**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ**

**ІМЕНІ В. О. СУХОМЛИНСЬКОГО**

Філологічний факультет

Кафедра загальної та прикладної лінгвістики

## Навчально-методичнЕ ЗАБЕЗПЕЧЕННЯ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

**ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ**

Ступінь бакалавра

Галузь знань 03 Гуманітарні науки

спеціальність 035 Філологія

035.10 Прикладна лінгвістика

Освітньо-професійна програма «Прикладна лінгвістика»

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**Зміст НМЗ**

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2. Зміст НМЗ.
3. Навчальний контент.
4. Завдання для самостійної роботи.
5. Завдання для поточного та підсумкового контролю знань і вмінь з навчальної дисципліни.

**НАВЧАЛЬНИЙ КОНТЕНТ**

**Практичне заняття № 1**

**Розмовна тема** “Погодні явища”.

**Граматика:** Теперішній неозначений час. Теперішній тривалий час.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1.Описати погоду на малюнках стр. 6-7 (Coursebook). Ввести слова: *blizzard, drought, hurricane, storm*. Виконати впр. 1-2 стр. 6.

**Зміст основної частини заняття:**

2. Аудіювання впр. 3 стр. 6 (Coursebook).

3. Введення граматичної теми стр. 126 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Автоматизація граматичного матеріалу Впр. 4-6 стр.7

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-4 стр. 4 (Workbook).

**Практичне заняття № 2**

**Розмовна тема** “Екстремальна погода”.

**Граматика:** Теперішній неозначений час. Теперішній тривалий час (запитання).

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання. Повторити граматичну тему.

2. Обговорити питання впр. 7 стр. 7 (Coursebook).

**Зміст основної частини заняття:**

3. Введення граматичної теми стр. 126 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Автоматизація граматичного матеріалу Впр. 4-5 стр.9

5. Розвиток навичок письма: описати погоду за вікном.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 5-8 стр.5 (Workbook).

**Практичне заняття № 3**

**Розмовна тема** “Погода взимку”.

**Граматика**: Теперішній неозначений час. Теперішній тривалий час.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок письма, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання. Повторити граматичну тему.

2. Обговорити питання впр. 1 стр.8 (Coursebook).

**Зміст основної частини заняття:**

3. Перевірити розуміння слів: familiar, to last, to melt, scary, to burst, community.

4. Опрацювати текст стр. 8.

5. Виконати вправи до тексту (впр. 2a-c стр. 8).

**Узагальнення та систематизація вмінь і навичок:**

6. Робота над словниковим запасом (впр. 3a-b стр. 9).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

 *Домашнє завдання* Впр. 1-8 стр. 6-7 (Workbook).

**Практичне заняття № 4**

**Розмовна тема** “Путівник по країні”.

**Граматика:** Теперішній неозначений час. Теперішній тривалий час.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Розмовна тема "Adventure Holidays". Розглянути фото на стр. 10-11 (Coursebook). Запитати студентів, що вони знають про "пригодницькі канікули".

Виконати впр. 1-2 стр. 10.

**Зміст основної частини заняття:**

3. Аудіювання впр. 3 стр. 10-11 (Coursebook).

4. Опрацювання лексики (погодження – непогодження). Виконати впр. 4a - 6b стр. 11, впр.5 стр. 127.

**Узагальнення та систематизація вмінь і навичок:**

5. Як спроектувати "пригодницькі канікули". Виконати впр. 7-8 стр. 11.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-4 стр. 8 (Workbook).

**Практичне заняття № 5**

**Розмовна тема** “Як користуватися словником”.

**Граматика:** Теперішній неозначений час. Теперішній тривалий час.

**Мета заняття**: навчитися користуватися розділами словника, дефініціями, реченнями-прикладами, ознайомитися з додатковою інформацією, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці.

**Хід заняття**

**Актуалізація опорних знань:**

1. Розглянути статтю з словника для слова "cold". Виконати впр.1 стр. 12 (Coursebook).

2. Пояснити слова "definition", "word type", "example sentence", "pronunciation". Індивідуально виконати впр. 2 стр. 12..

**Зміст основної частини заняття:**

3. Виконати впр.3, 4 стр.12 в парах, користуючись словником.

**Узагальнення та систематизація вмінь і навичок:**

4. Користуючись словником, зрозуміти значення слів:

**warm** adjective

1 of a comfortably high temperature

2 having affection or kindness

3 (in children’s games) close to finding something or guessing the correct answer

**cloudy** adjective

1 (of the sky) covered with clouds

2 (of a liquid) not clear; not easy to see through

→ opposite: CLEAR

**storm** verb

1 (of people) move angrily or forcefully

2 (of soldiers) suddenly attack and capture

5. Виконати завдання:

 1) Write the number of the entry used in each of these sentences.

1 The teacher spoke to the children in a very **warm** and kind voice. \_\_\_\_\_

2 We enjoyed walking because the day was dry and **warm**. \_\_\_\_\_

3 It usually rains on a dark **cloudy** day like today. \_\_\_\_\_

4 I won’t drink this, it’s all **cloudy** and dirty. \_\_\_\_\_

5 The army **stormed** the headquarters of their enemy. \_\_\_\_\_

6 Why do you always **storm** into the room and shout at people? \_\_\_\_\_

 2) Now choose the correct word to put into each of these sentences. Make sure you write the correct form of the word.

1 When you add water to the Greek drink *ouzo*, it goes *cloudy* and white.

2 You are almost right, Johnny. You’re getting \_\_\_\_\_\_\_\_\_.

 3 Often, after a storm, the weather changes quickly and instead of being cloudy the sky becomes \_\_\_\_\_\_\_\_\_.

4 In stories, the good prince always \_\_\_\_\_\_\_\_\_ the castle and rescues the princess.

5 In this cold weather, my new coat keeps me lovely and \_\_\_\_\_\_\_\_\_.

 3) Use a good dictionary to see how many definitions you can find of the following words: *dry, hot, snow, chill.*

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

**Практичне заняття № 6**

**Розмовна тема** “Натхнення”.

**Граматика:** Минулий неозначений час.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Введення теми заняття. Вибрати декілька відомих людей, яких добре знають студенти. Запитати студентів, чому вони відомі. Разом з іменами написати на дощці слова "inspiration, inspire, inspirational". Виявити їх розуміння. Виконати вправи 1-2 стр. 14 (Coursebook).

**Зміст основної частини заняття:**

3. Аудіювання впр. 3 стр. 14 (Coursebook).

4. Робота над лексикою: прикметники, що описують особистість:

*dedicated, determined, friendly, hard-working, helpful, inspirational, kind, lovely, patient, talented*.

Виконати вправи 4a,b стр. 14 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Введення граматичної теми "Past Simple" стр. 128 (Coursebook).

6. Автоматизація граматичного матеріалу Впр. 5-7 стр. 15

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-7 стр. 10-11 (Workbook).

**Практичне заняття № 7**

**Розмовна тема** “Життя творчих людей. Фріда Кало”.

**Граматика**: Минулий неозначений час.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Робота з текстом "Frida Kahlo" (стр. 16, Coursebook).

3. Виконати вправи до тексту (впр. 1-3 стр. 16, Coursebook ).

**Зміст основної частини заняття:**

4. Введення граматичної теми "Past Continuous" стр. 128 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Автоматизація граматичного матеріалу Впр. 4-5 стр. 17 (Coursebook).

6. Аудіювання, розвиток навичок усного мовлення (впр. 8 a,b,c стр. 17)

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-7 стр. 12-13 (Workbook).

**Практичне заняття № 8**

**Розмовна тема** “Життя творчих людей. Луї Армстронг”.

**Граматика:** Минулий неозначений час. Минулий тривалий час.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Перевірити розуміння слів "*honest, tidy, shy, rude, chatty*". Виконати вправи 1-2 стр. 18 (Coursebook).

**Зміст основної частини заняття:**

3. Аудіювання впр. 4 стр. 18 (Coursebook). Відповісти на запитання:

- Who share a flat?

- How many bedrooms does it have?

- Where is Stephanie now?

- Who saw the people coming to the flat?

- Who is giving the information about the people?

**Узагальнення та систематизація вмінь і навичок:**

4. Робота над лексикою: описуючи людей. Виконати вправи 5a - d стр. 19 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

 *Домашнє завдання* Впр. 1-5 стр. 14 (Workbook).

**Практичне заняття № 9**

**Розмовна тема** “Стилі та стратегії навчання”.

**Граматика:** Минулий неозначений час. Минулий тривалий час.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Аудіювання впр. 1a – 2b стр. 20 (Coursebook).

**Зміст основної частини заняття:**

3. Провести тест. Студенти виявляють свій стиль навчання (впр. 3 стр. 20).

**Узагальнення та систематизація вмінь і навичок:**

4. Виконати вправи на закріплення теми заняття:

 1. Which would be good strategies for each type of learner?

 **A** visual learners

 **B** auditory learners

 **C** physical learners

1) Record your lectures and listen to them in your study time. \_\_\_\_\_

2) Ask your lecturers or teachers for copies of pictures or slides they use when teaching. \_\_\_\_\_

3) Don’t just read about experiments, do them yourself. \_\_\_\_\_

4) Go to the library to find maps, photographs and films connected to your area of study. \_\_\_\_\_

5) Change your study setting. Use the library, the park, your bedroom and other rooms. \_\_\_\_\_

6) Read your notes aloud to yourself, rather than reading silently. \_\_\_\_\_

 2. Match each student (1–6) to the learning strategies most appropriate to him or her (A–C).

 1) Pauline loves music. She listens to music while she is doing almost everything, for example when she is studying, chatting with friends or cooking. *C*

 2) Valerie loves doing sports. She was tennis champion in her secondary school, and nowadays, her favourite activities are sailing and climbing. \_\_\_\_\_

 3) Iain is very good at remembering things he has read, such as phone numbers and names. Also, when he sees a person’s face, he can remember their name as well. \_\_\_\_\_

 4) John likes to do gardening because he really enjoys doing things with his hands. At the weekend he would rather go out walking in the countryside than sit at home. \_\_\_\_\_

 5) Rebecca wants to be a designer. She loves colours and patterns and finding new ways to make pictures and images. \_\_\_\_\_

 6) Joe is popular because he is a great listener. His friends tell them all about their worries and problems because he only talks after he has heard everything. \_\_\_\_\_

 A You could write down questions and answers on separate pieces of paper. When you study you can move the papers around to match them up.

 B You could use diagrams or pictures to help you when you study. Use them to join together ideas and information across a page and connect names, dates and events.

C Discuss what you have learned with other people. Ask them to tell you what they have understood and you can decide if you agree or not.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

 *Домашнє завдання* Впр. 1 стр. 15 (Workbook).

**Практичне заняття № 10**

**Розмовна тема** “Ведення щоденника під час навчання”.

**Граматика**: Минулий неозначений час. Минулий тривалий час.

**Мета заняття**: дізнатися про користування навчального щоденника, оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці.

**Хід заняття**

**Актуалізація опорних знань:**

1. Написати слово "навчальний щоденник", запитати студентів, що вони про нього знають. Запитати, які, на їх думку, речи слід записувати у навчальний щоденник. Прочитати на стр. 21 (Coursebook) вводну статтю про використання навчального щоденника.

**Зміст основної частини заняття:**

2. Виконати впр. 4-7 стр. 21 (Coursebook).

3. Виконати завдання:

1) Correct the mistakes in these sentences in the past simple.

1. I goed to the bank yesterday.

2. Were you lived in Germany?

3. Last week he drived to Athens.

4. The schools wasn’t opened for three days.

5. Do you fed the birds?

6. The museum haved two thousand visitors last week.

7. Did you can swim when you were a child?

8. Mariola seed her first film when she was twelve.

9. I didn’t spoke to the electrician last night

**Узагальнення та систематизація вмінь і навичок:**

2) Use the prompts to make sentences using the past simple or past continuous.

1 When bus arrive I read book

2 At eight o’clock film start

3 People live healthy lives thirty years ago

4 Sarah travel with her parents when she have the car accident

5 What you do at ten o’clock last night?

6 I not watch when the film start

7 He not very good at tennis

8 Which assistant work at 11 o’clock yesterday morning?

9 I not talk to you at that time

10 I finish university in 1999

11 When phone ring Artur not sleep

12 Who be at home when the police come?

3) Use the words in the box to fill the gaps.

|  |  |  |
| --- | --- | --- |
|  | until afterwards then at first at the moment |  |

1. \_\_\_\_\_\_\_\_\_I didn’t understand the question but I did later.

2. I really like my course \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. I couldn’t swim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I was sixteen.

4. I was driving for ten hours. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I was very tired.

5. It was easy at the beginning but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it got harder.

4) Аdd appropriate words or phrases to the dialogue.

A: What do you 0\_*think*\_ of Karl?

B: He’s OK. I’m not 1\_\_\_\_\_\_\_\_\_\_ about his girlfriend, Sienna, though.

A: Who’s she? What does she 2\_\_\_\_\_\_\_\_\_\_?

B: Oh, she’s about 1 metre 72, thin with long blonde hair.

A: What does she 3\_\_\_\_\_\_\_\_\_\_?

B: She’s a teacher. She’s here at the party.

A: Is she? I haven’t seen her. So what’s she 4\_\_\_\_\_\_\_\_\_\_?

B: She’s very 5\_\_\_\_\_\_\_\_\_\_. She loves talking to people. She’s also rude. I don’t like that.

A: 6\_\_\_\_\_\_\_\_\_\_ do I. What’s she 7\_\_\_\_\_\_\_\_\_\_ now?

B: Probably on Karl’s computer checking her company emails. She’s very hard-8\_\_\_\_\_\_\_\_\_\_.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

**Практичне заняття № 11**

**Розмовна тема** “Засоби масової інформації. Інтернет”.

**Граматика:** Артиклі.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Перед тим, як почати нову тему, написати на дошці слово "media", з'ясувати його значення. Запитати, які різні види ЗМІ знають студенти. Ввести слова "*celebrity, documentary, search engine, soap opera, webcast, journalist, blog, headline, front page*".

**Зміст основної частини заняття:**

3. Опрацювання нових слів. Виконати впр. 1a,b стр. 22 (Coursebook).

4. Робота з текстом, вправи на розуміння (впр. 2a,b стр. 22-23).

5. Аудіювання впр. 3a , b стр. 22 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

6. Введення граматичної теми "Articles" стр. 130 (Coursebook).

7. Автоматизація граматичного матеріалу Впр. 4-5 стр. 23 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-6 стр. 16-17 (Workbook).

**Практичне заняття № 12**

**Розмовна тема** “Плануючи телевізійну програму”.

**Граматика:** Відносні займенники.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Аудіювання впр. 2a, b стр. 26; впр. 4a, b стр. 26 (Coursebook). Перед аудіюванням перевірити розуміння слів "*fame, fortune, deputy, current, hot, chart, headlines*".

**Зміст основної частини заняття:**

3. Робота з фразами "Making suggestions" (стр. 130). Опрацювання фраз в контексті (впр. 5a-d стр. 27)

**Узагальнення та систематизація вмінь і навичок:**

4. Робота в парах за ситуаціями "Плануючи телевізійну програму". Виконати впр. 6 a-d стр. 27 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

 *Домашнє завдання* Впр. 1-3 стр. 20 (Workbook).

**Практичне заняття № 13**

**Розмовна тема** “Світові новини ”.

**Граматика:** Артиклі.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Робота з текстом стр. 25 (Coursebook).

**Зміст основної частини заняття:**

3. Виконати вправи до тексту (впр. 1-4 стр. 24, Coursebook ).

4. Опрацювання лексичних одиниць з теми (впр. 5 a,b стр. 24, Coursebook ).

**Узагальнення та систематизація вмінь і навичок:**

5. Введення граматичної теми "Relative pronouns" стр. 130 (Coursebook).

6. Автоматизація граматичного матеріалу Впр. 6-8 стр. 25 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

 *Домашнє завдання* Впр. 1-8 стр. 18-19 (Workbook).

**Практичне заняття № 14**

**Розмовна тема** “Видатні медійні особистості”.

**Граматика:** Відносні займенники.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Робота з новими словами (впр. 5a, b стр. 29). Пояснити значення наступних слів: *chat show, current affairs, game show, variety show*.

**Зміст основної частини заняття:**

3. Робота з текстом стр. 29 (Coursebook).

4. Виконати вправи до тексту (впр. 6a – 9 стр. 29, Coursebook ).

**Узагальнення та систематизація вмінь і навичок:**

5. Написати огляд телевізійної програми або серіалу, який нещодавно бачили, для студентської газети.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-4 стр. 21 (Workbook).

**Практичне заняття № 15**

**Розмовна тема** “Робота в команді”.

**Граматика:** Відносні займенники.

**Мета заняття**: обговорити важливість парної і групової роботи, прослухати інформацію з теми, практикувати тип мови, що вживається під час парної або групової роботи; оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці.

**Хід заняття**

**Актуалізація опорних знань:**

1. Запитати студентів, як часто вони працюють в парах або групах. Виявити, яким видам роботи вони надають перевагу.

2. Аудіювання впр. 2а стр.28.

**Зміст основної частини заняття:**

3. Виконати впр. 2b – 4 стр. 28 (Coursebook).

4. Виконати завдання:

1) Correct the mistakes in these sentences.

0 He works as painter. \_\_*a*\_\_\_\_\_\_

1 It is on an corner of Spencer Street. \_\_\_\_\_\_\_\_

2 Sarp is on internet every day for six hours. \_\_\_\_\_\_\_\_\_

3 People drive the cars too fast. \_\_\_\_\_\_\_\_\_

4 Petra started at factory last week. A factory is very new. \_\_\_\_\_\_\_\_\_

5 The zoo is buying the elephant. \_\_\_\_\_\_\_\_\_

6 He was listening to a music. \_\_\_\_\_\_\_\_\_\_

7 What’s on the TV tonight? \_\_\_\_\_\_\_\_\_

2) Complete the words in these sentences.

0 Painting is my favourite **ar**\_\_\_\_\_\_\_\_\_.

1 He studied **poli\_**\_\_\_\_\_\_\_\_\_ at university.

2 His favourite hobby is **phot**\_\_\_\_\_\_\_\_\_\_\_.

3 Karol’s father is a **poli**\_\_\_\_\_\_\_\_\_\_\_.

4 He’s seeing a **psych**\_\_\_\_\_\_\_\_\_\_\_ for his phobia.

5 I hated **sci\_**\_\_\_\_\_\_\_\_\_\_ at school.

6 This painting is by a very famous **ar**\_\_\_\_\_\_\_\_\_\_\_.

7 Many **sci**\_\_\_\_\_\_\_\_\_\_\_\_ do not accept the results of these tests.

8 Doctor Smith has a masters in **psych**\_\_\_\_\_\_\_\_\_\_\_\_.

**Узагальнення та систематизація вмінь і навичок:**

3) Put the two sentences together using the relative pronoun in brackets.

1 Carrots are healthy vegetables. They can make your skin go orange. (which)

2 UNICEF is an organisation. It helps children all over the world. (that)

3 Peter is the man. He brings the post every day. (who)

4 Newspapers are important means of communication. You can read them anywhere. (that)

5 Fiona Smith is a student. She studies medicine. (who)

6 PowerPoint is a computer programme. It helps you prepare presentations. (which)

7 Leonardo Da Vinci was a painter. He also invented many things. (who)

8 The SAS are professional soldiers. They do the most dangerous missions. (who)

4) Add appropriate words to the phrases to make different ways of making and responding to suggestions.

0 \_\_*Let’s*\_\_\_ try and get tickets for the concert.

1 I think we \_\_\_\_\_\_\_\_\_\_\_\_\_ have a photograph in the article.

2 \_\_\_\_\_\_\_\_\_\_\_\_\_ about inviting David?

3 What \_\_\_\_\_\_\_\_\_\_\_\_\_ can we do?

4 I don’t think we \_\_\_\_\_\_\_\_\_\_\_\_\_ go.

5 Let’s \_\_\_\_\_\_\_\_\_\_\_\_\_ invite Greg! He’s boring.

6 Have you got \_\_\_\_\_\_\_\_\_\_\_\_\_\_ good ideas?

7 \_\_\_\_\_\_\_\_\_\_\_\_\_ don’t you get a catering company to make the food?

8 Is there anything \_\_\_\_\_\_\_\_\_\_\_\_\_ you can tell me about the accident?

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

**Практичне заняття № 16**

**Розмовна тема** “Лікарі без кордонів”.

**Граматика**: Теперішній перфектний час.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Опрацювання нових слів "medical words (1)". Виконати впр.1a,b стр.32 (Coursebook).

3. Виявити розуміння слів: *charity, disaster, podcast, facilities*. Прочитати і виконати завдання впр. 2 стр. 32.

**Зміст основної частини заняття:**

4. Аудіювання впр. 3a, b стр. 33.

**Узагальнення та систематизація вмінь і навичок:**

5. Введення граматичної теми "Present Perfect (1)" стр. 132 (Coursebook).

6. Автоматизація граматичного матеріалу Впр. 4 - 5стр. 33 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-4 стр. 22 (Workbook).

