письменные инструкции

#### **Навыки**

- ◆ использовать суть текстов
- ◆ распознавание и понимание ключевых моментов прочитанного
- ◆ распознавание определенных видов текста
- ◆ выводить смысл из контекста
- ◆ определять основные вводные и связующие фразы
- ◆ распознавать особенности изложения и их значение

### **2. Говорение**

Слушатели этого уровня должны развить свои знания и научиться

- спрашивать и говорить в различных ситуациях
- делать выводы, выражать свое мнение и эмоции
- начинать и поддерживать разговор
- выражать непонимание и уточнять информацию, спрашивать о дополнительной информации
- использовать стратегии для выражения своих идей при недостаточных знаниях
- разговаривать с четким произношением, применяя фонологические особенности.

### **3. Восприятие устной речи на слух**

Слушатели этого уровня должны развить свои знания и научиться:

- понимать суть услышанного
- улавливать ключевые моменты в коротких и более длинных устных текстах
- распознавать определенные виды текстов
- выделять суть из контекста
- распознавать основные фонологические особенности и их значение, в том числе: ударение в предложении, сливание слов, интонация в вопросительных предложениях

- понимать различные акценты

#### **4. Письмо**

Слушатели этого уровня должны развить свои знания в составлении следующих видов текстов, используя ниже перечисленные навыки:

Виды текстов	Навыки
<ul style="list-style-type: none"> <li>● неформальное письмо и почтовые открытки</li> <li>● полу формальные письма</li> <li>● сообщения</li> <li>● личное повествование</li> </ul>	<ul style="list-style-type: none"> <li>● правильно выполнять письменное задание</li> <li>● выражать идеи используя простые и некоторые виды сложных предложений</li> <li>● выражать свои идеи точно, во избежании недопонимания</li> <li>● составлять повествование используя определенные виды вводных и связующих фраз</li> <li>● правильно организовывать повествование</li> <li>● правильно использовать основную пунктуацию</li> </ul>

### IV.

#### **Уровень выше среднего / Upper-Intermediate (B2)**

##### **1. Чтение**

Слушатели этого уровня должны развить свои знания и научиться работать со следующими видами текстов, а также приобрести следующие навыки:

Виды Текстов	Навыки
<ul style="list-style-type: none"> <li>◆ короткие газетные/ журнальные статьи</li> <li>◆ повествования (документальные и художественные)</li> <li>◆ письма</li> <li>◆ информативные тексты (брошюры, буклеты и т.д.), рекламные объявления, письменные инструкции</li> </ul>	<ul style="list-style-type: none"> <li>◆ распознавание определенных видов текста</li> <li>◆ понимать значительные части текста после первичного прочтения</li> <li>◆ улавливать высказанные точки зрения и эмоциональную окрашенность повествования</li> <li>◆ выводить смысл из контекста</li> <li>◆ распознавать различные уровни текста</li> <li>◆ определять основные вводные и связующие фразы</li> <li>◆ распознавать особенности изложения и их значение</li> <li>◆ увеличить скорость чтения</li> </ul>

##### **2. Говорение**

Слушатели этого уровня должны развить свои знания и научиться

- Передавать устную информацию несколькими способами в различных ситуациях
- Правильно использовать неформальный язык общения в ряде ситуаций
- Перефразировать сказанное, особенно в процессе разговора
- Правильно использовать формальный язык общения в более узком ряде ситуаций
- Управлять беседой: заводить разговор, поддерживать и завершать беседу с двумя или более участниками, брать слово и т.д.
- Уметь устно выражать свою точку зрения предложениями более сложными, чем уровень «вопрос-ответ»
- Четко произносить слова и правильно использовать фонологические особенности и интонации в предложении, без перенесения нагрузки на слушателя

##### **3. Восприятие на слух устной речи**

Слушатели этого уровня должны развить свои знания и научиться:

- Понимать значительные части информации при однократном прослушивании
- Понимать суть сказанного носителем языка, без необходимости повторения
- Улавливать ключевые моменты в коротких и длинных устных текстах
- Распознавать различные виды текстов
- Определять отношение говорящего, его эмоции
- Распознавать основные фонологические особенности
- Распознавать основы особенности изложения, включая влияние интонации
- Понимать ограниченный ряд различных акцентов
- Понимать информацию передаваемую по телефону
- Понимать речь носителей языка, в частности на занятиях

#### **4. Письмо**

Слушатели этого уровня должны развить свои знания в составлении следующих видов текстов, используя ниже перечисленные навыки:

Виды текстов	Навыки
<ul style="list-style-type: none"> <li>• повествование</li> <li>• неформальные и полужформальные письма</li> <li>• сообщения, записки</li> <li>• простые инструкции (например, рецепт)</li> <li>• изложение (например, о фильме, книге)</li> <li>• инструкции</li> </ul>	<ul style="list-style-type: none"> <li>• правильно использовать сложные предложения</li> <li>• верно выбирать стиль и уровень излагаемого сообщения</li> <li>• составлять повествование используя определенные виды вводных и связующих фраз</li> <li>• выражать свои идеи точно, во избежании недопонимания</li> <li>• правильно использовать пунктуацию</li> </ul>

### **V. Первый продвинутый уровень / Advanced A (C1)**

Слушатели на этом уровне разделяются на две группы: те, кто говорит свободно, но с ошибками, и те, кто говорит медленно и нерешительно, но без ошибок. Слушатели обеих групп обычно давно изучают английский язык.