**Практичне заняття № 17**

**Розмовна тема** “Міжнародна медична допомога”.

**Граматика**: Теперішній перфектний час.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

**Зміст основної частини заняття:**

2. Робота з текстом "Health care in Saudi Arabia" стр. 23 (Workbook).

3. Виконати вправи до тексту (впр. 5-7 стр. 23, Workbook ).

**Узагальнення та систематизація вмінь і навичок:**

4. Введення граматичної теми "Present Perfect (2): *for* and *since*" стр. 132 (Coursebook).

5. Автоматизація граматичного матеріалу Впр. 3a-4 стр. 35 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 2-4 стр. 24 (Workbook).

**Практичне заняття № 18**

**Розмовна тема** “Здорова їжа”.

**Граматика:** Теперішній перфектний час з вживанням for та since.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Опрацювання нових слів "medical words (2)". Виконати впр.1 стр.34 (Coursebook).

**Зміст основної частини заняття:**

3. Робота з текстом "Feed your mind" стр. 35 (Coursebook).

3. Виконати вправи до тексту (впр. 2a-c стр. 34-35, Coursebook ).

**Узагальнення та систематизація вмінь і навичок:**

4. Робота в парах за ситуаціями (впр. 5 a-d стр. 35 Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

 *Домашнє завдання* Впр. 1, 5-9 стр. 24-25 (Workbook).

**Практичне заняття № 19**

**Розмовна тема** “Здоров'я і робота”.

**Граматика:** Теперішній перфектний час.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Аудіювання впр. 2a, b стр. 26; впр. 4a, b стр. 36 (Coursebook).

**Зміст основної частини заняття:**

3. Робота з фразами "Giving advice and reasons" (стр. 132). Опрацювання фраз в контексті (впр. 5a-b, 6 стр. 36 Coursebook)

**Узагальнення та систематизація вмінь і навичок:**

4. Робота в парах за ситуаціями " Giving health advice ". Виконати впр. 7-8 стр. 37 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-5 стр. 26 (Workbook).

**Практичне заняття № 20**

**Розмовна тема** “Значення незнайомих слів ”.

**Граматика**: Теперішній перфектний час.

**Мета заняття**: обговорити, як працювати зі значеннями незнайомих слів, ознайомитися з додатковою інформацією, практикувати різні техніки, що допомагають дізнатися про значення незнайомих слів; оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці.

**Хід заняття**

**Актуалізація опорних знань:**

1. Виконати завдання:

 1. Read these sentences and decide whether the missing words are adjectives or nouns.

1 I needed medicine, so the doctor wrote me a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2 My young son has been taken to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ward of the hospital.

 3 While I was in hospital, I was seen by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ students training to be doctors.

4 The doctor listened to my heart with her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 – Now decide which definition matches the words missing from each sentence.

A related to the medical care of children

B advanced students gaining practical experience

C a written instruction for preparation of medicine

D a medical instrument for detecting sounds inside the body

– Finally, use a dictionary to check the meaning of these words and match them to the correct sentences.

stethoscope

intern

prescription

paediatric

**Зміст основної частини заняття:**

 2. Look at the nouns in the box. Each is made from two other words. Can you guess the nouns’ meaning from the words that they contain? Complete the sentences using the nouns.

seasick bedsores breastbone heartache

1 At the centre of the skeleton, in the middle of the chest, is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2 After two months of lying on my back, I was covered in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is not a medical condition, it’s an emotional problem.

4 The boat’s movement made him feel very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Узагальнення та систематизація вмінь і навичок:**

3. Can you guess the meaning of the words in italics? Do not use a dictionary.

I went to the doctor’s *clinic* in my town with a terrible headache. I spoke to the *receptionist* and asked her if I could see a doctor. She told me that there were no *appointments* until the afternoon. I went home again but I had a *horrendous* wait of four hours because I had such a terrible pain in my head. When I went back to the clinic, I was surprised that the doctor was so young. I was worried that he was *inexperienced*. However, he spoke to me in a very *confident* way. In the end, he gave me some *painkillers* and told me to go home to rest.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

**Практичне заняття № 21**

**Розмовна тема** “Світ природи”.

**Граматика:** Ступені порівняння прикметників.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Опрацювання нових слів "landscapes". Звернути увагу на наголос і вимову слів: island, lagoon, cliff, coast. Виконати впр.1 a-b стр.40 (Coursebook).

**Зміст основної частини заняття:**

3. Робота з текстом "Bora Bora" стр. 40. Виконати вправи до тексту 2a-b стр. 40 (Coursebook).

4. Аудіювання впр. 3 a, b, с стр. 41 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Введення граматичної теми "Comparatives and Superlatives" стр. 134 (Coursebook).

6. Автоматизація граматичного матеріалу Впр. 4-6 стр. 41 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-3, 8-9 стр. 28-29 (Workbook).

**Практичне заняття № 22**

**Розмовна тема** “Світ тварин”.

**Граматика**: Ступені порівняння прикметників.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Повторити граматичний матеріал. Виконати впр.1-3 стр. 135 (Coursebook).

**Зміст основної частини заняття:**

3. Робота з текстом "Three Islands" впр. 4 стр. 28-29 (Workbook). Виконати вправи до тексту 5-7 стр. 29 (Workbook).

**Узагальнення та систематизація вмінь і навичок:**

4. Повторити різницю у значенні і функціях між іменниками і дієсловами. Багато слів, не змінюючи форми, є іменниками і дієсловами одночасно. Виконати впр. 5 a,b стр. 42 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання Впр. 1, 6-8 стр. 30-31 (Workbook).*

**Практичне заняття № 23**

**Розмовна тема** “Міжнародна допомога тваринам”.

**Граматика:** Кількісні висловлювання.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Робота з новими словами "animals" (впр. 1a, b стр. 42). Пояснити значення наступних слів: *environment, invasion, invader, cute, extinct*.

**Зміст основної частини заняття:**

3. Робота з текстом "Animal Invaders" стр. 43 (Coursebook).

4. Виконати вправи до тексту (впр. 2 – 4 стр. 42, Coursebook ).

**Узагальнення та систематизація вмінь і навичок:**

5. Введення граматичної теми "Expressions of quantity" стр. 134 (Coursebook).

6. Автоматизація граматичного матеріалу Впр. 4-6 стр. 42-43 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 6-8 стр. 30-31 (Workbook).

**Практичне заняття № 24**

**Розмовна тема** “Як організувати час”.

**Граматика:** Кількісні висловлювання.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Перед початком роботи над темою заняття поставити запитання:

- What do you know about animals around the world?

- Are there more of some than others? Why is that?

- What is being done to help animals that are few in number?

**Зміст основної частини заняття:**

3. Робота над ситуацією "Animal Charities". Виконати впр. 1a,b стр. 44 (Coursebook).

4. Аудіювання впр. 2, 3 a, b, с стр. 44 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Опис фотографій. Виконати впр. 4a,b стр. 44-45 (Coursebook).

Fill in the gaps with words or phrases describing photographs.

 I have two pictures in front of me. The first one is older so the second picture is more colourful and 0***cl****earer*\_\_\_. The first picture 1**sh**\_\_\_\_\_\_\_\_ a large family. The picture is about 150 years old. The family 2**l**\_\_\_\_\_\_\_\_\_ very serious. In the 3**b**\_\_\_\_\_\_\_\_\_\_\_ there is a garden. There are four children 4**w**\_\_\_\_\_\_\_\_\_ are sitting in front of the parents. The picture is quite dramatic.

In the second picture we 5\_**c**\_\_\_\_ **s**\_\_\_\_ a moden family of four people. It is 6**un**\_\_\_\_\_\_\_\_\_\_\_\_ because the mother and father are wearing cowboy clothes. In 7**t**\_\_\_\_ **m**\_\_\_\_\_\_\_\_ of the picture are the mother and father, sitting on horses and 8\_**o**\_\_\_ **t**\_\_\_\_\_ **r**\_\_\_\_\_\_\_\_\_\_ are the children, wearing T-shirts and jeans. I think we should use the first picture. It is more powerful.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-3 стр. 32 (Workbook).

**Практичне заняття № 25**

**Розмовна тема** “Порівняльний нарис”.

**Граматика:** Ступені порівняння прикметників. Кількісні висловлювання.

**Мета заняття:** навчитися писати порівняльний нарис; оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці.

**Хід заняття**

**Актуалізація опорних знань:**

1. Обговорити питання Впр. 6 стр. 47(Coursebook).

2. Перевірити розуміння слів: *active, dormant, erupt, eruption, cone*. Опрацювати текст Впр. 7 стр. 47

**Зміст основної частини заняття:**

3. Виконати впр. 8 – 9 стр. 47 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Написати порівняльний нарис за темами:

- Два природних явища вашої країни;

- Дві різні тварини;

- Два острови.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

**Практичне заняття № 26**

**Розмовна тема** “Можливості майбутнього”.

**Граматика**: Модальні дієслова (will, may, might).

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Обговорення питань:

- More people are now making friends over the Internet.

- People are living longer than before.

- People are having more holidays abroad.

- People are using robots in their homes.

**Зміст основної частини заняття:**

3. Аудіювання впр. 3 a, b стр. 48-49 (Coursebook).

4. Робота з новими словами "ages" (впр. 4 стр. 49). Записати:

- adolescent – 13-19

- middle-aged person – over 40

- young adult – 18-30

- thirty-something – 31-39

child – 3-12

elderly person – 60+

teenager – 13-19

retired person – 65+

**Узагальнення та систематизація вмінь і навичок:**

5. Введення граматичної теми "*will, might* and *may* for predictions" стр. 136 (Coursebook).

6. Автоматизація граматичного матеріалу Впр. 5a,b,c, 6a стр. 49 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1-6 стр. 34-35 (Workbook).

**Практичне заняття № 27**

**Розмовна тема** “Майбутнє родинних стосунків”.

**Граматика**: Модальні дієслова (will, may, might).

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Обговорити питання впр. 1 стр. 50.

**Зміст основної частини заняття:**

3. Пояснити значення наступних слів: *old-fashioned, responsible, employer, suitable, childcare, birth rate*.

4. Робота з текстом "Germany: What future for the family?" стр. 50 (Coursebook).

5. Виконати вправи до тексту (впр. 2 a-d – 3 стр. 50, Coursebook ).

**Узагальнення та систематизація вмінь і навичок:**

6. Заперечні займенники. Записати на дощці слова *happy* та *power*, запитати студентів, чи знають вони, як зробити ці слова заперечними. Прочитати пояснення щодо вживання *un-* та *-less* (стр. 51, Coursebook). Студенти знаходять приклади заперечних займенників у прочитаному тексті. Виконати впр. 4 a-b стр. 51.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

 *Домашнє завдання* Впр. 1-6 стр. 36-37 (Workbook).

**Практичне заняття № 28**

**Розмовна тема** “Родинні справи”.

**Граматика**: Умовні речення І типу.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

**Зміст основної частини заняття:**

2. Введення граматичної теми "First Conditional" стр. 136 (Coursebook).

3. Автоматизація граматичного матеріалу. Виконати впр. 5a,b - 6a,b стр. 51 , а також впр. 3-4 стр. 137 (Coursebook).

4. Аудіювання впр. 7 a стр. 51 (Coursebook). Розіграти прослухані ситуації. Відповісти на запитання (впр. 7 a,b стр. 51).

**Узагальнення та систематизація вмінь і навичок:**

5. Робота над ситуацією "Speaking on a talk show". Виконати впр. 6a,b - 7a,b стр. 53 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 7-9 стр. 37 (Workbook).

**Практичне заняття № 29**

**Розмовна тема** “Помилки під час письма”.

**Граматика**: Умовні речення І типу.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Обговорити питання (впр. 1 стр. 52).

**Зміст основної частини заняття:**

3. Аудіювання впр. 2 a-c стр. 52 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Робота з фразами "Expressing opinions" (стр. 136). Опрацювання фраз в контексті: виконати впр. 3 a-b, 5 стр. 52-53, впр. 5 стр. 137 (Coursebook); впр. 3 стр. 38 (Workbook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

*Домашнє завдання* Впр. 1, 2, 4 стр. 38 (Workbook).

**Практичне заняття № 30**

**Розмовна тема** “Суспільство сьогодні”.

**Граматика**: Умовні речення І типу.

**Мета заняття**: навчитися аналізувати статтю для змагання, навчитися писати власну статтю та корегувати чужу; оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці.

**Хід заняття**

**Актуалізація опорних знань:**

1. Обговорити питання Впр. 5a стр. 55 (Coursebook).

**Зміст основної частини заняття:**

2. Прочитати постер Впр. 5b стр. 55 (Coursebook) і поставити запитання:

- What is the tipic of the article?

- How many words should you write?

- What's the prize?

**Узагальнення та систематизація вмінь і навичок:**

3. Опрацювати слова і фрази: *proud, creativity, race, out of sight, voluntary, cause, contribute*. Прочитати текст Впр. 6 стр. 55.

4. Виконати впр. 7 – 10 стр. 55 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

**Практичне заняття № 31**

**Розмовна тема** “Наука і злочинність”.

**Граматика:** Модальні дієслова (must, have to).

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

**Зміст основної частини заняття:**

2. Робота з текстом і словами за темою. Перед тим, як читати текст перевірити розуміння слів: *investigation, burglary, forensic, vital, fingerprints, hardly*. Прочитати, перекласти текст стр. 58. Виконати впр. 2-3 стр. 58-59.

3. Аудіювання впр. 4 a-b, 5 стр. 59 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Записати і розповісти про десять речей, які ви повинні або не повинні робити у повсякденному житті (навчання, робота, дом, вільний час).

5. Порівняйте ваш список зі списком партнера. Виберіть п'ять найбільш дратуючих речей для вас обох.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

6. Домашнє завдання Впр. 1, 2 стр. 40 (Workbook).

**Практичне заняття № 32**

**Розмовна тема** “Наука у нашому житті”.

**Граматика:** Модальні дієслова (must, have to).

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

**Зміст основної частини заняття:**

2. Введення граматичної теми "Modal Verbs: *must* and *have to*" стр. 138 (Coursebook).

3. Автоматизація граматичного матеріалу. Виконати впр. 6a,b - 7a,b стр. 59, а також впр. 1,2 стр. 139 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Введення граматичної теми "Modal Verbs: *could* and *had to*" стр. 138 (Coursebook).

5. Автоматизація граматичного матеріалу. Виконати впр. 5a,b стр. 61, а також впр. 3 стр. 139 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

6. Домашнє завдання Впр. 3-5 стр. 40, впр. 6 стр. 43 (Workbook).

**Практичне заняття № 33**

**Розмовна тема** “Коротка історія Ст. Хокінга”.

**Граматика:** Модальні дієслова (could, had to).

**Мета занятт**я: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Робота з новими словами "science" (впр. 1 стр. 60, Coursebook).

**Зміст основної частини заняття:**

3. Робота з текстом "A brief history of Stephen Hawking" стр. 43 (Coursebook).

4. Виконати вправи до тексту (впр. 2 – 4 стр. 42, Coursebook ). Перед тим, як читати текст перевірити розуміння слів: *birth, separate, version, fortunate, in spite, consider*.

**Узагальнення та систематизація вмінь і навичок:**

5. Іменники, прикметники і дієслова з прийменниками (впр. 4 a,b,c стр. 61).

6. Обговорити ствердження щодо науки (впр. 6 стр. 61).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 1-5 стр. 42-43 (Workbook).

**Практичне заняття № 34**

**Розмовна тема** “Ідеї та іновації”.

**Граматика**: Модальні дієслова (could, had to).

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Робота з словами: *the theory of relativity, molecules, infinity, vaccinations, genetics, levers and pulleys, psychoanalysis*. Виконати впр. 1 a,b стр. 62 (Coursebook).

**Зміст основної частини заняття:**

3. Робота над ситуацією "Ideas and Innoations". Виконати впр. 2,3 стр. 62 (Coursebook).

4. Робота з фразами "Developing an argument" (стр. 138). Опрацювання фраз в контексті: виконати впр. 4 a-b, 5 стр. 62, впр. 4 стр. 139 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Робота над ситуацією "Choosing the best invention". Виконати впр. 7a,b,c стр. 63 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

6. Домашнє завдання Впр. 1-3 стр. 44 (Workbook).

**Практичне заняття № 35**

**Розмовна тема** “Як робити записи”.

**Граматика:** Модальні дієслова (could, had to).

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2.Обговорення: When and why do you make notes?

**Зміст основної частини заняття:**

3. Аудіювання впр. 2 стр. 64 (Coursebook).

4. Робота з текстом стр. 118. Виконати вправи до тексту (впр. 2-3 стр. 58-59).

**Узагальнення та систематизація вмінь і навичок:**

5. Творче завдання. Уявіть, що визбираєтесь писати ессе на тему "Invasive species in the UK". Зробіть відповідні записи.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

6. Домашнє завдання Впр. 1 стр. 45 (Workbook).

**Практичне заняття № 36**

**Розмовна тема** “Ніч. Сон”.

**Граматика:** Дієслівні структури (Verb patterns).

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Відповісти на запитання: впр. 1 стр. 66 (Coursebook).

**Зміст основної частини заняття:**

3. Читання. Виконати вправи до тексту (впр. 2 стр. 66).

4. Аудіювання, вправи на перевірку розуміння (впр. 3 a-c стр. 67, Coursebook).

5. Введення граматичної теми "Verb Patterns" стр. 140 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

6. Автоматизація граматичного матеріалу. Виконати впр. 4a-c, 5a стр. 67, а також впр. 1 стр. 141 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 3-5 стр. 46-47r (Workbook).

**Практичне заняття № 37**

**Розмовна тема** “Працювати вночі”.

**Граматика:** Дієслівні структури (Verb patterns).

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

**Зміст основної частини заняття:**

2. Робота зі словами за темою (впр. 1a стр. 68, Coursebook).

3. Робота з текстом "Working in the dark" стр. 68-69 (Coursebook).

4. Виконати вправи до тексту (впр. 2 – 3 стр. 68, Coursebook ).

**Узагальнення та систематизація вмінь і навичок:**

5. –ing / -ed Прикметники. Розглянути тему, виконати вправи на автоматизацію (впр. 4 a,b,c, d стр. 68).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

6. Домашнє завдання Впр. 1, 5-8 стр. 48-49 (Workbook).

**Практичне заняття № 38**

**Розмовна тема** “Нічна зміна”.

**Граматика:** Наміри у майбутньому.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

**Зміст основної частини заняття:**

2. Робота з текстом "Why does it seem to be so difficult for teenagers to get up in the morning?" стр. 46 (Workbook).

3. Виконати вправи до тексту (впр. 2 стр. 47, Workbook).

4. Введення граматичної теми "Future Intentioms" стр. 140 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Автоматизація граматичного матеріалу. Виконати впр. 5 a-c, 5a стр. 69, а також впр. 2- 3 стр. 141 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

6. Домашнє завдання Впр. 2-4 стр. 48 (Workbook).

**Практичне заняття № 39**

**Розмовна тема** “Як покращіти пам'ять”.

**Граматика:** Наміри у майбутньому.

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Провести тест. Студенти виявляють свій стан пам'яті (стр. 72, Coursebook).

**Зміст основної частини заняття:**

3. Виконати вправи на закріплення теми заняття:

 1) The following are all words from the first eight units of the Course Book. Do you know what they all mean? You can refer to the Course Book or use a dictionary to remind you if necessary**.**

blizzard, cleaner, baker, dedicated, Medicine, astronomer, hurricane, talented, Astronomy, pleasant, determined, Physics, romantic, peaceful, storm, Biology, helpful, engineer, drought, impressive.

 2) Organise the words into groups. Think of enough groups to use all of the words.

 3) Now choose some of the words that you think are important or that are hard for you to remember. Try one or both of these strategies:

1 imagine the words in a particular place

2 make up a story using the words

4) Do you have any other strategies for memorising new words? Use your strategies to memorise some of the words on this worksheet.

**Узагальнення та систематизація вмінь і навичок:**

4. Робота над ситуацією "A night out". Виконати впр. 2,3 стр. 70-71 (Coursebook).

5. Робота з фразами "Expressing preferences" (стр. 140). Опрацювання фраз в контексті: виконати впр. 4 a-b стр. 71, впр. 4 стр. 141 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

6. Домашнє завдання Впр. 1 стр. 51 (Workbook).

**Практичне заняття № 40**

**Розмовна тема** “Відкриття Нової Зеландії”.

**Граматика**: Дієслівні структури (Verb patterns).

**Мета заняття**: вивчити структуру розповіді, навчитися вживати обставини часу, навчитися писати розповідь, беручи до уваги структуру та обставини часу; оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці.

**Хід заняття**

**Актуалізація опорних знань:**

1. Опрацювати слова і фрази: *full, octopus, gathered, canoe, container*. Прочитати і перекласти текст "The discovery of New Zealand – a Maori legend" (стр. 73, Coursebook).

**Зміст основної частини заняття:**

2. Виконати вправи до тексту (впр. 5-7, 9 стр. 73).

3. Переказати прочитану історію за схемою:

- Who?

- Where?

- What did they do?

- What happened?

- What to do?

- How?

- How many people?

- How long?

- Why was it failing?

- Kupe's wife?

- What then?

**Узагальнення та систематизація вмінь і навичок:**

4. Обставини часу. Виконати вправи 8 a,b стр. 73

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

5. Написати власну розповідь за однією з тем:

- a folk story from your country

- a strange dream

- the worst night of your life.

**Практичне заняття № 41**

**Розмовна тема** “Робота і промисловість ”.

**Граматика:** Структура "used to".

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологіч. мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Відповісти на запитання: впр. 1 стр. 74 (Coursebook).

**Зміст основної частини заняття:**

3. Читання. Виконати вправи до тексту (впр. 2 стр. 74).

4. Аудіювання, вправи на перевірку розуміння (впр. 3 a-c стр. 75, Coursebook).

5. Введення граматичної теми "Used to" стр. 142 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

6. Автоматизація граматичного матеріалу. Виконати впр. 5-6 стр. 75, а також впр. 1, 2 стр. 143 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 1-4 стр. 52 (Workbook).

**Практичне заняття № 42**

**Розмовна тема** “Використання золота у промисловості”.

**Граматика**: Теперішній неозначений час (пасивний стан).

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

2. Автоматизація лексичного і граматичного матеріалу. Виконати вправи:

*Work*

1) Match the words or phrases to their meanings.

1 promotion A the most successful company in one area

2 market leader B working for a company for many years

3 employee C to move to a better job in your company

4 long service D a person who works for a company

*Used to*

2) Rewrite these past simple sentences using the correct form of *used to*.

1 I travelled a lot in my old job.

2 My old boss wasn’t very nice to me.

3 Did he make you work very hard?

4 I didn’t get home until 8 in the evening.

5 I was very unhappy in that job.

*Compound nouns*

3) How many compound nouns can you make from the following words?

travel shop

clothes agent

news show

chat line

TV programme

**Зміст основної частини заняття:**

3. Робота з текстом "Uses of gold in industry" стр. 76 (Coursebook).

4. Виконати вправи до тексту (впр. 1 a-d стр. 76, Coursebook ).

5. "Compound nouns". Розглянути тему, виконати вправи на автоматизацію (впр. 2 a,b,c, d стр. 77).

6. Введення граматичної теми "Present Simple Passive" стр. 142 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

7. Автоматизація граматичного матеріалу. Виконати впр. 3-4 стр. 77, а також впр. 3,4 стр. 143 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

8. Домашнє завдання Впр. 1-9 стр. 54-55 (Workbook).

**Практичне заняття № 43**

**Розмовна тема** “Імпорт-експорт”.

**Граматика**: Теперішній неозначений час (пасивний стан).

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

**Зміст основної частини заняття:**

2. Відповісти на запитання (впр. 1 стр. 78, Coursebook).

3. Робота над ситуацією "Import-Export". Виконати впр. 2,3 стр. 78-79 (Coursebook).

4. Робота з фразами "Negotiating" (стр. 142). Опрацювання фраз в контексті: виконати впр. 4 a-b стр. 79, впр. 5 стр. 143 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Робота над ситуацією "Making a deal". Виконати впр. 7a,b,c стр. 79 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

6. Домашнє завдання Впр. 1-4 стр. 56 (Workbook).

**Практичне заняття № 44**

**Граматика:** Теперішній неозначений час (пасивний стан).

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, розвиток навичок аудіювання, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

**Зміст основної частини заняття:**

2. Аудіювання, вправи на перевірку розуміння (впр. 1, 2a стр. 80, Coursebook).

3. Опрацювання фраз, що вживаються під час доповіді (впр. 2b,c, 3 стр. 80, Coursebook).

4. Робота з текстом. Прочитати і перекласти текст "A girl's best friend?" (стр. 82, Coursebook ).

5. Доповнити речення (впр. 2 стр. 82, Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

6. Як описувати процес "Приготування шоколаду" (впр. 5-8 стр. 81, Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 1-4 стр. 57 (Workbook).

**Практичне заняття № 45**

**Розмовна тема** “Час для змін”.

**Граматика:** Теперішній неозначений час (пасивний стан).

**Мета заняття**: оволодіти лексичним матеріалом по темі заняття, закріпити граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

**Зміст основної частини заняття:**

2. Навчитися описувати процес виготовлення чого-небудь. Робота з текстом (стр. 81, Coursebook ). Описування за малюнками.

3. Засвоєння фраз, які допомагають з'єднувати речення і показувати порядок подій. (впр. 6 стр. 81, Coursebook).

4. За малюнками описати процес виготовлення чаю (письмово) (стр. 81, Coursebook ).

5. Робота з текстом. Прочитати і перекласти текст "Time for a change?" (стр. 53, Workbook ). Вправи на перевірку розуміння тексту (впр. 5,6 стр. 52, Workbook).

**Узагальнення та систематизація вмінь і навичок:**

6. Виконання граматичних вправ на закріплення теми "Present Simple Passive". 4. Домашнє завдання Впр. 8,9 стр. 55 (Workbook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Підготувати повідомлення "Describe a simple process you know".

**Практичне заняття № 46**

**Розмовна тема**: “З історії ООН”.

**Граматика**: Вживання теперішнього тривалого часу для вираження майбутнього.

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірити домашнє завдання.

**Зміст основної частини заняття:**

1. Говоріння. Монологічні висловлювання. Відповіді на питання. Впр. 1а стр. 84. Аудіювання впр. 1b стр. 84 (Coursebook).

3. Читання. Робота з текстом. Перевірка розуміння Впр. 2a, b стр. 84 (Coursebook).

4. Аудіювання. Впр. 3a, b стр. 85 (Coursebook).

5. Робота над лексичними одиницями за темою. Впр. 4a, b стр. 85 (Coursebook). Впр. 1 с.58 (Workbook).

6. Введення граматичної теми стр. 144 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

7. Автоматизація граматичного матеріалу Впр. 5-6 стр. 85, 1-2 стр.145 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

8. Домашнє завдання Впр. 7b стр. 85 (Coursebook), Впр. 2-3 с.58, Впр. 1-6 с.59 (Workbook).

**Практичне заняття № 47**

**Розмовна тема** “Великий бізнес”.

**Граматика:** Минулий неозначений час (пасивний стан).

**Мета заняття:** оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Читання. Робота з текстом стр. 86-87. Перевірка розуміння Впр. 2-4 стр. 86 (Coursebook).

3. Введення граматичної теми “Past Simple Passive” стр. 144 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Автоматизація граматичного матеріалу Впр. 5-7 стр. 87, 3-4 стр.145 (Coursebook).

5. Говоріння. Монологічні висловлювання. Відповіді на питання. Впр.8 стр. 87.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

6. Домашнє завдання Впр. 1-4 с. 60 (Workbook).

**Практичне заняття № 48**

**Розмовна тема** “Історія компанії Майкрософт”.

**Граматика**: Минулий неозначений час (пасивний стан).

**Мета заняття**: відпрацювання лексичного матеріалу по темі заняття, відпрацювання граматичного матеріалу, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

* 1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

1. Говоріння за ситуацією. Монологічні висловлювання. Відповіді на питання. Впр. 1 стр. 88.

3. Аудіювання. Впр. 2-4 стр. 88 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Розвиток навичок монологічного і діалогічного мовлення. Робота в парах і групах за ситуацією. Впр. 7-8 стр. 89 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

5. Домашнє завдання Впр. 1-3 с.62 (Workbook).

**Практичне заняття № 49**

**Розмовна тема** “Як покращити навички аудіювання ”.

**Граматика:** Вживання теперішнього тривалого часу для вираження майбутнього.

**Мета заняття:** відпрацювання лексичного матеріалу по темі заняття, відпрацювання граматичного матеріалу, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Говоріння за ситуацією. Монологічні висловлювання. Відповіді на питання. Впр. 1-3 стр. 90.

3. Аудіювання. Перевірка розуміння прослуханого. Впр. 4-5 стр. 90 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Розвиток навичок монологічного мовлення. Впр. 6 стр. 90 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

5. Домашнє завдання Впр. 1-3 с. 63 (Workbook).

**Практичне заняття № 50**

**Розмовна тема** “Есе «за» і «проти»”.

**Граматика:** Вживання теперішнього тривалого часу для вираження майбутнього.

**Мета заняття:** відпрацювання лексичного матеріалу по темі заняття, відпрацювання граматичного матеріалу, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Говоріння за ситуацією. Монологічні висловлювання. Відповіді на питання. Впр. 7 стр. 91.

3. Робота з текстом Впр. 8 с. 91(Coursebook). Читання, відповіді на питання, обговорення Впр. 9-12 с. 91(Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Написання есе. Впр. 12b с. 91(Coursebook).

**Підведення підсумків заняття:** оголошення оцінок .

**Практичне заняття № 51**

**Розмовна тема** “Глобальне потепління”.

**Граматика:** Теперішній перфектний тривалий час

**Мета**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Читання. Робота з текстом стр. 92. Перевірка розуміння Впр. 2-4 стр. 93 (Coursebook).

3. Аудіювання. Впр. 3a, b стр. 93 (Coursebook).

4. Введення граматичної теми “Теперішній перфектний тривалий час” стр. 146 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Автоматизація граматичного матеріалу Впр. 5-6 стр. 93, 1-3 стр.147 (Coursebook).

6. Говоріння. Монологічні висловлювання. Відповіді на питання. Впр.8 стр. 94.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 2-3 с. 64 (Workbook).

**Практичне заняття № 52**

**Розмовна тема** “Забруднення навколишнього середовища”.

**Граматика:** Фразові дієслова.

**Мета**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Читання. Робота з текстом стр. 65 (Workbook). Перевірка розуміння Впр. 2-4 стр.65

3. Робота з текстом стр. 94. Перевірка розуміння Впр. 1-2 стр. 94-95 (Coursebook).

4. Відпрацювання лексичних одиниць за темою Впр. 1-3 с. 66 (Workbook).

5. Введення граматичної теми “ Фразові дієслова.” стр. 146 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Автоматизація граматичного матеріалу Впр. 3-4 стр. 95 (Coursebook).

6. Говоріння. Монологічні висловлювання. Відповіді на питання. Впр.5 стр. 95.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 4-5 с. 66-67 (Workbook).

**Практичне заняття № 53**

**Розмовна тема** “Відродження на місцях”.

**Граматика:** Фразові дієслова.

**Мета**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Діалогічне говоріння за ситуацію Впр. 1-2 стр. 96 (Coursebook).

3. Аудіювання. Впр. 3-4 стр. 96-97 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Автоматизація граматичного матеріалу Впр. 5-6 стр. 147 (Coursebook). Впр. 2-3 с. 66 (Workbook).

5. Говоріння. Монологічні висловлювання. Відповіді на питання стр. 97.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 1-2 с. 68 (Workbook).

**Практичне заняття № 54**

**Розмовна тема** “Як працювати з текстом”.

**Граматика:** Теперішній перфектний тривалий час.

**Мета**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Робота з текстом стр. 98. Перевірка розуміння Впр. 1-2 стр. 98 (Coursebook).

3. Введення граматичної теми стр. 146 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Автоматизація граматичного матеріалу Впр. 7 стр. 147 (Coursebook). Впр. 3 с. 68 (Workbook).

5. Говоріння. Робота в групах за ситуацією Впр. 6 стр. 97 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 5 с. 95 (Workbook).

**Практичне заняття № 55**

**Розмовна тема** “Чи врятує наука світ?”.

**Граматика:** Теперішній перфектний тривалий час.

**Мета**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Дискусія за ситуацією Впр. 4 стр. 99 (Coursebook).

3. Робота з текстом стр. 99. Перевірка розуміння Впр. 6-9 стр. 99 (Coursebook).

3. Робота з текстом стр. 69. Перевірка розуміння Впр. 1-2 с. 69 (Workbook).

**Узагальнення та систематизація вмінь і навичок:**

4. Автоматизація навичок письма Впр. 3 с. 69 (Workbook).

**Підведення підсумків заняття:** оголошення оцінок.

**Практичне заняття № 56**

**Розмовна тема** “ Світ спорту”.

**Граматика:** Умовні речення ІІ типу

**Мета**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Читання. Робота з текстом стр. 100. Перевірка розуміння Впр. 1-4 стр. 100-101 (Coursebook).

3. Аудіювання. Впр. 3a, b стр. 101 (Coursebook).

4. Введення граматичної теми “Умовні речення ІІ типу ” стр. 148 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Автоматизація граматичного матеріалу Впр. 5-6 стр. 95, 1-3 стр.149 (Coursebook).

6. Говоріння. Монологічні висловлювання. Відповіді на питання. Впр.6 стр. 101.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 1-3 с. 70 (Workbook).

**Практичне заняття № 57**

**Розмовна тема** “ Великий спорт – великий бізнес”.

**Граматика:** Висловлювання з too/enough.

**Мета**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Читання. Робота з текстом стр. 102 (Workbook). Перевірка розуміння Впр. 2-4 стр.72

3. Робота з текстом стр. 103. Перевірка розуміння Впр. 1-2 стр. 102-103 (Coursebook).

4. Відпрацювання лексичних одиниць за темою Впр.3-4 с. 72 (Workbook).

5. Введення граматичної теми “ Висловлювання з too/enough.” стр. 146 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

5. Автоматизація граматичного матеріалу Впр. 3-4 стр. 102 (Coursebook).

6. Говоріння. Монологічні висловлювання. Відповіді на питання. Впр.7 стр. 103.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 5-9 с. 72-73 (Workbook).

**Практичне заняття № 58**

**Розмовна тема** “ Психологія і спорт”.

**Граматика:** Висловлювання з too/enough.

**Мета**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Діалогічне говоріння за ситуацію Впр. 1-2 стр. 104 (Coursebook).

3. Аудіювання. Впр. 3-4 стр. 104-105 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Автоматизація граматичного матеріалу Впр. 5-6 стр. 150 (Coursebook). Впр. 2-3 с. 74 (Workbook).

5. Говоріння. Монологічні висловлювання. Відповіді на питання стр. 105.

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 5-6 с. 75 (Workbook).

**Практичне заняття № 59**

**Розмовна тема** “ Видатні спортсмени”.

**Граматика:** Умовні речення ІІ типу.

**Мета**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Робота з текстом стр. 106. Перевірка розуміння Впр. 1-2 стр. 106 (Coursebook).

3. Введення граматичної теми стр. 152 (Coursebook).

**Узагальнення та систематизація вмінь і навичок:**

4. Автоматизація граматичного матеріалу Впр. 3 стр. 153 (Coursebook). Впр. 12 с. 75 (Workbook).

5. Говоріння. Робота в групах за ситуацією Впр. 4 стр. 106 (Coursebook).

**Підведення підсумків заняття:** оголошення оцінок та домашнього завдання на наступне заняття.

7. Домашнє завдання Впр. 5 с. 75 (Workbook).

**Практичне заняття № 60**

**Розмовна тема** “ Як скласти іспит ”.

**Граматика:** Умовні речення ІІ типу.

**Мета**: оволодіти лексичним матеріалом по темі заняття, засвоїти граматичний матеріал, вміти використовувати свої знання на практиці: у монологічному мовленні та діалозі, усно та письмово; розвивати навички аудіювання.

**Хід заняття**

**Актуалізація опорних знань:**

1. Перевірка домашнього завдання.

**Зміст основної частини заняття:**

2. Дискусія за ситуацією Впр. 5 стр. 106 (Coursebook).

3. Робота з текстом стр. 107. Перевірка розуміння Впр. 9 стр. 107 (Coursebook).

3. Робота з текстом стр. 75. Перевірка розуміння Впр. 1-2 с. 75 (Workbook).

**Узагальнення та систематизація вмінь і навичок:**

4. Автоматизація навичок письма Впр. 3 с. 75 (Workbook).

**Підведення підсумків заняття:** оголошення оцінок.

**ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ**

**Кредит 1.**

**1. Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми**

*The weather*

1 Use one word from the box to complete each sentence.

*blizzard drought hurricane storm drought*

1 If an area suffers \_\_\_\_\_\_\_\_\_\_\_, all the land is dry and it is hard for people to have enough water for all the things in their daily life.

2 On a dark night, the sound of thunder and the sight of lightning filled the sky during a terrible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3 A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is recognised on satellite as a huge moving wind-pattern and on the ground as very strong winds and hard rain.

4 During a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it is best not to drive or even go outside your house. The snow blowing in fast winds can make it very hard to see anything.

2 Choose the correct word in each sentence.

1 During the hurricane the *wind/windy* speed got up to 100 kilometres an hour.

2 Hurricanes generally occur in warmer countries and include heavy *rain/snow* fall.

3 Before a storm, the sky will usually be *cloudy/cloud*.

4 A long period of *foggy/dry* weather can lead to drought.

*Present simple and present continuous*

3 Write the verb in brackets in the correct tense in each example.

 Many people 1(feel) \_\_\_\_\_\_\_\_\_\_\_that currently global warming 2(change) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the weather in almost every country in the world. The number of floods in northern Europe 3(increase) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, while at this time droughts and forest fires 4(happen) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ much more frequently in southern Europe. Scientists 5(see) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ similar patterns of change all around the world. However, others do not agree and point out that weather patterns always 6(change) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from year to year, and that people always 7(worry) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the weather.

4 Identify and correct the mistakes in the following sentences.

1 Scientists are believing that global warming causes great environmental damage.

2 Today the weather is very bad. Right now, it rains a lot.

3 Nowadays, many people is moving to countries with fewer weather problems.

4 Do the temperature rising in many countries?

**2. Комунікативна ситуація “Прогноз погоди у різних частинах світу” (опис картинок). Розв'язати кросворд, використовуючи активну лексику теми.**

 Look at the icons. Guess which icon corresponds with which type of weather. Then look at the maps. One map shows what the weather is usually like in certain cities. The other map shows what the weather is like today in certain cities. Describe the weather.

**3. Робота з текстом “Climate change”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

**CLIMATE CHANGE**

 These days most people believe that weather patterns around the world are changing. The world is getting hotter and storms, hurricanes, floods and droughts are starting to happen where they are not normally expected. This process is called climate change.

 *Causes of climate change*

 Climate change always happens, through a variety of causes such as the oceans of the world becoming larger or smaller, the movement of large areas of land around the planet, and changes in temperatures over long periods of time.

 However, most recent discussion on climate change focuses on human activities which have an effect on the climate. This includes the burning of fossil fuels, such as petrol, which releases carbon dioxide into the air. Extra carbon dioxide causes an increase in the average temperature of the Earth’s air and oceans. This very fast increase is called global warming.

 *Examples of climate change*

 Global warming is seen as a direct cause of many changes in weather patterns, such as the lack of rainfall in some countries, causing drought, and the increase in rainfall in other areas, causing floods. Also, rising temperatures in oceans and the air can cause changes in the way that winds move around the planet, leading to an increased number of severe storms, including hurricanes, in certain areas.

 An increase in global temperatures also leads to ice melting at the North and South Poles, which then leads to rising sea levels. Other effects of changes in the climate include damage to land normally used for growing food, and some kinds of animals disappearing from the planet completely.

 *What can be done?*

 Most people agree that we have to change the way that we live, using fewer fossil fuels and doing much more to protect the natural environment.

1. Put the following events in the correct order.

1 Wind patterns around the world change.

2 Mankind burns fossil fuels such as petrol.

3 Storms and hurricanes occur.

4 The temperature of the air and the oceans increases.

5 Carbon dioxide is released into the air.

Correct order: 2, \_\_\_, \_\_\_, \_\_\_, \_\_\_

2. According to the text, is each of the following statements true or false?

1 Climate change is only a very recent process. T / F

2 People think that global warming is caused by things we do. T / F

3 Storms can be caused by an increase in global temperatures. T / F

4 An increase in temperatures leads to an increase in polar ice. T / F

3. Which is the best definition of the term ‘climate change’?

1 The fact that general temperatures all around the world are rising.

2 The process in which weather patterns are changing around the world.

3 Storms, hurricanes, floods and droughts starting to happen around the world.

**Кредит 2.**

1. **Комунікативна ситуація "Як нанімати людей на роботу у сімейну компанію" (вживання прикметників, що описують особистість).**

 You are going to choose the best people to work in the family company "Smith and Smith". There are 3 free posts in the company. There are 6 members of the Smith family who would like to work in their family company. You must decide who is the right person for the job.

**2. Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми**

*Personality adjectives*

1. Which adjectives would you use to describe each of these people?

dedicated determined friendly hard-working helpful

inspirational kind lovely patient talented

1 Kankugbe works for a charity in Africa. He is paid little, and works long days. He wants to help the people of his country. *dedicated, hard-working, helpful, kind*

2 Sophia works with children in a nursery school. She loves reading stories and playing games. She speaks softly when a child is upset. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 Hyun-ha can play ten musical instruments. She plays violin and cello in an orchestra. She practises three hours a day. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 Last year, Parshu tried four times to climb Mount Everest, the highest mountain in the world. Today, he is starting his fifth trip. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Past simple*

2. Rearrange the words to make sentences.

1 went I on a trip Africa through year Last. *Last year I went on a trip through Africa.*

2 didn’t clothes me I enough bring with. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 you eat What on food did trip your? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 send needed me extra to some My food friends. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 Africa you to enjoy visit Did your? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Time expressions*

3. Put the correct preposition, *in, on* or *at*, into each sentence.

1 Could you come and visit me *on* Saturday?

2 \_\_\_\_ eight o’clock tonight there will be a firework display.