#### **1. Чтение**

Слушатели этого уровня должны развить свои знания и научиться работать со следующими видами текстов, а также приобрести следующие навыки:

Виды Текстов	Навыки
<ul style="list-style-type: none"> <li>◆ короткие газетные/ журнальные статьи</li> <li>◆ рассказы</li> <li>◆ письма (формальные и неформальные)</li> <li>◆ информативные тексты (брошюры, буклеты и т.д.), рекламные объявления, письменные инструкции</li> </ul>	<ul style="list-style-type: none"> <li>◆ находить и понимать специализированную информацию</li> <li>◆ различать ключевые моменты распространенных текстов</li> <li>◆ различать виды текстов и их цель</li> <li>◆ распознавать ключевые точки зрения и эмоциональную окрашенность</li> <li>◆ выводить смысл из контекста</li> <li>◆ распознавать особенности изложения и их значение</li> </ul>

#### **2. Говорение**

Слушатели этого уровня должны развить свои знания и научиться

- четко и уверенно передавать, то что было прочитано или услышано
- правильно использовать неформальный язык в различных ситуациях
- правильно использовать формальный язык в конкретных ситуациях
- управлять беседой: заводить разговор, поддерживать и завершать беседу, брать слово и т.д.
- разговаривать с минимальным количеством ошибок

- достаточно свободно разговаривать в большинстве ситуаций
- уметь использовать языковые клише
- четко произносить слова и правильно использовать фонологические особенности и интонации в предложении, ударные и безударные формы в словах и предложениях, естественные соединения слов, соответствующую интонацию

### **3. Восприятие устной речи на слух**

Слушатели этого уровня должны развить свои знания и научиться:

- Понимать суть сказанного носителем языка, без необходимости повторения
- Выделять специализированную информацию из услышанного (при однократном прослушивании)
- Понимать ключевые моменты услышанного из распространенных устных высказываний
- Понимать эмоции и точки зрения, выраженные в устной речи
- Работать с различными типами текстов
- Распознавать основные фонологические особенности и их значение, включая влияние интонации
- Различать различные стили устных текстов
- Понимать различные акценты и диалекты
- Понимать неформальные и более формализованные телефонные разговоры
- Различать особенности изложения

### **4. Письмо**

Слушатели этого уровня должны развить свои знания в составлении следующих видов текстов, используя ниже перечисленные навыки:

Виды текстов	Навыки
<ul style="list-style-type: none"> <li>◆ повествование и дискуссии</li> <li>◆ неформальные и формальные письма</li> <li>● электронные сообщения, записки, факсовые сообщения</li> </ul>	<ul style="list-style-type: none"> <li>● четко выражать сложные идеи</li> <li>● правильно использовать сложные предложения</li> <li>● использовать расширенный словарный запас</li> <li>● верно выбирать стиль и уровень излагаемого сообщения</li> <li>● правильно организовывать текст и излагать текст без грамматических, спеллинговых или пунктуационных ошибок</li> </ul>

## **VI. Второй продвинутый уровень / Advanced B (C1)**

Слушатели должны владеть языком близким к уровню образованного носителя языка.

### **1. Чтение**

Слушатели этого уровня должны развить свои знания и научиться работать со следующими видами текстов, а также приобрести следующие навыки:

Виды Текстов	Навыки
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- ◆ газетные/ журнальные статьи, издательские статьи, рецензии
- ◆ книги
- ◆ руководства пользования
- ◆ работать с письменными текстами с достаточной скоростью
- ◆ понимать суть текстов
- ◆ находить и понимать специализированную информацию
- ◆ различать ключевые моменты распространенных текстов
- ◆ различать виды текстов и их цель, включая подразумеваемый эффект на целевого читателя
- ◆ понимать заложенный скрытый смысл
- ◆ распознавать ключевые точки зрения и эмоциональную окрашенность (скрытые и выраженные)
- ◆ следить за ходом дискуссии в тексте
- ◆ распознавать эффект использованного в изложении языка.
- ◆ Работать с длинными текстами без видимых затруднений
- ◆ распознавать особенности изложения и их значение

## ***2. Говорение***

Слушатели этого уровня должны развить свои знания и научиться:

- управлять беседой: заводить разговор, поддерживать и завершать беседу, брать слово и т.д.
- правильно использовать различные языковые стили в соответствующих ситуациях
- поддерживать устный обмен информацией без видимых затруднений
- разговаривать свободно и без ошибок
- разговаривать четко с правильными ударениями, соединениями слов, используя верную интонацию

## ***3. Восприятие устной речи на слух***

Слушатели этого уровня должны развить свои знания и научиться:

- Понимать суть и детали сказанного носителем языка, при разовом прослушивании
- Выделять и понимать специализированную информацию из услышанного (при однократном прослушивании)
- Выделять ключевые моменты из услышанного для систематизации услышанной информации
- Работать с распространенными устными текстами без видимых затруднений
- Различать типы текстов
- Различать факты и высказанные мнения в услышанном
- Понимать смысл, заложенный «между строк»
- Понимать высказанные и подразумеваемые эмоции говорящего
- Распознавать особенности изложения, включая влияние интонации
- Понимать различные стили устных текстов, акценты и диалекты
- Распознавать фонологические особенности

## ***4. Письмо***

Слушатели этого уровня должны развить свои знания в составлении следующих видов текстов, используя ниже перечисленные навыки:

Виды текстов

Навыки



- ◆ распространенную описательную прозу
  - ◆ отчеты
  - ◆ повествования для различных целевых групп
  - ◆ повествование и дискуссии
  - ◆ неформальные и формальные письма
- подготовить план, написать и отредактировать текст
  - правильно использовать язык изложения в зависимости от вида текста, задания
  - правильно организовывать текст, используя вводные и связующие фразы
  - использовать расширенный словарный запас
  - правильно использовать сложные предложения
  - правильно организовывать текст и излагать текст без грамматических, спеллинговых или пунктуационных ошибок