3 He first went to school \_\_\_\_\_ 1969.

4 I am visiting my grandmother \_\_\_\_\_\_ Christmas Day.

*Past continuous and past simple*

4. Choose the correct verb forms**.**

1 She *was eating/ate* an apple when she found a worm in it.

2 They couldn’t get into the cinema while the film *was showing/showed.*

3 What *were you doing/did you do* at the time when the police caught you?

4 When Stephen *was arriving home/arrived* home, I was eating dinner.

 5 The student *don’t listen/wasn’t listening* when the teacher gave the instruction.

**3. Повідомлення на тему "Ви запрошуєте у гості відому персону".**

 You are going to invite a famous person from the past or present to dinner. Who would you invite? Make notes under these headings:

- his/her life (early, later);

- personality:

- influence:

- his/her abilities, skills:

- two questions you would like to ask him/her.

**4. Робота з текстом “Martin Luther King”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

**MARTIN LUTHER KING**

 Martin Luther King was an important leader in the American civil rights movement, the political struggle by black people in the USA to get equal rights with white people.

**Life story**

 Martin Luther King was born on 15 January 1929 in the city of Atlanta in the USA. He was the son of a minister of the Baptist Church, and later became a minister of the church himself. While he was growing up, King saw a lot of differences in the lives of white people and of black people. As an adult, he went on to lead many protests against these differences until he was killed on 4 April 1968.

**Political movement**

 One day in 1956, a black woman, Rosa Parks, was travelling on a bus. When a white man told her to give him her seat (which the law said she must do), she refused. Her act led to many similar protests. At the time of Rosa Parks’ action, King was serving as a minister in his father’s church. King became the leader of a protest among all black people in the state of Alabama. They refused to travel on buses. During the bus protest, Martin Luther King’s home was bombed and he was arrested by the police.

 From that time, King became a leader among black people in the south of the USA. He travelled all over the country and the world, speaking to people about the unequal treatment of black and white people, and looking for support for the civil rights movement. He led protests and marches for equal rights, wrote books on the subject and even met with presidents.

 However, his ideas and acts were not popular with everyone. In 1968, while leading a protest in the city of Memphis, Martin Luther King was shot and killed.

 1 Answer these questions about the text.

1 What in Martin Luther King’s early life made him want to struggle for equal rights?

2 Why did the man think Rosa Parks would give him her seat?

3 Why do you think Martin Luther King was killed?

2 Complete the following sentences.

1 While Martin Luther King was growing up he saw .........................................................

2 While Rosa Parks was travelling on a bus a man .........................................................

3 At the time of Rosa Parks’ protest, Martin Luther King ..................................................

4 While the bus protest was happening, Martin Luther King ............................................

5 At the time he was killed, Martin Luther King ................................................................

3 Write a short passage about the kind of man you feel Martin Luther King was. Try to use some of the adjectives:

Dedicated, determined, hard-working, friendly, helpful, inspirational, kind, lovely, patient, talented

**Кредит 3.**

**1. Робота з текстом “Media job advertisements”. Прочитати текст, перекласти незнайомі слова, переказати зміст з використанням нової лексики з тексту.**

**MEDIA JOB ADVERTISEMENTS**

**1 Producer**

ABLE TV is looking for a hard-working and dedicated producer prepared to work on a variety of different television programmes.

You should have experience of producing drama, especially soap operas. It is preferable if your experience includes other programmes such as documentaries, live broadcasts, comedy and advertisements.

**2 Radio presenter**

RADIO 10 requires a presenter for a new lifestyle series. Each programme in the series will look at a different aspect of modern popular culture.

You should have a very good knowledge of popular media: celebrity lifestyles, soap operas, fashion and pop music.

You will be required to carry out your own research and develop your own reports.

**3 Designer**

A large media group requires a multi-talented designer to work on a range of projects for both printed media and electronic media such as the Internet.

You must have experience in designing newspaper advertisements, illustrated magazines and page layout for magazines and websites.

**4 News reporter**

A major news agency is looking for a talented and flexible journalist to work as a news reporter on their team. We require someone who will write newspaper stories, TV reports and webcasts.

You must have experience of writing for newspapers, magazines and the Internet. You must also be willing to work in a lot of different situations at short notice.

 1. Answer the questions about the text.

1 Which jobs require experience working in television? \_\_\_\_\_\_\_

2 Which jobs require experience working for newspapers? \_\_\_\_\_\_\_

3 Which jobs require experience with advertising? \_\_\_\_\_\_\_

4 Which jobs require someone who can write? \_\_\_\_\_\_\_

5 Which jobs want someone to put work on the Internet? \_\_\_\_\_\_\_

6 Which jobs require someone to work on a variety of different projects?

2. Look at the text and find a word that matches each of the definitions below.

1 Ready to work hard for a long time. \_\_\_\_\_\_\_

2 Good at a number of different things. \_\_\_\_\_\_\_\_\_

3 Willing to work in a lot of different environments at short notice. \_\_\_\_\_\_\_\_\_

4 The way that a person or group of people live. \_\_\_\_\_\_\_\_\_

5 The adjective form of the verb ‘to prefer’. \_\_\_\_\_\_\_\_\_

6 A group of programmes on a connected theme or with the same characters.

7 Describes the Internet, CD-ROMs and other computer programmes.

3. Write a short letter of application for one of these positions.

**2. Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми**

*The media*

1. Choose the most appropriate word from the box to complete each sentence.

politician search engine article programme

photography reality TV show soap opera comedy

1 The people on a \_\_\_\_\_\_\_\_\_\_are watched by cameras 24 hours a day.

2 When a newspaper journalist writes an \_\_\_\_\_\_\_\_\_\_\_\_ it is printed in a newspaper.

3 When a TV journalist makes a report it is shown on a news \_\_\_\_\_\_\_\_\_\_\_\_.

4 A \_\_\_\_\_\_\_\_\_\_\_\_ is a person who makes or wants to make decisions in government.

5 I watched a great \_\_\_\_\_\_\_\_\_\_\_\_ last night and I couldn’t stop laughing!

6 If you want to find something on the Internet, start with a \_\_\_\_\_\_\_\_\_\_\_\_.

7 The quality of John’s pictures impressed the judges with his skill in \_\_\_\_\_\_\_\_\_\_\_\_.

8 I watch a \_\_\_\_\_\_\_\_\_\_\_\_ every night because I want to see the characters develop.

*Articles*

2. Correct the mistakes in the following sentences.

1 Look at this picture. Do you like a dress she is wearing? \_\_\_\_\_\_\_\_\_\_

2 I don’t really enjoy watching a documentaries. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 But I did enjoy all documentaries I watched last night. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 He works for radio station. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 My brother’s the journalist. He works for big newspaper. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 I heard a good programme on radio last night. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Relative pronouns*

3. Match the beginning and end of each sentence.

|  |  |
| --- | --- |
| 1 A news reporter is a person 2 David Bailey is a photographer 3 A webcast is a programme 4 A documentary is a programme 5 This is the presenter 6 The EU is a group of countries  | A which gives you information on a topic. B who interviewed Bill Gates on TV. C who takes pictures of the rich and famous. D that have political and economic ties. E who researches and writes about stories. F which is broadcast on the Internet  |

**3. Комунікативна ситуація "Працюючи з іншими" (переваги і недоліки праці разом, різні види роботи, які краще виконувати разом чи самостійно, висловіть свою думку ).**

*Working with others*

 1. Look at the statements in the box. Decide if they are given as advantages or disadvantages of working with others.

1 “Talking about a subject means that I am thinking about the subject.”

2 “I get to check if my ideas are correct.”

3 “Too many ideas make things confusing.”

4 “I can’t think through a question properly when everyone is talking at the same time.”

5 “I don’t want to share my ideas with others.”

6 “We can split the work between us.”

7 “We all know different things about a subject which we can share.”

8 “It stops me from getting bored.”

9 “It’s hard when other people don’t like my ideas.”

10 “When I don’t understand something I can ask my friends to help me.”

11 “I think I am more confident in asking questions and talking about difficult subjects now.”

Do you agree or disagree? What are your feelings about working with others?

 2. Look at the list of different types of study or work and decide whether you think each would be better to do individually (I) or with a group (G).

1 Thinking up ideas for an advertising campaign. \_\_\_\_\_\_

2 Writing an essay. \_\_\_\_\_\_

3 Building a boat. \_\_\_\_\_\_

4 Understanding a complicated political theory. \_\_\_\_\_\_

5 Practising speaking a new language. \_\_\_\_\_\_

6 Studying for a Maths exam. \_\_\_\_\_\_

 3. Look at the topics in the box. Consider what your own opinions are on them.

1 The Internet is a great tool when preparing for an essay or exam.

2 There are lots of new and different ways to create electricity or other energy.

3 Rich, developed countries need to do more to help poor, developing countries.

What would happen if you discussed these topics with other students? Tick ideas you agree with.

- I could understand the topic better.

- I could get more information.

- I could get new ideas.

- I could practice giving my opinion.

- I would hear opposite opinions.

- I might change my opinion.

**4. Твір на тему “Моя улюблена TV програма”. Описати свою улюблену телепрограму з використанням вивченої лексики.**

 **Кредит 4.**

**1. Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми**

*Guessing the meaning of unknown words*

1. Read these sentences and decide whether the missing words are adjectives or nouns.

1 I needed medicine, so the doctor wrote me a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2 My young son has been taken to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ward of the hospital.

3 While I was in hospital, I was seen by \_\_\_\_\_\_\_ students training to be doctors.

4 The doctor listened to my heart with her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Now decide which definition matches the words missing from each sentence.

A related to the medical care of children

B advanced students gaining practical experience

C a written instruction for preparation of medicine

D a medical instrument for detecting sounds inside the body

Finally, use a dictionary to check the meaning of these words and match them to the correct sentences.

stethoscope

intern

prescription

paediatric

2. Look at the nouns in the box. Each is made from two other words. Can you guess the nouns’ meaning from the words that they contain? Complete the sentences using the nouns.

seasick bedsores breastbone heartache

1 At the centre of the skeleton, in the middle of the chest, is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2 After two months of lying on my back, I was covered in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is not a medical condition, it’s an emotional problem.

4 The boat’s movement made him feel very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Can you guess the meaning of the words in italics? Do not use a dictionary.

I went to the doctor’s *clinic* in my town with a terrible headache. I spoke to the *receptionist* and asked her if I could see a doctor. She told me that there were no *appointments* until the afternoon. I went home again but I had a *horrendous* wait of four hours because I had such a terrible pain in my head. When I went back to the clinic, I was surprised that the doctor was so young. I was worried that he was *inexperienced*. However, he spoke to me in a very *confident* way. In the end, he gave me some *painkillers* and told me to go home to rest.

**2. Робота з текстом “Health in the workplace”. Прочитати текст, перекласти незнайомі слова, переказати зміст з використанням нової лексики з тексту.**

**HEALTH IN THE WORKPLACE**

*Workstations*

 Workstations must be designed to suit the nature of the work that the people using them are required to do. People must be able to leave their workstation 1\_\_\_in the event of an emergency such as a fire alarm. Seats should give good support to the lower back and be at the 2\_\_\_\_\_ height for the worker to place their feet flat on the floor. Keyboards should be just above knee-height.

*Air*

 Make sure that the workplace is well ventilatedwith plenty of fresh air from a source outside the workplace. This air must be able to move around the office without causing a draught. If air is contaminatedby dirt or germs from working areas make sure that air-conditioning 3\_\_\_\_\_ and purifies the air 4\_\_\_\_\_ around the room.

*Lighting*

 Lighting should be adequatefor people to work safely and without 5\_\_\_\_\_. If necessary, locallighting should be provided at individual workstations. Light fittings and equipment should not create any hazard or danger to the worker.

*Cleanliness and maintenance*

 Every workplace should be cleaned on a regular schedule. Waste should be moved regularly and all waste materials should be kept in a suitable receptacle. The workplace and all equipment in it must be maintained in 6\_\_\_\_\_ working order. Also the building itself must be regularly assessed for hazards such as fire danger or any potential risks to safety.

1. Look up each of these words and then put them into the gaps in the text.

A strain C efficient E circulating

B swiftly D filters F ideal

2. Match each word with the most suitable definition.

1 workstation A made unclean

2 ventilated B in a near area

3 contaminated C an area to do a particular job by an individual

4 adequate D a container, something which can hold or carry

5 local E given a current of air to refresh or purify

6 receptacle F enough or just enough for a task

3. Answer these questions about the text.

1 Do these suggestions relate to what the worker or what the company must do?

2 Can you think of some problems caused by not following these suggestions?

3 What do you think are the three most important points for health in the workplace?

**3. Твір на тему** **“У здоровому тілі – здоровий дух”.**

**Кредит 5.**

**1. Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми**

*Comparatives and superlatives*

1. For each sentence write a second sentence with the same meaning, using the prompts.

1 Greenland is larger than Iceland.

Iceland (small) Iceland is smaller than Greenland.

2 This country is the cheapest one to live in.

This country (cheap) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to live in than the others.

3 Sumatra is less popular than Madagascar.

Madagascar (popular) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 The countryside in Britain is more impressive than the cities.

The cities (impressive) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 All of the other islands are wilder than this one.

This island (wild) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 The other islands are more pleasant than this one.

This (pleasant) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ island.

*Expressions of quantity*

2. Choose the most appropriate word from the box to complete each sentence.

*a lot of, few, little, many, much*

1 There are few people who understand this. I think you might be the only one!

2 I don’t have \_\_\_\_\_\_\_\_ ideas about how to fix this. Do you?

3 He was worried because he had \_\_\_\_\_\_\_\_ money to buy a present with.

4 Did you have \_\_\_\_\_\_\_\_ trouble finding the correct building?

5 There are \_\_\_\_\_ people interested in the job, so it will be difficult choosing one.

*Landscapes and animals*

3. Group the words according to the categories: Small animals, Water, Large animals, Land:

squirrel, beach, tiger, lake, elephant, sand,

sea, leopard, river, panda, wave, gorilla,

lagoon, red deer, cliff, hedgehog, mountain, rabbit

**2. Робота з текстом “Fantasy Island”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

**FANTASY ISLANDS**

 Fantasy is something or somewhere in your imagination that is perfect for you. Read about these two islands. Which one is your fantasy island?

Peaceful Island

 Come to Peaceful Island if you want to have a calm, quiet and relaxing time.

The island is only about 10 kilometres around the coast, and much of its centre is taken up by a lagoon of clear, calm water –more beautiful than any other lagoon in the world. There are beaches around the lagoon and all along the sea coast.

 Peaceful Island also has a mysterious temple at the top of its one small hill – a beautiful and very old place to pray.

 The population here is small, only 3,000 people. There are a lot of small and pleasant restaurants to eat in, but at night there is little to do here except relax in your beach house, watch the stars and listen to the sea. It really is the most peaceful place you could hope to find.

 Wild Island

Come to Wild Island if you want to have interesting and exciting new experiences.

This island is 12 kilometres long and 5 kilometres wide, but most of the island is filled with wild forests and unusual animals. There are also some high hills and impressive scenery such as waterfalls. There are not many beaches on this island, but there are so many other things you can do here – have a forest adventure, go looking for strange animals or climb Mount High at the centre of the island to see the impressive views from the top.

 There is quite a large population living in towns on the coast – about 40,000 people. In the towns there are lots of restaurants, bars and nightclubs. By day and by night, this island is wilder than any other!

1. Answer these questions from the text.

1 What does ‘fantasy’ mean? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 What does ‘temple’ mean? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 What superlative can describe Peaceful Island’s lagoon? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 What superlative can describe Wild Island? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Write sentences comparing Peaceful Island and Wild Island. Use the prompts given.

1 (large) Wild Island is larger than Peaceful Island.

2 (calm) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 (exciting) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 (crowded) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 (romantic) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Which would be your fantasy island? Write your reasons why, or, if you prefer, write about a different fantasy island – one that is perfect for you. Why is it better?

**3. Підготувати міні-презентацію благодійної організації, спираючись на запропоновану лексику.**

 Look at the different charities available. You should prepare the arguments and convince people why one of the charities is more deserving money than the others.

**4. Написання твору-зіставлення "Два різних природних явища, або Дві різні тварини, або Два різних острови".**

 Write an essay comparing and contrasting:

* two natural features (e.g. two lakes, mountains etc.);
* two different animals;
* two of the islands.

**Кредит 6.**

**1. Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми**

*Ages*

1. Choose the most appropriate age to complete each sentence.

1 A 20-something has much more freedom than *a teenager/a retired person*.

2 A young adult is more likely to take risks than *a retired person/an adolescent*.

3 An adolescent will usually ask *a middle-aged person/a child* for help when s/he doesn’t understand something.

4 An elderly person needs more care than *a child/a 30-something*.

*Negative adjectives*

2. Decide whether the underlined adjectives have been used in the correct form, positive or negative. Correct the adjectives which are wrong.

1 Don’t be careless or you’ll break something!

2 I’ve always been lucky in my investments. That is why I am so poor!

3 The designers chose a very usual style because they hope to surprise everyone.

4 My tutor is very kind with his grading. He failed my essay and I thought it was very good.

5 A local firm tried to win the contract, but it was hopeless. They could not compete against a large international company.

6 These scissors are useless. They are too blunt to cut anything.

7 The flight from Dubai was very comfortable. There was bad weather which kept rocking the plane.

*Prediction*

3. Complete these predictions using *will*, *won’t*, *may* or *might*.

1. By the end of this century, the population of the Earth …….
2. Fifty years from now, computer technology …..
3. Five years from now, I …….
4. Next year, my family …….

*Correcting your writing*

Gr = grammar WW = wrong word (vocabulary)

Sp = spelling WO = word order

^ = missing word P = punctuation

4. There is one mistake in each sentence. Use the correction code above to identify the type of mistake.

1 In most developed countries people are living longer. **\_\_\_\_\_\_**

2 There a lot more retired people in these countries. **\_\_\_\_\_\_**

3 These old people is taking government pensions for more years. **\_\_\_\_\_\_**

4 This very expensive is for the governments. **\_\_\_\_\_\_**

5 Some governments want to increase the retire age. **\_\_\_\_\_\_**

6 However many people think this is unkind to the elderly. **\_\_\_\_\_\_**

5. Identify the mistakes in the following passage. Write the correct symbol above the mistake.

If people cointinue to live longer new problems will start to happen. People

will be retirement longer than they are work in. If people not work, they will

not pay tax. If they doesn’t pay tax, the government will have less money for

pay pansions. How will elderly person survive if they don’t have pansions.

**2. Робота з текстом “Investment in your future – trusted life insurance”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

**INVESTMENT IN YOUR FUTURE – TRUSTED LIFE INSURANCE**

 At this time of life, perhaps you are in good health, you have a good job and your family are all happy, healthy and well cared for. But there are many unexpected things that can happen in life.

 So at Trusted Life Insurance we ask you to consider a few important questions:

- What will happen to your family if you lose your income for a short time or permanently?

- What will happen if you have an accident?

- What will happen if you fall ill?

- What will happen if you have to look after a member of your family full-time?

- What income will you have after you retire?

- And, as much as we all hate to think about it, who will provide for your family if you die?

Happily, here at Trusted Life we have the answers to those questions. Among the services we can provide:

(a) **retirement fund** in which you can invest to ensure you will continue to live comfortably after your working life has finished

(b) **income protection** for times when injury or illness stops you working

(c) **sickness insurance** against illness that permanently prevents you from working

(d) **family-care insurance** means you will get an income if you have to leave your job to take care of a member of your family.

(e) **life insurance** that makes sure your family will have money in the event of your death

 If the unexpected happens, you will be happy you invested in Trusted Life.

Make an investment in the comfort, security and wellbeing of your family, for now and for the future.

 1. Match each question with the possible solution(s) given in the text (a–e).

1 What will happen if you have an accident?

2 What will happen if you have to look after a member of your family full-time?

3 What income will you have if you retire?

 4 What will happen if you die?

2. Now use that information to complete these sentences.

1 If you retire, you will\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2 If you have to look after a member of your family full-time, you will\_\_\_\_\_\_\_.

3 If you die, your family \_\_\_\_\_\_\_\_.

3. Read the advertisement to find the noun form of each of the verbs given below.

verb noun verb noun

to insure \_\_\_\_\_\_\_\_\_ to protect \_\_\_\_\_\_\_\_\_

to invest \_\_\_\_\_\_\_\_\_ to retire \_\_\_\_\_\_\_\_\_

to secure \_\_\_\_\_\_\_\_\_

**3. Підготовка до розмови з теми “Життя за 50 років” . Продумати, яку роль відіграватиме родина у житті кожної людини та всього суспільства у майбутньому.**

 Write a short paragraph about your predictions for your society in 50 years.

**4. Твір на тему “Що змушує тебе пишатися суспільством, в якому ти живеш ?”.**

 Write an essay "What makes you proud of your society today?".

**Кредит 7.**

**1. Робота з текстом “Science – not for girls?”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

**SCIENCE – NOT FOR GIRLS?**

Today I have the pleasure of meeting Mrs Alexandra Grey, who left school more than 70 years ago.

*What do you remember most about school?*

 Well, school was very hard work. There wasn’t much time for fun. In classes we had to sit quietly and do everything the teacher told us. We had to do a lot of writing. There was no chatting and no games. And of course, in my early school years I was only ever in classes with other girls.

*Were there any boys in your school?*

 Oh, there were boys, but we had separate classes.

*So could you meet with the boys at all?*

 At first, no. We had to go in through different gates, and we had to use a separate playground at break times. We passed the boys in the corridors, but weren’t allowed to talk to them. I didn’t like that at all because, outside school, lots of my friends were boys.

*You said, ‘at first’. Did that change?*

 Well, in those days, everyone did subjects like English and Maths and Science in their early years, but once you reached 12, you had to decide if you wanted to continue with academic subjects or if you were going to learn practical subjects. Of course, the school didn’t expect girls to study science. In fact, usually girls couldn’t do it at all. We had to do Home Economics or Secretarial Studies so that we could learn to be good housewives or secretaries.

 However, I knew that I wanted to study the sciences, all of them – Biology, Physics and Chemistry. The school wasn’t happy about it. My family and I really had to argue and fight to get me into them. And when I continued with those subjects I had to join classes with the boys. There were no other girls in those classes!

*Do you think it was a good idea to study science?*

 Yes. I worked as a scientist all my life.

 1. Answer these questions about the text.

1 Did Mrs Grey have fun at school?

2 What type of student was Mrs Grey, academic or practical?

3 Do you think Mrs Grey was happiest in her early years or later years at school? Give reasons.

2. Compare your school life to Mrs Grey’s. Follow the example as a guide.

*In Mrs Grey’s school, boys and girls couldn’t talk to each other. In my school we can*.

1 She had to do a lot of writing. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 You had to choose your subjects at 12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Робота з текстом “Ways of learning”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

1. Imagine that you are preparing to write an essay called ‘Learning styles and the best way to learn’. Read the following passage to get ideas for your essay.

**WAYS OF LEARNING**

 Modern educational research looks closely at the ways in which students learn new information. This work has developed a number of theories about how students learn a subject.

 One theory that has become popular and is being used in many different educational situations is *Learning styles.* This theory gives three different ways or styles of learning that different students prefer. *Auditory learners* learn best from hearing things. *Visual learners* learn best from seeing things. *Physical learners* learn best through doing things. Although it is very hard to say that any one student is completely one style of learner, the theory does suggest that certain learning strategies will suit some students better.

 Suggested strategies for auditory learners are to record lectures and lessons to listen to again later; to listen to information in recordings from the radio or Internet; and to say things aloud as you revise.

 Visual learners benefit from using different colours to organise information and notes; using diagrams and pictures to illustrate ideas; and copying information several times.

 For physical learners the best strategies are to put information on cards that can be moved around; to move around while studying; and to choose subjects that involve practical work or research.

 Other educational theories expand on or support the Learning styles theory. For further ideas, you could read about Multiple-intelligences theory.

2. Now rewrite the notes in the form of a numbered list (see page 64 in the Course Book).

**3. Комунікативна ситуація. Описати професійні обов'язки, користуючись картинками.**

 Write down what you think the duties of the jobs are.

**4*.* Підготовка повідомлення "Що я повинен робити, а що ні у повсякденному житті?".**

 Write down ten things that you have to or mustn't do in your daily life. Think about work, study, home and free time activities.

**5. Твір на тему “Що робить місто успішним ”, або "Як покращити своє рідне місто".**

 Write an essay "What makes a town successful?".

**6. Робота з текстом “Women and science”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту (**Ian Lebeau, Gareth Rees. Language Leader. Pre-Intermediate. Pearson Longman. – Coursebook. – P. 118).

**Кредит 8.**

**1. Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми**

*Sleep*

1. Complete each sentence with the correct form of *sleep*.

sleep (x2) sleepless asleep sleepy

1 It’s late, but I don’t feel \_\_\_\_\_\_\_\_\_\_\_\_\_. That’s strange.

2 I’m tired because I keep having \_\_\_\_\_\_\_\_\_\_\_\_\_ nights.

3 When my daughter goes to bed, she can \_\_\_\_\_\_\_\_\_\_\_\_\_ through any loud noise.

4 Sleepwalking? Oh, that’s when people walk in their \_\_\_\_\_\_\_\_\_\_\_\_\_.

5 Come in, but be very quiet. My mother is upstairs and she is \_\_\_\_\_\_\_\_\_\_\_\_\_.

*Verb patterns*

2. Write the verb in brackets in the correct form. Add the preposition if necessary.

1 After searching for two hours, I managed \_\_\_\_\_\_\_\_\_\_\_\_\_ the right book. (find)

2 Everybody keeps talking \_\_\_\_\_\_\_\_\_\_\_\_\_ the party, but no-one is. (leave)

3 Can you come to my office? We need \_\_\_\_\_\_\_\_\_\_\_\_\_. (talk)

4 A scientist has succeeded \_\_\_\_\_\_\_\_\_\_\_\_\_ a cure for the disease. (find)

5 My cat seems \_\_\_\_\_\_\_\_\_\_\_\_\_ you. Usually he doesn’t sit on people. (like)

*Adjectives with* -ing *or* -ed

3. Choose the correct form of each adjective.

1 Mr Brown is such a *boring/bored* teacher that I fall asleep in his classes.

2 I can’t wait to get my new bike. I’m so *exciting/excited.*

3 Would you be *interesting/interested* in hearing more about this new product?

4 I have never seen such an *amazing/amazed* computer. It can do everything!

*Future intentions*

4. Write one intention (*going to*), one desire (*would like to*) and one hope for each.

1 What are you going to do next week?

intention: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

desire: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hope: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 How will you make money in the future?

intention: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

desire: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

hope: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Робота з текстом “Common dreams”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

**COMMON DREAMS**

 There are some dreams that many people have. Have you ever wondered what they mean?

*Chase dreams*

 You are running fast, and someone is chasing you. Maybe you don’t know who they are or why they are chasing you, but you know you must run. Is this fun? Do you enjoy it? No, probably you feel quite 1\_\_\_. These dreams often leave you feeling anxious and fearful. This is because the person chasing you represents the problems you have in life. You cannot face them, so you feel that you must run from them.

*Teeth dreams*

 Your teeth are falling out or breaking into small pieces and there is nothing you can do to stop it. How do you feel? Of all dreams, these can be the most 2\_\_\_\_\_\_. If you have these dreams, it suggests that you are worried about the way that you look to other people. Perhaps you feel that you are not as good as others, and that you are not attractive.

*Naked dreams*

 Have you ever dreamt that you were in a public place – perhaps on the bus, in the street or at work – and you have no clothes on? Most people feel 3\_\_\_\_\_ in this situation and it is not surprising. Dreaming that you are naked in a public place suggests that you are not confident, that you are 4\_\_\_\_\_\_ or fearful of making public mistakes or making a fool of yourself.

*Flying dreams*

 Dreams in which you are flying above the ground, looking down on people and places you know, are quite common. There are two kinds of flying dreams which have very different effects. If you are in control of the flying, the dream can be very 5\_\_\_\_\_\_\_. If the flying is uncontrolled, you can feel 6\_\_\_\_\_\_\_. These dreams suggest how much control you have over your own life, and whether you feel positive or negative about what is happening to you.

1. Complete the text with the words in the box. Use the correct form.

excite frighten (x2) shock embarrass worry

2. According to the text, are these statements true or false?

1 People usually enjoy chase dreams. T/F

2 Attractive people have teeth dreams. T/F

3 In a naked dream you are embarrassed about your clothes. T/F

4 If you are in control of your flying dream, you are in control of your life. T/F

3. Answer these questions.

1 Have you ever had any of the dreams in the Reading text?

2 How does that dream make you feel?

frightened surprised amazed excited shocked

3 Is there a dream that you have had many times?

4 How would you describe the dream? (Write some adjectives.)

**3. Комунікативна ситуація “Improving your memory ” .**

1. The following are all words from the first eight units of the Course Book. Do you know what they all mean? You can refer to the Course Book or use a dictionary to remind you if necessary**.**

blizzard, cleaner, baker, dedicated, Medicine, astronomer, hurricane, talented, Astronomy, pleasant, determined, Physics, romantic, peaceful, storm, Biology, helpful, engineer, drought, impressive.

2. Organise the words into groups. Think of enough groups to use all of the words.

3. Now choose some of the words that you think are important or that are hard for you to remember. Try one or both of these strategies:

1 imagine the words in a particular place

2 make up a story using the words

4. Do you have any other strategies for memorising new words? Use your strategies to memorise some of the words on this worksheet.

**4. Написання твору "Чи мають сни значення?".**

 Підготовка до написання твору "Do dreams carry meaning?". Щоб підготуватися до написання твору, повторити та автоматизувати вживання структур, що передають майбутній час в англійській мові (*going to, hoping, would like to, 'd like to*). Робота з тематичними картками.

**Кредит 9.**

**1. Робота над лексичним та граматичним матеріалом модуля. Виконання вправ на закріплення лексико-граматичного матеріалу теми**

*Work*

1. Match the words or phrases to their meanings.

1 promotion A the most successful company in one area

2 market leader B working for a company for many years

3 employee C to move to a better job in your company

4 long service D a person who works for a company

*Used to*

2. Rewrite these past simple sentences using the correct form of *used to*.

1 I travelled a lot in my old job.

2 My old boss wasn’t very nice to me.

3 Did he make you work very hard?

4 I didn’t get home until 8 in the evening.

5 I was very unhappy in that job.

*Compound nouns*

3. How many compound nouns can you make from the following words?

travel shop

clothes agent

news show

chat line

TV programme

*Present simple passive*

4. Rewrite these active sentences using present simple passive.

1 Every country needs new energy sources.

2 Some countries already use wind power.

3 Many people think nuclear energy is unsafe.

4 Builders put solar panels on many new houses.

 5 The movement of the sea makes wave energy.

**2. Робота з текстом “Staff Survey Report”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

 The following report summarises the results of the recent survey of staff job satisfaction.

*Staff numbers* (Total: 57**)**

Employed for less than two years: 21

More than two years: 27

More than five years: 9

*Job knowledge*

66% of staff feel that they understand exactly what their job is.

59% feel that they get the support they need to do their job.

*Work pressure*

40% of staff feel that they are regularly or sometimes under too much pressure.

78% suffer from work-related stress.

*Staff training*

36% received training in the last 12 months.

17% are happy with amount of staff training.

*Opportunity for promotion*

11% feel there are good opportunities for promotion within the company.

7% feel that they have been given appropriate promotion in the last 12 months.

*Pay and benefits*

65% are happy with their level of pay.

79% are happy with the sick-leave system.

81% are happy with the holiday system.

*Views about management*

28% understand management structure well.

39% feel management communicates well.

12% feel management is taking the company in a positive direction.

*Company responsiveness*

37% feel that the company responds well or adequately to staff problems or complaints.

45% feel that there are clear ways to communicate complaints to management.

62% think that staff need to be included more in company decisions.

This report recommends that the company reviews these findings after a 12-month period of action to deal with areas of staff dissatisfaction.

1. Match the following words from the text with their meanings.

1 responsiveness A something given by an employer in addition to pay

2 dissatisfaction B the ability to take action when it is needed

3 benefits C not being happy or pleased about something

2. Answer the following questions about the text.

1 What areas is the company doing well in?

2 What areas is the company doing badly in?

3 From this survey, do you think most staff are happy with the company? Give reasons.

 3. This quote comes someone who has worked for the company for many years.

*“I used to be very happy, maybe about ten years ago, bu v vt things were very different then.”*

Can you imagine any ways that the company may have been different in the past? Write sentences comparing the past and present using a form of *used to*.

**3. Підготовка есе "My future career".**

**4. Комунікативна ситуація “Як приготувати…” з опорою на картки.**

 The task is to complete the recipe in the right order, using the Present Passive.

**Кредит 10.**

**1. Put the verbs in brackets into the present continuous tense to talk about future arrangements.**

1. They are going to drill for oil here. They (start) on Monday.
2. My uncle (make) a speech on Friday.
3. I (take) my sister to the ballet tomorrow.
4. She (call) for me at six.
5. He (play) at Wimbledon next summer.
6. I (meet) her at the station at ten.
7. The sales (not start) till Monday.
8. How you (get) to the party tomorrow? ~I (go) by car. ~Who (drive)?
9. The piano tuner (come) this afternoon.
10. You (give) him anything for his birthday? ~Yes, I (give) him a dictionary.
11. The windows (be) cleaned today. Then we'll be able to see out.
12. She (come) out of hospital next week.
13. We (have) dinner early tonight as we (go) to the theatre.
14. Where you (go) for your holidays this year? ~I (go) to Holland.
15. He (not give) a lecture tonight.

**2. Put the verbs in brackets into the “be going to” form.**

1. You (miss) your train.
2. The pressure cooker (explode).
3. When you (pay) the bill?
4. She (dye) the old curtains blue.
5. We (make) this whisky bottle into a lamp.
6. What you (do) with this room? ~I (paint) the walls in black and white stripes.
7. The umpire (blow) his whistle.
8. You (eat) all that?
9. That man with the tomato in his hand (throw) it at the speaker.
10. That door (slam).

*NB. Planned future actions can be expressed by the* ***present continuous tense*** *with a time expression or by the* ***be going to*** *form with or without a time expression. The present continuous is mainly used for very definite arrangements in the near future. The “be going to” form can be used more widely.*

**3. Use the present continuous where possible in the following sentences and put the remaining verbs into the “be going to” form.**

1. I (play) bridge tonight with Tom and Ann.
2. He (have) an operation next week.
3. It's very cold. I (light) a fire.
4. We (have) some friends to lunch tomorrow.
5. I've bought a piano; it (be) delivered this afternoon. ~Where you (put) it? ~I (put) it in the dining room.
6. You (go) to the auction tomorrow? ~Yes, I (go) but I (not buy) anything.
7. I've reminded you once; I (not do) it again.
8. I (have) my hair cut this afternoon.
9. My nephew (come) to stay with me next weekend. ~ Where you (put) him? ~ I (put) him in the room in the tower.
10. Our class (start) German next term.
11. I (spend) a few days in London next week.
12. The Town Council (build) a new school here.
13. He (wash) the car?
14. He (ring) me up tonight.
15. The inspector (ask) you a few questions.

**4. Put the verbs in brackets into the present continuous or the future simple using the present continuous where possible.** (The **be going to** form could be used here instead of the present continuous, but for the sake of simplicity students are advised to use only the two tenses first mentioned.)

1. I am sure that I (recognize) him.
2. I (see) her tomorrow.
3. He (play) in a tennis match on Friday.
4. She (come) back on Monday.
5. I (go) again next year.
6. We (know) tonight.
7. You pay and I (owe) you the money.
8. I (believe) it when I see it.
9. I (have) my car repainted next week.
10. I hope that you (have) a good time tomorrow.
11. His speech (be) broadcast tonight.
12. The window-cleaner (come) at eight tomorrow.
13. Tom (catch) the 7.40train**.**
14. Where you (meet) them?~ I (meet) them at midnight in the middle of the wood.
15. What horse you (ride) tomorrow?

**5. Complete the sentences using one of the verbs in the correct passive form (Present or Past):**

|  |
| --- |
| cause, damage, hold, include, invite, make, overtake, show, translate, write |

1. Many accidents ***are caused*** by dangerous driving.
2. Cheese \_\_\_\_\_\_\_\_\_\_\_\_\_ from milk.
3. The roof of the building \_\_\_\_\_\_\_\_\_\_\_ in a storm a few days ago.
4. There's no need to leave a tip. Service \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the bill.
5. You \_\_\_\_\_\_\_\_\_\_\_\_ to the wedding. Why didn't you go?
6. A cinema is a place where films \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. In the United States, elections for President \_\_\_\_\_\_\_\_ every four years.
8. Originally the book \_\_\_\_\_\_\_\_\_\_ in Spanish and a few years ago it \_\_\_\_\_\_\_\_\_ into English.
9. We were driving along quite fast but we \_\_\_\_\_\_\_\_\_\_ by lots of other cars.

**6. Write questions using the passive. Some are present and some are past.**

1. Ask about the telephone. (when/invent?) ***When was the telephone invented?***
2. Ask about glass. (how/make?) How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
3. Ask about Australia. (when/discover?) \_\_\_\_\_\_\_\_\_\_\_\_\_?
4. Ask about silver. (what/use for?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
5. Ask about television. (when/invent?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**7. Rewrite these sentences. Instead of using 'somebody/they/people' etc, write a passive sentence.**

1. Somebody cleans the room every day. ***The room is cleaned every day***.
2. They cancelled all flights because of fog. All \_\_\_\_\_\_\_\_\_\_.
3. People don't use this road very often. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Somebody accused me of stealing money. I\_\_\_\_\_\_\_\_\_\_\_\_.
5. How do people learn languages? How\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
6. People advised us not to go out alone. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**8 . Put each of the words in the box into the paragraph.**

|  |
| --- |
| staff civil servants ambassador committee spokesperson minister |

The 1\_\_\_\_\_\_\_\_\_\_\_\_\_ of Norway visited government offices today to have important talks with the 2\_\_\_\_\_\_\_\_\_\_\_\_\_ for Foreign Affairs. They had discussions about oil fields in the North Sea, which also included a 3\_\_\_\_\_\_\_\_\_\_\_\_\_ from each of the three top environmental groups working in the area. Together they decided to form a 4\_\_\_\_\_\_\_\_\_\_\_\_\_ to help protect the environment in the area. The group will also include 5\_\_\_\_\_\_\_\_\_\_\_\_\_ from oil companies and 6\_\_\_\_\_\_\_\_\_\_\_\_\_ from various other related government departments.

**9.1. Read the following text and do the exercises afterwards.**

HISTORY OF THE MOBILE TELEPHONE

The first mobile phone design was registered with the US government as early as 1908. However, this phone was more like a two-way radio than the little hand-held phone that so many people carry everywhere with them today. The earliest phones were fixed in vehicles, such as cars and boats, and were mostly used by the army and navy.

In Europe, these mobile radio-phones were first used on German trains between Berlin and Hamburg in 1926, for first-class passengers only. All of these early mobile phones were operated by staff who were specially trained.

The first publicly available mobile phone service was introduced in Sweden in 1956. The problem was that the phone weighed 40kg! However, the size of phones was gradually reduced during the 1960s and 1970s. Still, the majority of these phones, right through until the 1980s, were installed in cars rather than carried around by people.

In the 1980s, mobile phones started to become more common and the more people used mobile phones, the easier it was for the companies to grow. The phones used in the 1980s were still large and bulky by our standards. Lighter phones, weighing only 100–200g, were introduced in the 1990s.

Until this point development had been slow over 90 years. Recently, however, with the introduction of digital technology and the increasing popularity of mobile phones, this has changed.

Since the 1990s, mobile phone technology has progressed incredibly fast. Cameras were first put into mobile phones in 1997, and phones able to store and play music files were introduced in 2004. Nowadays, anything digital – from computer games and video cameras to personal organisers and even computers – can be built into your mobile phone.

**9.2 Answer these questions about the text.**

1. In what way was the first registered mobile phone different from the ones we use today?
2. Which was the first country in Europe to use mobile phones?
3. What was the difference between the phones introduced in Sweden in 1956 and those available before that?
4. Describe what happened to the size of mobile phones between the 1950s and 1990s.
5. What is the biggest difference in mobile phone development before the 1990s and after?
6. Why has this change in development happened since the 1990s?

**9.3 Guess the meaning of these phrases.**

1. two-way radio It’s a radio that\_\_\_\_\_\_\_\_\_\_\_.
2. hand-held phone It’s a phone that \_\_\_\_\_\_\_\_\_.
3. first-class passenger It’s a passenger who \_\_\_\_\_\_.

**10. Underline the most suitable word or phrase.**

1. This is a small car, but it has a powerful *engine/machine*.
2. Do you use an *electric/electrical* toothbrush?
3. I can't see anything. Where's the light *plug/switch*?
4. I'm going to buy a new *notebook/desktop* PC that I can take to work.
5. You can't use the lift. It's out of *order/work*.
6. If you don't press this button, the washing machine won't *go/move*.
7. Use this torch. The other one doesn't *act/work*.
8. The lights have gone out. It must be a power *break/cut*.
9. A car *factory/industry* has just been built in our town.
10. Who exactly *discovered/invented* the computer?

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

HOW DOES THE DVD WORK?

When I was young, I always dreamed of becoming a

famous (1) ...*scientist*.. . When I was at school I decided to study SCIENCE

(2) \_\_\_\_, and then become a millionaire by inventing ENGINE

a wonderful new (3) \_\_\_\_\_which would make the world PRODUCE

a better place. Unfortunately, I wasn't very good at technical

subjects. Any time I operate any kind of (4) \_\_\_\_\_ EQUIP

something terrible happens. Machines which use (5)\_\_\_\_, ELECTRIC

such as computers or televisions, always seem to give me a

(6) \_\_\_\_\_\_ shock. The instruction booklets are always POWER

(7) \_\_\_\_\_\_\_ They never help me at all. Nowadays you need USE

to have (8) \_\_\_\_\_\_\_\_ knowledge just to use the DVD. To SPECIAL

my great (9) \_\_\_\_\_\_ it is always a child of six who helps me EMBARRASS

out of my (10) \_\_\_\_\_\_ DIFFICULT

**12. Underline the most suitable word or phrase.**

1. Many people were injured when the building *demolished/collapsed.*
2. The ship radioed to say that it was in *difficulties/dangers.*
3. The government has announced plans to help the *poor/poverty.*
4. There was a large *demonstration/manifestation* against nuclear power in Manchester yesterday.
5. Everyone agrees that the *environment/nature* must be protected.
6. There has been another *increase/rising* in the level of crime.
7. There are few jobs here and many people are *away from work/unemployed.*
8. The train was in a/an *accident/collision* with a bus on a level crossing.
9. The driver of the bus admitted that he had *done/made* an error.
10. No ships are sailing today because of the *high/storm* winds.

**13. Complete each sentence with a word from the box. Use each word once only.**

|  |
| --- |
| disaster, emergency, hooliganism, living, disease, *famine,* injuries, rubbish, earthquake, floods, invasion, slums |

1. Food has been sent to areas in Africa suffering from *famine.*
2. Many people live in overcrowded \_\_\_\_\_ on the edge of the city.
3. The cost of \_\_\_\_\_\_ has risen steadily this year.
4. Thousands of buildings fell down during a severe \_\_\_\_\_.
5. \_\_\_\_\_\_\_\_ at football matches has been reduced this year.
6. The\_\_ of Ruritania has been condemned by the United Nations.
7. The eruption of the volcano was a terrible \_\_\_\_\_\_\_\_\_ .
8. Hundreds of people drowned during the \_\_\_\_\_\_\_\_\_.
9. Two of those involved in the crash had serious \_\_\_\_\_\_\_\_.
10. Large cities face the problem of what to do with household\_\_\_.
11. Doctors announced that there was now a cure for the \_\_\_\_\_\_\_\_.
12. During the storm there were hundreds of \_\_\_\_\_\_\_\_\_\_\_\_ calls.

**14. Discuss the following.**

- What are the additional pressures that business owners might have?

- Should companies do more to reduce stress at work? What could they do?

- How many days' holiday per year do you think people should get?

**15. Comment on the following statements.**

* Companies should be owned by their employees.
* Why do people become workaholics?

- If you are managing people from different cultures, what personal qualities and skills do you need?

- Many companies are spending money on corporate entertaining. Do you think this is a good idea? Why/why not? How important is corporate entertaining in your country? What corporate-hospitality event would you like to be invited to?

**Кредит 11.**

**1. Виконання завдань на закріплення лексичного матеріалу теми**

**1. Complete the definitions using the words in the box.**

|  |
| --- |
| survive extinct green countryside litter endangered fumes pollution farmland |

1. If you \_\_\_\_\_\_\_\_ , you continue to exist in spite of difficulties.
2. If a species is \_\_\_\_\_\_\_\_\_, there is a possibility that it could disappear.
3. The \_\_\_\_\_\_\_\_\_\_ is made up of the natural areas outside towns and cities.
4. Cars produce \_\_\_\_\_\_\_\_ , which are gases that damage the environment.
5. If you are \_\_\_\_\_\_ , you care about the environment and try to help protect it.
6. The areas where plants are grown and animals are raised for food are known as \_\_\_\_.
7. If an animal becomes \_\_\_\_\_\_\_ , it disappears forever from the world.
8. Chemicals that damage the environment are known generally as\_\_\_\_\_\_\_.
9. Rubbish that people drop in the streets is called \_\_\_\_\_\_\_\_\_\_ .

**2. Complete the phrases with a word from the box.**

|  |
| --- |
| friendly • lover • bank • bin • species • acid |

1. a place to leave your bottles to be recycled:

bottle \_\_\_\_\_\_\_\_\_\_\_

1. a kind of animal that is threatened with extinction:

endangered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. not damaging the environment:

environmentally \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. someone who cares about the natural world:

nature \_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. a kind of rain that carries harmful chemicals\_\_\_\_\_\_\_\_ rain
2. a small container in the street for people to put rubbish in:

litter \_\_\_\_\_\_\_\_\_\_\_\_ .

**2. Виконання завдань на закріплення граматичного матеріалу теми**

**1. Put the verbs in brackets into the present perfect continuous tense**

1. I (make) cakes. That is why my hands are all covered with flour.
2. Her phone (ring) for ten minutes. I wonder why she doesn't answer it.
3. He (overwork). That is why he looks so tired.
4. There is sawdust in your hair. ~ I'm not surprised. I (cut) down a tree.
5. Have you seen my bag anywhere? I (look) for it for ages.
6. What you (do)? ~ I (work) in the laboratory.
7. He (study) Russian for two years and doesn't even know the alphabet yet.
8. How long you (wait) for me? ~ I (wait) about half an hour.
9. It (rain) for two days now. There'll be a flood soon.
10. We (argue) about this for two hours now. Perhaps we should stop.
11. I (bathe). That's why my hair is all wet.
12. You (drive) all day. Let me drive now.
13. How long you (wear) glasses?
14. The petrol gauge (say) 'Empty' for quite a long time now. Don't think we should get some petrol?
15. I'm sorry for keeping you waiting. I (try) to make a telephone call Rome.

**2. Put the verbs in brackets into the present perfect or the present perfect continuous tense.** (In some cases either could be used.)

1. We (walk) ten kilometres.
2. We (walk) for three hours.
3. You (walk) too fast. That's why you are tired.
4. I (make) sausage rolls for the party all the morning.
5. How many you (make)? ~ I (make) 200.
6. That boy (eat) seven ice-creams.
7. He (not stop) eating since he arrived.
8. The driver (drink). I think someone else ought to drive.
9. I (pull) up 100 dandelions.
10. I (pull) up dandelions all day.
11. What you (do)? ~ We (pick) apples.
12. How many you (pick)? ~ We (pick) ten basketfuls.
13. I (sleep) on every bed in this house and I don't like any of them.
14. He (sleep) since ten o'clock. It's time he woke up.
15. He (ride); that's why he is wearing breeches.

**3. Fill the spaces in the following sentences by using “for” or “since”.**

1. We've been fishing \_\_\_\_\_\_\_ two hours.
2. I've been working in this office \_\_\_\_\_\_ a month.
3. They've been living in France \_\_\_\_\_\_\_ 1970.
4. He has been in prison \_\_\_\_\_\_\_ a year.
5. I've known that \_\_\_\_\_\_ a long time.
6. That man has been standing there \_\_\_\_\_ six o'clock.
7. She has driven the same car \_\_\_\_\_\_ 1975.
8. Things have changed \_\_\_\_\_\_\_ I was a girl.
9. The kettle has been boiling \_\_\_\_\_\_ a quarter of an hour.
10. The central heating has been on \_\_\_\_\_ October.
11. That trunk has been in the hall \_\_\_\_\_\_ a year.
12. He has been very ill \_\_\_\_\_\_\_ the last month.
13. I've been using this machine \_\_\_\_\_\_\_ twelve years.
14. We've been waiting \_\_\_\_\_\_\_ half an hour.
15. Mr. Pitt has been in hospital \_\_\_\_\_\_\_\_ his accident.

**3. Робота з текстом “Two sides of the global warming”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

I like to think that I'm bringing my kids up to care about the world around them. They know that resources are scarce: that they shouldn't waste water and that they should turn lights off to save electricity when they're not in a room. They know that we have to save the rainforests and respect the world's fragile eco-balance. They know that we have to ensure that the air we breathe is clean. I thought my family was environmentally friendly, so I invited Tom Harper from Pollution Prevention Ltd to come and see if I was doing everything right.

Tom arrived at our detached house early on a Saturday morning. I was making breakfast, and my two children, Joshua (aged nine) and Rebecca (twelve) were watching cartoons on TV.

The first thing Tom asked when he came into the kitchen was “How old's your fridge?” I told him it was about fifteen years old. “Well, by the look of it, you ought to think about getting a new one.” “A new one?” I said. “I thought we were supposed to use products for as long as possible before buying new ones. It still works quite well.”

“Well,” said Tom, “it may still keep your food cold, but look at those door seals. They're old, so they're leaking cold air. That means your fridge has to work harder to stay cold, so that uses more electricity. A new one would be much more efficient and cost-effective.” We moved to the living room. It was November, so the heating was on. “It's nice and warm in here,” said Tom, “but, to be honest, there's a problem with your windows. Those aluminum window frames let a lot more hot air out of the house than wooden or plastic frames do. And you don't have double glazing. Double-glazed windows keep in almost twice as much heat as single pane windows. Once again, you're using far more electricity than you need to.” “Right, kids,” I said. 'Turn the TV off, have a quick shower, then come down for breakfast. Okay?”

“Before they have their showers,” said Tom, “let's have a look at your bathroom.” We all went up. “You see that showerhead?” said Tom. “It's got lots of big holes. That's going to let through about twenty liters of water per minute. A new water-saving showerhead lets through a lot less water, and you still get a good shower. So, if you fit one of those, you'll not only save water, you'll also save hot water, so you'll lower your energy and heating costs.” This was more like what I wanted to hear. A new fridge and double-glazing were expensive. A new shower? I could afford that.

While the kids had their showers - Tom was pleased they didn't have baths - we went to look at the car. Now I know cars are bad for the environment, but when you've got two children wanting to go to parties and to the sports centre, what other option is there? The nearest bus stop is too far away. Tom was understanding. “If you have to have a car, you have to have a car,” he said. “There's no such thing as an environmentally friendly car, but there are things you can do to reduce the negative impact cars have on the environment.” “I only use it when absolutely necessary,” I said proudly.

“That's good,” said Torn. “But you should make sure the engine is kept properly tuned. This can increase fuel efficiency by as much as 8%. Also, regularly check that your air filters are clean. If they're dirty, that will increase your fuel consumption.”

By now, the kids were wanting their breakfast. We all sat down together in the kitchen . “There are some things you can do,” said Tom, “like checking your car, that won't cost you much money, and they'll save you money in the long run. Equally importantly, they'll help a little to protect the environment. Other things we've talked about, like a new fridge, do cost quite a lot. But you have to be aware that your windows and your fridge at the moment are costing you more than they should in terms of heating bills and electricity use. Nobody benefits from that.”

1 Why did the writer invite Tom Harper to her house?

**A** She wanted him to see how difficult it is to be environmentally friendly.

**B** She wanted to know if she could be more environmentally friendly.

**C** She wanted him to teach her children to be environmentally friendly.

**D** She wanted to show him how to be environmentally friendly.

2 The writer was surprised by what Tom said about the fridge because

**A** she had had it for so long.

**B** it was only about fifteen years old.

**C** she wanted it to stop working before she bought a new one.

**D** she thought he would not recommend throwing things away.

3 Why is the writer using too much electricity in the living room?

**A** A lot of the heat is escaping through the windows.

**B** The writer has the heating on in November.

**C** The children have the TV on too much.

**D** The window frames are not the right size.

4What does the phrase “**one of those**” refer to?

**A** a showerhead with big holes

**B** a good shower

**C** a water-saving showerhead

**D** the shower in the writer's bathroom

5 Tom is sympathetic to the writer's

**A** desire not to use public transport.

**B** children's desire to have showers.

**C** willingness to buy a new shower.

**D** explanation of why she has a car.

6 According to Tom, both clean air filters and a properly-tuned engine

**A** reduce fuel consumption by about 8%.

**B** help to reduce the amount of fuel a car uses.

**C** prevent high fuel bills.

**D** make a car environmentally friendly.

7 Tom points out to the writer that buying a new fridge

**A** may save her money in other ways.

**B** may not be as expensive as she thinks.

**C** wouldn't really benefit her.

**D** is more important than checking the car.

**Кредит 12**

**GRAMMAR PRACTICE**

(**Second conditional. Infinitive with *too* and *enough***)

**Exercise 1. Put the verbs in brackets into the correct tenses.**

1. If I had known that you were in hospital I (visit) you.
2. The ground was very soft. But for that, my horse (win).
3. If you (arrive) ten minutes earlier you would have got a seat.
4. You would have seen my garden at its best if you (be) here last week.
5. But for his quickness I (be) killed.
6. I shouldn't have believed it if I (not see) it with my own eyes.
7. If he had slipped he (fall) 500 metres.
8. If he had asked you, you (accept)?
9. If I (had) a map I would have been all right.
10. If I (know) that you were coming I'd have baked a cake.
11. I (offer) to help him if I had realized that he was ill.
12. If you had left that wasp alone it (not sting) you.
13. If I (realize) what a bad driver you were I wouldn't have come with you.
14. If I had realized that the traffic lights were red I (stop).
15. But for the fog we (reach) our destination ages ago.
16. If you had told me that he never paid his debts I (not lend) him the money.
17. If you (not sneeze) he wouldn't have known that we were there.
18. If you (put) some mustard in the sandwiches they would have tasted better.
19. The hens (not get) into the house if you had shut the door.
20. If he had known that the river was dangerous he (not try) to swim across it.
21. If you (speak) more slowly he might have understood you.
22. If he had known the whole story he (not be) so angry.
23. I shouldn't have eaten it if I (know) that there was ginger in it.
24. If I (try) again I think that I would have succeeded.
25. You (not get) into trouble if you had obeyed my instructions.
26. If you hadn't been in such a hurry you (not put) sugar into the sauce instead of salt.
27. If I (be) ready when he called he would have taken me with him.
28. She had a headache; otherwise she (come) with us.
29. If she had listened to my directions she (not turn) down the wrong street.
30. If you (look) at the engine for a moment you would have seen what was missing.
31. Rome (be captured) by her enemies if the geese hadn't cackled.
32. He would have been arrested if he (try) to leave the country.
33. I (take) a taxi if I had realized that it was such a long way.
34. You (save) me a lot of trouble if you had told me where you were going.
35. They would have forced their way into the house if I (not call) for help.
36. If he had put out his pipe before putting it in his pocket he (not burn) a hole in his coat.

**Exercise 2. Make the Second Conditional. Use *could* or *might* instead of *would* where possible**

1. If I (be) you, I get) a new job.
2. If he (be) younger, he (travel) more.
3. If we (not/be) friends, I (be) angry with you.
4. If I (have) enough money, I (buy) a big house.
5. If she (not/be) always so late, she (be) promoted.
6. If we (win) the lottery, we (travel) the world.
7. If you (have) a better job, we (be) able to buy a new car.
8. If I (speak) perfect English, I (have) a good job.
9. If we (live) in Mexico, I (speak) Spanish.
10. If she (pass) the exam, she (be) able to enter university.
11. She (be) happier if she (have) more friends.
12. We (buy) a house if we (decide) to stay here.
13. They (have) more money if they (not/buy) so many clothes.
14. We (come) to dinner if we (have) time.
15. She (call) him if she (have) his number.
16. They (go) to Spain on holiday if they (like) hot weather.
17. She (pass) the exam if she (study) more.
18. I (marry) someone famous if I (be) a movie star.
19. We (not/be) late again if we (buy) a new car.
20. You (lose) weight if you (eat) less.

**Exercise 3. Choose the correct answer**

1. If his nose were smaller, he \_\_\_\_\_\_\_\_\_ very handsome.
2. would be
3. was

2) I would come if I \_\_\_\_\_\_\_\_\_ a car.

a) would have

b) had

3) If she \_\_\_\_\_\_\_\_\_, she would tell him.

a) knows

b) knew

4) If his parents didn't give him money, he \_\_\_\_\_\_\_\_ so much.

a) wouldn't go out

b) didn't go out

5) If she \_\_\_\_\_\_\_\_ me, she would have told me.

a) didn't believe

b) wouldn't believe

6) He wouldn't say that if he \_\_\_\_\_\_\_\_ it.

a) wouldn't mean

b) didn't mean

7) I \_\_\_\_\_\_\_\_ on a trip around the world if I won the lottery.

a) would go

b) will go

8) I \_\_\_\_\_\_\_\_ that if I were you.

a) will not do

b) would not do

9) If these walls \_\_\_\_\_\_\_\_\_ thicker, we wouldn't hear the neighbors.

a) would be

b) were

10) If I were a millionaire, \_\_\_\_\_\_\_\_ a mansion.

a) I'd buy

b) I'm going to buy

**Exercise 4. Decide whether the following Conditional Sentences are Type I or Type II.**

1. If they go to Australia, they will go whale-watching. \_\_\_\_\_\_
2. If she had a mobile, I would call her. \_\_\_\_\_\_\_\_\_
3. If Bob were here, he would have a solution for our problem. \_\_\_\_\_\_\_
4. If you move here, we will see each other more often. \_\_\_\_\_\_
5. You'll live longer if you stop smoking. \_\_\_\_\_\_\_\_\_\_\_\_\_
6. If Sarah didn't go with John, Anna would try to become his girlfriend. \_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. I will only dance if they play my favourite song. \_\_\_\_\_\_\_
8. I wouldn't buy that computer if I didn't need it. \_\_\_\_\_\_\_\_
9. If she doesn't feel better tomorrow, she will see a doctor. \_\_\_
10. I'd lend you money if I had any. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 5. Second conditionals exercises. Complete the following sentences with the words in brackets.**

1. What would you do if you suddenly (win) half a million pounds?
2. If he (get up) earlier, he'd get to work on time.
3. If we (have) more time, I could tell you more about it.
4. If you (sell) more products, you'd earn more money.
5. I could help you if you (trust) me more.
6. His car would be a lot safer if he (buy) some new tires.
7. The children could be better swimmers if the (go) swimming more frequently.
8. I wouldn't mind having children if we (live) in the country.
9. If I (be) you, I wouldn't worry about going to university.
10. If I (have) any money, I'd give you some.
11. Your parents (be) a lot happier if you phoned them more often.

**Exercise 6. Put the verbs in brackets into the gaps. Form a Conditional sentence – type II**. **Mind the position of the if-clause.**

1. If I (to meet) Richard, I (to tell) him about our new office.
2. If the steak (not/to be) so hot, we (to eat) it.
3. What (you/to do) if it (to rain)?
4. He (to help) me if he (can).
5. If Andrew (to prepare) the meal, I (not/to come) for dinner.
6. My father (not/to be) angry with me if I (to come) home early.
7. We (not/to have) a pet if we (to live) in a flat.
8. If he (can/to speak) French, he (to get) the job in Marseille.
9. If you (to take) the 7:40 flight, you (must/not/to change) at Heathrow.
10. I (not/to stay) any longer if Gerry (to sing) at the party.

**Exercise 7. Complete the sentences with *too* or *enough***

1. Is there ............... bones in the fridge to feed two hundred dogs?
2. Susan is strong .............. to carry these heavy bags.
3. I can’t go to the disco because I’m ................... busy doing my new website.
4. Philip isn’t ................. brave to kill a hen.
5. Beata is .................... absent-minded to remember about everything.
6. I’ve got .................. time to finish this exercise.
7. Didn’t you prepare .................. many sandwiches?
8. This soup is .................. salty.
9. Nicole used .................. much pepper.
10. My meal is warm .................. .
11. Paul has got .................. money to buy Lamborghini.
12. She bought .................. many flowers last week.
13. Pauline’s horse is .................. slow to win that race.
14. You’ve told .................. . Go to your room and think it over.
15. My boyfriend is intelligent .................. to pass all the tests.
16. We’ve painted .................. rooms today. Now we can go home.
17. He’s .................. young to play this computer game.
18. Dave is tall .................. to reach that shelf.
19. The weather isn’t hot .................. today.
20. They aren’t .................. responsible to look after small babies.

**VOCABULARY PRACTICE**

**Exercise 1 Match each sport to its description.**

1 gymnastics A a rowing race with a traditional Chinese style of long boat

2 archery B a sport in which you hold and throw your partner

3 fencing C the sport of sword fighting

4 judo D this requires strength, balance and body control

5 dragon boat racing E shooting an arrow from your bow at a target

**Exercise 2.1 The letter below is a response to the letter from Michaela Scrivin in Lesson 12.1. Read it to answer these questions.**

1 Who is the letter from?

2 Does the letter respond to all of the issues brought up by Michaela?

3 Do you think Michaela would be happy with this response?

Dear Ms Scrivin

The Prime Minister would like to thank you for your letter regarding funding for minority sports. As I am sure you can understand, the Prime Minister’s busy schedule does not allow him to reply personally. However, he has asked me to respond on his behalf.

It is very pleasing to learn about the efforts you are making on behalf of minority sports, and also to read about the great pleasure taken by young people in the activities which you have witnessed around the country. We would like to assure you that the government is aware of and supports the great diversity of sporting activity that occurs in this country.

Under the current government there has been a very real increase in spending on sporting facilities around the country. In the coming years, this is going to increase as we prepare for the Olympic Games, with a very large investment being made in facilities and promotion of sports, not only in London but all around the country.

Unfortunately, given the huge variety of sports we are talking about, there has to be a limit. It often becomes necessary to prioritise between activities which have very few participants and those which are enjoyed by a larger number of people.

You mention that you would like to see a more sympathetic media towards minority sports. While we do of course agree with you completely on this point, I hope you can see that it is beyond our abilities to directly influence what the media chooses to cover.

I hope this goes some way to responding to the issues you raise. Can I suggest that you contact your local Member of Parliament if you have any further queries.

Yours sincerely

*Dominic Fraser-Darling*

Secretary to the Office of the Prime Minister

**Exercise 2.2 Can you guess the meaning of these words from the text?**

|  |
| --- |
| witnessed diversity investment participant |

**Exercise 2.3 Answer the following questions about the text.**

* 1. Do you think the Prime Minister’s office has taken a lot of time to think about these problems?
	2. Why do you think Mr Fraser-Darling suggests Michaela should contact her Member of Parliament?
	3. If you were Michaela Scrivin, what would you do after receiving this letter?

**Exercise 3.1 Read the text and translate it intoUkrainian.**

Sports are popular all over the world. Many unusual sports are popular nowadays – hang-gliding, parachuting, karate, different kinds of dance, but the traditional sports are still giving us much fun.

All kinds of physical exercises are very useful to make our bodies strong enough to keep ourselves fit and healthy. The most popular outdoor winter sports are shooting, hunting, hockey, in the countries where the weather is frosty and there is much snow — skating, skiing and tobogganing. Some people greatly enjoy figure-skating and ski-jumping. It's so nice to go to the skating-rink or to the forest on a frosty sunny day!

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interest; this game is played in all countries of the world. The other games that are popular in different countries are golf, lawn tennis, cricket, volleyball, basket-ball, and so on. Badminton is also very popular.

All the year round many people go boxing and wrestling, do athletics, gymnastics track-and-field events. Аerobics has become popular with young girls. It helps them to be slim, healthy and strong.

Among indoor games the most popular are billiards, table tennis and some others; but great international game is chess, of course. The results of chess tournaments are studied and discussed by thousands of enthusiasts in different countries.

Most sports require a combination of physical fitness, mental sharpness, and teamwork. As a hobby, sports provide demanding exercise with a purpose and are a good way to make friends. Both professional and amateur sports are a common ground for people of all ages, backgrounds, and nationalities.

**Exercise 3.2 Choose the best variant of translation**

1) Among outdoor games football takes the first place in public interest.

А. Серед ігор за дверима футбол вперше цікавить публіку.

Б. Серед спортивних ігор футбол займає перше місце.

В. Серед ігор на відкритому повітрі футбол займає перше місце в колі інтересів людей.

2) All kinds of physical exercises are very useful to make our bodies strong.

А. Всі види фізичних вправ корисні для зміцнення нашого тіла.

Б. Всі види фізичного навантаження корисні для нашого тіла

В. Всі види фізичних вправ використовуються, щоб зробити тіло сильним.

3) Most sports require a combination of physical fitness, mental sharpness, and teamwork.

А. Всі види спорту вимагають фізичну форму, розумову активність, командну роботу.

Б. Більшість видів спорту вимагають поєднання фізичної форми, розумової здібності та вміння працювати в команді.

В. Більшість видів спорту підтримує фізичну форму в команді.

**Exercise 3.3 Read the statements and decide if they are false or true according to the text**

1) Traditional sports are not popular nowadays.

2) Golf, lawn tennis, cricket are popular only in Great Britain.

3) The results of chess tournaments are discussed by thousands of enthusiasts in different countries.

4) Аerobics helps young girls to be slim, healthy and strong.

5) Among indoor games the most popular are boating, yachting, cycling.

**Exercise 3.4 Answer the questions**

1) What are the most popular outdoor winter sports?

2) In which countries are skating, skiing and tobogganing popular?

3) What kind of sport takes the first place in public interest?

4) Why do young girls do aerobics?

5) What do most sports require?

6) Which sports can people go in for all the year round?

**Exercise 3.5 Fill in the gaps with the words from the text:** *slim, amateur, opportunity, parachuting and karate, requires.*

1) Both professional and ... sports are a common ground for people of all ages.

2) Many unusual sports such as hang-gliding, ... and … are popular nowadays.

3) Basket-ball … a combination of physical fitness and teamwork.

4) Summer affords excellent … for swimming.

5) Aerobics helps young girls to be … .

**Exercise 4. Read the text and explain why:**

А) Спорт допомагає людям бути сильними, здоровими та сміливими.

Б) Спорт допомагає людям бути друзями..

В) Спорт розкриває характер.

Г) Спорт дає радість та наснагу.

Д) Всі можуть займатися спортом.

If we train and play hard, we become fitter. Our bodies become stronger. We know a proverb “Mens sana in corpore sano ”(“Asound mind in a sound body”), which expresses the fact that when your body is fit then your mind will be fit too. So we may say that sport is one of the things that makes people kin. Moreover, it also brings other things. It's of no doubt that sport brings enjoyment. It brings a sense of achievement as skill and performance improve. Sport makes us more organized and better disciplined in our daily activities.

Try to take part in some sport or exercise regularly and you will feel much healthier and happier.

You do not need to be good at sports to enjoy them – according to the Olympic ideal;the taking part, not the winning, which is important, though nowadays this is sometimes forgotten.

Whatever type of a person you are, there is a sport, which will suit you, and there are a lot of different ones to choose from.

**Exercise 5.1 Read the text and answer the questions:**

1) Have you ever heard about BASE jumping?

2) What do you know about skydiving?

3) What features should have a person to jump with a parachute?

4) Would you like to jump with a parachute?

**BASE jumping**

*Twenty-three years ago, Carl Boenish took a team of skydivers to Yosemite National Park, USA and jumped with them from El Captain’s summit. The sport developed into BASE jumping, named after the four types of fixed objects people jump from; Building, Antenna, Span (bridge) and Earth (cliff).*

***Popular pastime?*** Due to the legislation surrounding it, many BASE jumpers keep their hobby a secret, so it’s difficult to say how many are involved in the sport. Estimated figures are very low – there are probably fewer than 1500 across the world.

***Is it legal?*** Different countries have different attitudes towards BASE jumping. In the USA, the act of BASE jumping is not illegal, although the owners of high bridges and buildings do not usually permit people to jump from them. There are tight regulations against the sport in American and Australian national parks. One of the few countries that welcomes BASE jumping is Malaysia, home to two of the world’s highest buildings.

***What makes people do it?*** It is the danger of the sport that attracts people to it. Comparably, skydiving is very safe. For some people, skydiving begins to feel too safe, and they move on to BASE jumping to recapture the sense of excitement. The main thrill experienced is a sensation called ground rush. BASE jumping fall from heights much lower than those considered safe by skydiver’s. Though they do not reach the same speeds, they accelerate more quickly during their fall. At the fastest part of a skydiver’s fall the ground is still distant, but BASE jumpers see it approaching them at an incredible speed.

***Are they mad?*** Maybe, but BASE jumpers also have great skill and focus. They have to know how to manoeuvre and land with total accuracy, as there is no room for mistakes. Anyone considering BASE jumping should already be an experienced skydiver. Attempting BASE jump without the necessary knowledge or experience is suicidal.

***Is it dangerous as it sounds?*** No one can deny that BASE jumping is an incredibly dangerous sport. The jumps are much shorter than those undertaken by skydivers, leaving little time to open the parachute, or sort out problems if they arise. Such problems can often be fatal. However, some BASE jumping enthusiasts insist that the risks are exaggerated, and can be kept to a minimum if the jumps are carried our correctly. Many claim that strict laws against jumping in national parks force them to jump in unsafe conditions, often from dangerously low cliff edges with unsuitable equipment. But even at organized jumps, casualties are expected with ambulances on stand-by for anticipated broken ankles or more serious injuries.

**Exercise 5.2 Fill in the gaps in the sentences with the information from the text:**

1. \_\_\_\_\_\_\_\_ years ago, Carl Boenish \_\_\_\_\_\_\_\_\_ of skydivers to Yosemite National Park.
2. Many BASE jumpers keep their hobby \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. In the USA, the act of BASE jumping is \_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. There are \_\_\_\_\_\_\_\_\_\_\_\_ regulations against the sport in \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ national parks.
5. Comparably, skydiving is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. BASE jumpers see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ approaching them at an \_\_\_\_\_\_\_\_\_ speed.

7. Attempting BASE jump without the \_\_\_\_\_\_\_\_\_\_\_\_ knowledge or experience is \_\_\_\_\_\_\_\_\_.

8. BASE jumping is an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sport.

9. Many claim that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ laws against jumping in national parks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them to jump in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- .

10. Even at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ jumps, casualties are expected with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on stand-by.

**Exercise 5.3 Find the following English equivalents in the text:**

Машина швидкої допомоги, небезпечно, ентузіасти, найвищі в світі споруди, правила, почуття схвильованості, земля, нелегальний, досвід, незручне обладнання.

**Exercise 5.4 Discuss the following questions:**

1) What is BASE jumping?

2) Why is it called so?

3) Is it legal?

4) What makes people do it?

5) What is necessary to succeed in BASE jumping?

**WRITING PRACTICE**

**Exercise 1. Write an essay on one of the following topics.**

* The sports I like and don’t like.
* The most popular kinds of sport in Ukraine.

- The most popular kinds of sport in Great Britain

* My favourite sportsman.

**Exercise 2. Discuss the following.**

* What is the best sport for you? Why?
* Tell about the reasons why people get involved in sports.
* What qualities/skills are needed to do sport?

**Exercise 3. Make a presentation.**

Make small posters with pictures of ten Olympic sports. You can use photos from magazines or draw your own pictures. Write the name of the sport under its picture. Try to find names of athletes who are famous for doing these sports. What do you know about these sports? Find information about them and write it in your poster.

**Exercise 4. Comment on the following.**

Find out if there are Olympic sports in Ancient Greece that are Olympic sports of today. Find information on how Ancient Greeks did these sports and talk about the differences between then and now.

**ЗАВДАННЯ ДЛЯ ПОТОЧНОГО ТА ПІДСУМКОВОГО КОНТРОЛЮ**

**ЗНАНЬ І ВМІНЬ З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ.**

**Контрольні роботи**

**Контрольна робота № I**

***VARIANT A***

1. Put in a/an, the or no article

 1. This morning I bought … newspaper and … magazine. … newspaper is in my bag but I don't know where … magazine is. 2. My parents have … dog and … cat. … dog never bites … cat but … cat often scratches … dog. 3. Would you like … apple? 4. Could you close .. door, please? 5. We live in … small flat near … centre of the city. 6. This is…house. 7. This is…house in which I live. 8. This is…butter. 9. This is…butter I brought for you. 10. My father is…worker. 11. His father is…worker who improved this machine. 12. This man is…teacher I told you about. 13. Ann’s mother is…teacher. 14. Our children like….oranges. 15. Does…sun shine brightly in winter?

2. Choose one of the following relative pronouns *who* or *which*.

# I talked to the girl …. had broken the car in front of the shop.

# Mr Richards, … is a taxi driver, lives on the corner.

# We often visit our aunt in Norwich …. is in East Anglia.

# This is the girl …. comes from Spain.

# That's Peter, the boy …. has just arrived at the airport.

# Thank you very much for your e-mail …. was very interesting.

# The man, …. forgot his umbrella, was a professor.

# The children, …. shouted in the street, are not from our school.

# The car, ….you can see, is from Ireland.

# What did you do with the money …. your mother lent you?

3. Use the words in the box to describe the weather.

|  |
| --- |
| hurricane, flood, windy, cloudy, humid, blizzard, foggy, thunderstorm, drought, warm |

1 I am hot and wet. \_\_\_\_\_\_\_\_\_\_\_\_\_

2 I couldn’t keep my hat on. \_\_\_\_\_\_\_\_\_\_\_\_\_

3 There’s no water to drink. \_\_\_\_\_\_\_\_\_\_\_\_\_

4 No blue skies today. \_\_\_\_\_\_\_\_\_\_\_\_\_

5 I couldn’t see anything. \_\_\_\_\_\_\_\_\_\_\_\_\_

6 The snow is very bad and it’s very windy. \_\_\_\_\_\_\_\_\_

7 The rain closed the roads. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

8 My home flew away. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

9 Rain, wind, lightning and noise. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

10 It isn't cold but it isn't very hot \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Complete the words in these sentences.

1. Painting is my favourite ar\_\_\_\_\_\_\_.

2. He studied poli\_\_\_\_\_\_\_\_\_\_ at university.

3. His favourite hobby is phot\_\_\_\_\_\_\_\_\_\_\_.

4. Karol’s father is a poli\_\_\_\_\_\_\_\_\_\_\_.

5. He’s seeing a psych\_\_\_\_\_\_\_\_\_\_\_ for his phobia.

6. I hated sci\_\_\_\_\_\_\_\_\_\_\_ at school.

7. This painting is by a very famous ar\_\_\_\_\_\_\_\_\_\_\_.

8. Many sci\_\_\_\_\_\_\_\_\_\_\_\_ do not accept the results of these tests.

9. Doctor Smith has a masters in psych\_\_\_\_\_\_\_\_\_\_\_\_.

10. Every Sunday I am at home watching my favourite s\_\_\_ op\_\_\_.

5. Use the verbs in brackets in the Present Simple or Present Continuous .

1. Every Monday, Sally (drive) ….her kids to football practice.

2. Usually, I (work) ….as a secretary, but this summer I (study) ….French at a language school in Paris.

3. Shhhhh! Be quiet! John (sleep)…...

4. Don't forget to take your umbrella. It (rain)…..

1. I hate living in Seattle because it (rain) always……
2. Becky …. (live) with some friends until she ….(find) her own apartment.
3. Justin (write) currently…a book about his adventures in Tibet.

8. Would you like some fish? No, thanks. I \_\_\_ (hate) fish.

9. I often (go) …..to a movie with some friends.

10. Where ………she ………from? (to come)

6. Use the verbs in brackets in the Past Simple or in the Past Continuous .

1. I (break) a plate last night. I (do) the washing up.

2. (you/watch) television when I (arrive)?

3. Last night I (read) in bed when suddenly I (hear) a scream.

4. We (not/go) out because it (rain).

5. We (do) our homework while our mum (cook) dinner.

6. I (see) Jim in the park. He (sit) on the grass and (read) a book.

7. When I (do) the washing-up, I (break) a plate.

8. He (drink) some juice and then he (eat) a few chips.

9. I (have) dinner when I suddenly (hear) a loud bang.

10. When my father (work) in the garden, an old friend (pass) by to see him.

7. Fill in the blanks using Present simple, Present continuous, Past simple or Past continuous forms.

 Steve Evans and Mike Brockall 1\_\_\_\_\_(be) athletes but they 2\_\_\_\_\_\_ (have) different hopes. Steve 3\_\_\_\_\_ (run) in the London Marathon this week. Mike 4\_\_\_\_ (be) at home this week. He 5\_\_\_\_ (break) his leg last week and cannot run for eight months. How 6\_\_\_\_\_ he \_\_\_\_(break) his leg? He 7\_\_\_\_\_(climb) a hill as part of his training when a tree 8\_\_\_\_\_ (fall) on him during a storm. Steve 9\_\_ (hope) to win a marathon. Mike only 10\_\_\_\_\_\_ (want) to run again.

***VARIANT B***

1. Put in a/an, the or no article .

 1. I saw … accident this morning. … car crashed into … wall. … driver of … car was not hurt but … car was quite badly damaged. 2. When you turn into Lipson Road, you will see three houses: … red one, … blue one and … white one. I live in … white one. 3. Have you finished with … book I lent you last week? 4. Did … police find … person who stole your bicycle? 5. “Have you got … car?” 6. This is…round table and that is…square table. 7. There are…tables and those are…chairs. 8. They are…workers and we are…students. 9. She is not…teacher, she is …doctor. 10. Is your sister…pupil or…student? She is…student. 11…..Oranges are grown in Africa. 12. Is…sky blue in sping? Yes, it is. 13. There are five chairs in…room. 14. …shelves are full of…books. 15. My mother likes…soap operas.

2. Use the words in the box to describe the weather.

|  |
| --- |
| hurricane, flood, windy, cloudy, humid, blizzard, foggy, thunderstorm, drought, warm |

1 I am hot and wet. \_\_\_\_\_\_\_\_\_\_\_\_\_

2 I couldn’t keep my hat on. \_\_\_\_\_\_\_\_\_\_\_\_\_

3 There’s no water to drink. \_\_\_\_\_\_\_\_\_\_\_\_\_

4 No blue skies today. \_\_\_\_\_\_\_\_\_\_\_\_\_

5 I couldn’t see anything. \_\_\_\_\_\_\_\_\_\_\_\_\_

6 The snow is very bad and it’s very windy. \_\_\_\_\_\_\_\_\_

7 The rain closed the roads. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

8 My home flew away. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

9 Rain, wind, lightning and noise. \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 10 It isn't cold but it isn't very hot \_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Choose one of the following relative pronouns *who* or *which*.

1. He wore a mask ….. made him look like Mickey Mouse.
2. He came with a friend ….. waited outside in the car.
3. The woman …. gave him the money was young.
4. The bag …. contained the money was yellow.
5. The people …. were in the bank were very frightened.

6. We often visit our aunt in Norwich …. is in East Anglia.

# 7. This is the girl …. comes from Spain.

# 8. That's Peter, the boy …. has just arrived at the airport.

# 9. Thank you very much for your e-mail …. was very interesting.

# 10. The man, …. forgot his umbrella, was a professor.

4. Complete the words in these sentences.

1. There’s a \_d\_\_\_\_\_\_\_\_\_ on animals at the North Pole tomorrow.

2. Google is the most famous \_s\_\_\_\_\_\_\_\_ \_e\_\_\_\_\_\_\_\_ in the world.

3. I want to be a \_j\_\_\_\_\_\_\_\_\_\_\_ and work on a newspaper.

4. I have never met a \_c\_\_\_\_\_\_\_\_\_\_ but I’d like to meet one, especially Brad Pitt.

5. There’s an \_a\_\_\_\_\_\_\_\_\_\_\_ for a new MP3 player in the magazine.

6. Most newspapers give a \_w\_\_\_\_\_\_\_\_\_ on their website. They are usually interviews.

7. There’s a good \_a\_\_\_\_\_\_\_\_\_\_\_ in today’s newspaper about the European Union.

8. Every Thursday I am at home watching my favourite \_s\_\_\_\_\_\_\_ \_o\_\_\_\_\_\_\_.

9. Have you seen the new \_s\_\_"Hello Sunday!" on Channel 1?

 10. We have a new TV \_c\_\_\_\_\_\_\_.

5. Use the verbs in brackets in the Present Simple or in the Present Continuous.

1. Bob \_\_\_ (watch) the news on TV every morning.

2. I have to go now. It \_\_\_ (get) dark.

3. They \_\_\_ (have) a great time at today's party.

4. Who \_\_\_\_\_ (he/wait for?) I guess for his mother.

5. How often \_\_\_\_\_ (you/eat out)? Not very often. Once a month.

6. You \_\_\_ (look) sad. What's the matter?

7. Would you like some chocolate? No, thanks. I \_\_\_ (hate) chocolate.

8. Who \_\_\_ (do) the dishes every day in your house? My sister…..

9. Why \_\_\_ you (not/believe) him? He \_\_\_ (tell) you the truth.

10. Becky \_\_\_ (live) with some friends until she \_\_\_ (find) her own apartment.
6. Use the verbs in brackets in the Past Simple or in the Past Continuous .

1. George (fall) off the ladder while he (paint) the ceiling.

2. While Tom (cook) the dinner, the phone (ring).

3. Ann (wait) for me at home when I (arrive) yesterday.

4. Tim (take) a photograph of me while I (not /look).

5. What (you/do) at this time yesterday'

6. I (see) Carol at the party. She (wear) a really beautiful dress.

7. She (go) to school, (take) out her textbook and (begin) to learn.

8. When it (start) to rain, our dog (want) to come inside.

9. When I (be) on my way home, I (see) an accident.

10. I (not / understand) what they (talk) about.

7. Fill in the blanks using Present simple, Present continuous, Past simple or Past continuous forms .

 Steve Evans and Mike Brockall 1\_\_\_\_\_(be) athletes but they 2\_\_\_\_\_\_ (have) different hopes. Steve 3\_\_\_\_\_ (run) in the London Marathon this week. Mike 4\_\_\_\_ (be) at home this week. He 5\_\_\_\_ (break) his leg last week and cannot run for eight months. How 6\_\_\_\_\_ he \_\_\_\_(break) his leg? He 7\_\_\_\_\_(climb) a hill as part of his training when a tree 8\_\_\_\_\_ (fall) on him during a storm. Steve 9\_\_ (hope) to win a marathon. Mike only 10\_\_\_\_\_\_ (want) to run again.

**Контрольна робота № 2**

*VARIANT A*

1. Put the words in the box into the correct column.

|  |
| --- |
| disease operation nurse clinic surgery  treatment surgeon malnutrition injury illness |
| PERSON OR THING | CONDITION | ACTION |
|  |  |  |

2. Fill in the gaps with the correct word connected with age.

1. A b\_\_\_\_\_ can’t walk.

2. A r\_\_\_\_\_\_\_\_\_\_\_\_ person doesn’t have to work.

3. A m\_\_\_\_\_\_\_\_\_-a\_\_\_\_\_\_\_\_\_ person should be careful with their health.

4. A young a\_\_\_\_\_\_\_\_\_\_\_\_ could be finishing university soon.

5. A c\_\_\_\_\_\_\_\_\_\_\_\_ can ride a bicycle.

6. A t\_\_\_\_\_\_\_\_\_\_\_\_\_ always fights with parents.

7. An e\_\_\_\_\_\_\_\_\_\_\_\_\_ person may have grandchildren.

8. A th\_\_\_\_\_\_\_\_\_\_\_-s\_\_\_\_\_\_\_\_\_\_\_\_\_ probably has children.

9. An a\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is probably still at school.

10. These o\_\_\_\_\_ people can live for much longer.

3. Complete the sentences with the correct comparative or superlative.

* 1. Winter is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not hot) than Summer.
	2. That was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (good) party I have ever been to.
	3. Is the receptionist \_\_\_\_\_\_ (not important) person in a company? I don’t think so.
	4. My eyesight is getting \_\_\_\_\_\_\_\_\_\_\_\_ (not clear) as I get older.
	5. The conditions in Africa will be \_\_\_\_\_\_\_\_\_ (bad) in ten years’ time.

4. Write down: is the underlined word a noun or a verb?.

1. Make sure you plant the flowers carefully.
2. The main cause of bad teeth is too much sugar.
3. Don’t damage my car!
4. We’ll ship the boxes to Turkey by next week.

5. You can do a lot of harm with a pen and paper.

5. Complete the sentences using the Past Simple or Present Perfect .

1. I \_\_\_\_\_\_\_\_\_ (never work) at the university.
2. Real Madrid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (win) thirty-five games this year.
3. The Peace Group \_\_\_\_\_\_\_\_\_ (not finish) their research last year.
4. There \_\_\_\_\_\_ (be) no positive replies to date.
5. How many people \_\_\_\_\_\_\_\_\_\_ (visit) the London Eye today?
6. The catering company \_\_\_\_\_\_\_\_\_\_ (organise) the reception yesterday.
7. The meteor first \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (appear) on 18 April 2006.
8. In the last few days, we \_\_\_\_\_\_\_\_\_\_\_\_ (receive) £350,000 in new funds.
9. The government \_\_\_\_\_\_\_\_(ban) the magazine three months ago.

10. I don’t want to go to the cinema. I \_\_already\_ (see) this film.

6. Fill in the blanks with *much/many* or  *few/ little*.

### 1. How … do you swim in a training session?

### 2. How … does that cost?

### 3. How … course-books do you have?

### 4.  She had… money and bought nothing.

### 5.  I bring … water when I go shopping.

### 6. I don't have … pairs of pants.

### 7. I don't like to wear a lot of jewellery, but I put on …make-up every day.

### 8.  I have got … friends abroad, not many.

### 9.  I have … scarves. I like to wear them when it's cold outside.

### 10. I love swimming very … .

7. Fill in the gaps with *will*, *won’t*, *may* or *might* .

1. There \_\_\_\_\_ be a class tomorrow. The teacher is sick.
2. This summer it \_\_\_\_\_\_\_\_\_\_ be hotter than last year. I’m not sure.
3. I \_\_\_\_\_\_\_\_\_\_ not be able to get to the party tonight. I’ll let you know.
4. The government definitely \_\_\_\_\_\_\_\_\_\_ have an election this year, I’m sure.
5. Some people \_\_\_\_\_\_\_\_\_\_ need more vitamins than others.

8. Complete the sentences with the correct word.

* 1. Many professors think that people and *go*\_\_ are related.
	2. 2. There are always many ra\_\_\_\_\_\_\_\_ in our garden in March.
	3. 3. The gi\_\_\_\_\_\_\_\_ is never hungry because he can eat the highest leaves.
	4. 4. Be careful on the beach. There are many cr\_\_\_\_\_\_\_\_.

5. There are two types of el\_\_\_\_\_\_\_\_, the African and the Indian, but they both have big ears.

1. There are a lot of car\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in bread.
2. Hamburgers and pizzas are j\_\_\_\_\_\_\_\_\_\_\_\_\_ f\_\_\_\_\_\_\_\_\_\_\_\_.
3. David always fails exams because he has poor con\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. I need more v\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so I am going to drink more orange juice.
5. I love s\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It’s my favourite fish.

9. Use the prompts to make sentences with the first conditional.

1. I / pass / my university exam / I / be / a graduate.
2. All men and women / work / birth rate / definitely / decrease.
3. We / lose / the contract / I / be / responsible.
4. The government / not change / their decision / the minister / resign.
5. We / need / childcare / we / have / another child.

***VARIANT B***

1. Put the words in the box into the correct column.

|  |
| --- |
| beach cliff coast forest lake lagoon mountain sand wave hill  |
| BY THE SEA | INLAND |
|  |  |

2. Complete the sentences with the correct comparative or superlative.

* 1. This year’s conference will be \_\_\_\_\_\_\_\_\_ (successful) than last year.
	2. The choices are all bad but this one is \_\_\_\_\_\_\_ (not bad) than the others.
	3. A sports centre is \_\_\_\_\_\_\_\_\_ (expensive) than a play park.
	4. I’m the \_\_\_\_\_\_\_\_ (not intelligent) person in the class.
	5. Greenland is \_\_\_\_\_\_\_( green) than Great Britain.

3. Fill in the gaps with *will*, *won’t*, *may* or *might* .

* + 1. Some people \_\_\_\_\_\_\_\_\_\_ need more vitamins than others.
		2. Do you think we \_\_\_\_\_\_\_\_\_\_ have air cars in a thousand years?
		3. It probably \_\_\_\_\_\_\_\_\_\_ rain tomorrow but check the weather report.
		4. The computer has a virus. You \_\_\_\_\_\_\_\_\_\_ definitely have to buy a new one.
		5. David is always late but he \_\_\_\_\_\_\_\_\_\_ be on time tomorrow. It’s possible.

4. Choose the correct verb form in each sentence.

1 *Did you go/Have you been* to the party last night?

2 So far today there *were/have been* no reports of a missing person.

3 I *didn’t go/haven’t been* to university yet.

4 *Did you go/Have you been* to the new nightclub in town?

5 Fifty people *applied/have applied* for this job last week.

5. Fill in the gaps with words or phrases describing photographs.

 I have two pictures in front of me. The first one is older so the second picture is more colourful and 1) *cl*\_\_\_. The first picture 2) sh\_\_\_\_\_\_\_\_ a large family. The picture is about 150 years old. The family 3) l\_\_\_\_\_\_\_\_\_ very serious. In the 4) b\_\_\_\_\_\_\_\_\_\_\_ there is a garden. There are four children 5) w\_\_\_\_\_\_\_\_\_ are sitting in front of the parents. The picture is quite dramatic.

 In the second picture we 6)\_c\_\_\_\_ s\_\_\_\_ a moden family of four people. It is 7) un\_\_\_\_\_\_\_\_\_\_\_\_ because the mother and father are wearing cowboy clothes. In 8) t\_\_\_\_ m\_\_\_\_\_\_\_\_ of the picture are the mother and father, sitting on horses and 9) \_o\_\_\_ t\_\_\_\_\_ r\_\_\_\_\_\_\_\_\_\_ are the children, wearing T-shirts and jeans. I think we should use the first picture. It is more 10) pow\_\_\_\_\_\_\_\_\_.

6. Use the prompts to make sentences with the first conditional.

1. You / not come / you / not see / Esra.
2. I / change / the time / it / not be / suitable.
3. David / not phone / what / you / do?
4. He / not pay / the fine / he / find / the book / today.
5. Sarah / want / the ticket / you / phone me?
6. Choose the correct words to complete the sentences 1
7. \_\_\_\_ children believe in Father Christmas.

a) Many b) Much c) Little

2 How \_\_\_\_\_ money do you have?

a) a lot of b) many c) much

3 \_\_\_\_\_ animal charities can build animal parks, though they are expensive.

a) Little b) Not much c) Few

4 There is not \_\_\_\_\_ chance for Peter. He will fail the exam.

a) many b) much c) lot of

5 \_\_\_\_\_ time and money is needed for the project.

a) Many b) Few c) A lot of

6 There is \_\_\_\_\_ space to put my furniture. I need a bigger room.

a) not many b) few c) little

7 There are \_\_\_\_\_ programmes on TV that I watch. I don’t have the time.

a) not much b) few c) little

8 You were lucky! There’s \_\_\_\_\_ damage to your car.

a) too few b) not many c) not much

9 David hasn’t got a \_\_\_\_\_ friends at university.

a) lot of b) much c) many

###  10. I love swimming very … .

a) many b) much c) lot of

8. Change the verb into the correct form (Past Simple or Present Perfect ).

1. Last night I ……(lose) my keys – I had to call my flatmate to let me in.
2. I ……(lose) my keys - can you help me look for them?
3. I ……(visit) Paris three times.
4. Last year I ……(visit) Paris.
5. I ……(know) my great grandmother for a few years - she died when I was eight.
6. I …..(know) Julie for three years - we still meet once a month.
7. I …..(play) Hockey since I was a child - I'm pretty good!.
8. She …..(play) hockey at school but she didn't like it.
9. Sorry, I …..(miss) the bus - I'm going to be late.
10. I …..(miss) the bus and then I ….(miss) the aeroplane as well!

9. Fill in the gaps with the correct words .

1. He had to stop playing football because of his high bl*\_\_* pr\_\_\_\_\_\_*.*
2. He’s not sleeping at all. I think he has i\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. There are a lot of car\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in bread.
4. Hamburgers and pizzas are j\_\_\_\_\_\_\_\_\_\_\_\_\_ f\_\_\_\_\_\_\_\_\_\_\_\_.
5. David always fails exams because he has poor con\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. I need more v\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so I am going to drink more orange juice.
7. I love s\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It’s my favourite fish.
8. More people suffer from dep\_\_\_\_\_\_\_\_\_\_\_\_\_ in winter than in summer.
9. He’s got a bad me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He can’t remember anything!

10. To improve your con\_\_\_\_\_\_\_, eat vegetables.

**Контрольна робота № 3**

***VARIANT A***

1. Fill in the gaps with the correct word.

1 Can you \_k\_\_\_\_\_ a secret?

2 Can you \_an\_\_\_\_\_\_\_\_\_\_\_ the results of the tests?

3 The police will study the \_e\_\_\_\_\_\_\_\_\_\_\_\_ before making a decision.

4 My baby went to the doctor for her first \_v\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5 Sherlock Homes was able to \_s\_\_\_\_\_\_\_\_\_\_\_\_ many crimes.

6 Explorers \_d\_\_\_\_\_\_\_\_\_\_\_\_ new places.

7 It was his hand. Look! Those are his \_fin\_\_\_\_\_.

8 The judge said he was innocent. He didn’t \_c\_\_\_\_\_\_\_\_\_ the crime.

9 The investigation didn’t \_re\_\_\_\_\_\_\_\_ any new evidence.

10 They collect other evi\_\_\_\_ and take it all to the crime lab.

2. Change the preposition to make a correct phrase

1. opinion to something \_\_\_\_\_\_\_
2. angry in someone \_\_\_\_\_\_\_\_\_\_
3. history in something \_\_\_\_\_\_\_\_\_\_
4. proud at someone \_\_\_\_\_\_\_\_\_\_
5. received something to someone \_\_\_\_\_\_\_\_\_\_
6. belong from something \_\_\_\_\_\_\_\_\_\_
7. afraid in something \_\_\_\_\_\_\_\_\_\_
8. lead on something \_\_\_\_\_\_\_\_\_\_
9. happened with someone \_\_\_\_\_\_\_\_\_\_
10. spend money in \_\_\_\_\_\_\_\_\_\_

3. Write sentences with the same meaning using *must* or *have to* .

1. It is a very good idea to ring your mother tonight.
2. It is necessary not to smoke in restaurants.
3. It is not necessary to drive your car to my house.
4. If you forget to buy a birthday present, your mum will be angry.
5. The law says it is necessary to wear a seatbelt in cars.
6. You may take this course if you want.
7. It is necessary that you do not walk on the grass.
8. The university wants every person to show their identity card at the entrance.
9. Sports Club rule: Always wear sports shoes in the gym.

10 It is necessary for policemen to wear a uniform.

4. Use the phrases in the box to complete the sentences.

|  |
| --- |
| connected led to caused means that meant that |

1. The drunk driver \_\_\_\_\_\_\_\_\_ the accident.
2. The new law \_\_\_\_\_\_\_\_ people have to drive more slowly.
3. The development of planes is\_\_\_\_\_\_ to the development of the motor car.
4. The death of the Prime Minister \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a new election.
5. I lost my house keys. This \_\_\_\_\_\_\_\_\_\_\_ I couldn’t get into my house.

5. Find words for these definitions

1) the work of chemicals and how they change and combine

2) the science of numbers and shapes

3) the study of the production and use of money

4) the study of the writers and their works

5) the study of existence and reality

6) the study of living things

7) the study of the past

8) the study of illnesses and injuries

9) the study of the stars and planets

10) the study of natural forces

***VARIANT B***

1. Fill in the gaps with the correct word.

1 Can you \_k\_\_\_\_\_ a secret?

2 Can you \_an\_\_\_\_\_\_\_\_\_\_\_ the results of the tests?

3 The police will study the \_e\_\_\_\_\_\_\_\_\_\_\_\_ before making a decision.

4 My baby went to the doctor for her first \_v\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5 Sherlock Homes was able to \_s\_\_\_\_\_\_\_\_\_\_\_\_ many crimes.

6 Explorers \_d\_\_\_\_\_\_\_\_\_\_\_\_ new places.

7 It was his hand. Look! Those are his \_fin\_\_\_\_\_.

8 The judge said he was innocent. He didn’t \_c\_\_\_\_\_\_\_\_\_ the crime.

9 The investigation didn’t \_re\_\_\_\_\_\_\_\_ any new evidence.

10 They collect other evi\_\_\_\_ and take it all to the crime lab.

2. Change the preposition to make a correct phrase

1. thanks with someone \_\_\_\_\_\_\_\_\_\_
2. be good to sport \_\_\_\_\_\_\_\_\_\_
3. separate to something \_\_\_\_\_\_\_\_\_
4. received something to someone \_\_\_\_\_\_\_\_\_\_
5. belong from something \_\_\_\_\_\_\_\_\_\_
6. afraid in something \_\_\_\_\_\_\_\_\_\_
7. lead on something \_\_\_\_\_\_\_\_\_\_
8. happened with someone \_\_\_\_\_\_\_\_\_\_
9. spend money in \_\_\_\_\_\_\_\_\_\_
10. opinion to something \_\_\_\_\_\_\_

3. Choose the correct words to complete the sentences

1 1. In my last company we \_\_\_\_ wear a suit. I wore jeans.

a) had to b) did not have to c) could d) could not

2 \_\_\_\_\_ you play tennis when you were a child?

a) Had to b) Did not have to c) Could d) Could not

3 I’m sorry, I \_\_\_\_\_ come to the party yesterday. I was sick.

a) had to b) did not have to c) could d) could not

4 I loved the old market. You \_\_\_\_\_ always find fresh vegetables.

a) had to b) did not have to c) could d) could not

5 My car broke down, so I \_\_\_\_\_ take the bus.

a) had to b) did not have to c) could d) could not

6 You \_\_\_\_\_ buy me a new watch. I was happy with my old one.

a) had to b) did not have to c) could d) could not

7 Were you at the game? I \_\_\_\_\_ see you.

a) had to b) did not have to c) could d) could not

8 We \_\_\_\_\_ take the exam again because we failed it the first time.

a) had to b) did not have to c) could d) could not

9 You \_\_\_\_ study law to be a forensic scientist.

a) mustn't b) do not have to c) could d) had to

10 I \_\_\_\_ spend more time with my parents.

a) had to b)must c) could d) mustn't not

4. Use one of the prepositions to complete each sentence: *of, to, in, from* .

1) I am not frightened \_\_\_\_ ghosts. Are you?

2) I still haven’t received my package \_\_\_\_\_ the Internet shopping company.

3) The success of this event was all thanks \_\_\_\_\_ you.

4) Stephen Hawking has a very good understanding \_\_\_\_\_ mathematics.

5) Tiger Woods is very successful \_\_\_\_\_\_ the world of golf.

5. Find words for these definitions

1) the study of living things

2) the study of the past

3) the study of illnesses and injuries

4) the study of the stars and planets

5) the study of natural forces

6) the work of chemicals and how they change and combine

7) the science of numbers and shapes

8) the study of the production and use of money

9) the study of the writers and their works

10) the study of existence and reality

**Контрольна робота 4**

**Варіант 1**

1 Complete the text with one word for each gap.

There are a 0\_*lot\_\_\_\_\_\_*\_ of people in England 1\_\_\_\_\_\_\_\_\_\_ think it isn’t necessary to learn a foreign language. They think they don’t 2\_\_\_\_\_\_\_\_\_\_ to speak another language because if they go anywhere in the world they 3\_\_\_\_\_\_\_\_\_\_ always find someone speaking English. Is English 4\_\_\_\_\_\_\_\_\_\_ most popular language for students? The answer is ‘No’. Most students used 5\_\_\_\_\_\_\_\_\_\_ want to study English but now 6\_\_\_\_\_\_\_\_\_\_ students choose to learn Spanish rather than English.

This will 7\_\_\_\_\_\_\_\_\_\_ be bad news for the English. There is another thing that the English need to think 8\_\_\_\_\_\_\_\_\_\_. Most people who speak English are not English and don’t want 9\_\_\_\_\_\_\_\_\_\_ speak English in their own country. They expect English people in Italy to speak Italian! Twenty years 10\_\_\_\_\_\_\_\_\_\_ Carlo wanted to practise his English. Today he expects you to practise his language. If we 11\_\_\_\_\_\_\_\_\_\_ him wouldn’t we feel the same?

It’s not 12\_\_\_\_\_\_\_\_\_\_ to ask for, is it? English children 13\_\_\_\_\_\_\_\_\_\_ learn a foreign language, just like all other students. If they do, then they 14\_\_\_\_\_\_\_\_\_\_ learn more about other countries and one day be the best language learners, not the 15\_\_\_\_\_\_\_\_\_\_.

2 Use the words to make sentences, using the correct form of the verb.

**0** There be certainly changes in the company.

 *There will certainly be changes in the company.*

**1** What you do if you be him?

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

**2** The first factory build in 1843.

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

**3** He not meet the French minister until six o’clock.

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

**4** How long you study at this university ?

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

**5** Every year £100 billion give to charities.

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

**6** At the moment they not ship bananas to Europe.

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

**7** What you do when the phone ring last night?

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

**8** Can you play tennis when you be six?

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

**9** Luxembourg never have a king.

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

**10** If you not leave I call the police.

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

3 Choose the correct word to fill in the gaps.

**0** Last night there was a \_\_*c*\_\_ on hunting and endangered species.

**a)** variety show **b)** reality TV **c)** documentary **d)** sitcom

**1** There has been a steady increase in the \_\_\_\_\_ in the last few years.

**a)** graduate **b)** birth rate **c)** childcare **d)** teenager

**2** He is a very valuable member of \_\_\_\_\_.

**a)** staff **b)** commitee **c)** civil servant **d)** minister

**3** Toothpaste usually comes in a \_\_\_\_\_.

**a)** pot **b)** jar **c)** bottle **d)** tube

**4** John is so \_\_\_\_\_. He’s so easy to talk to.

**a)** cautious **b)** sociable **c)** competitive **d)** individualistic

**5** There are many cliffs along the \_\_\_\_\_.

**a)** lagoon **b)** wave **c)** coast **d)** sand

**6** If you buy an extra 5,000, I’ll give you a \_\_\_\_\_.

**a)** quantity **b)** delivery **c)** import **d)** discount

4 Put the words in the box into the correct column.

|  |
| --- |
| ~~rude~~ investigator dedicated fog mild commit surgery humid burglary treatment chatty clinic |
|  |
| Weather | Personality | Crime | Health |
|  | *rude* |  |  |

5 Complete the text with words from the box. (You will not need all the words.)

|  |
| --- |
| doze sleeping spacious sleepless exciting rubbishexcited tired derelict tiring bored boringspectacular scruffy cartons tins paper cardboard dump wasteland  |

Last weekend, I helped Paulo clean up his grandmother’s house and remove all the 0*rubbish*\_. It’s not a very 1\_\_\_\_\_\_\_\_\_ job but we needed to do it. Paulo’s grandmother died a year ago and since then the house has been 2\_\_\_\_\_\_\_\_\_. On Saturday morning we started by collecting all the old 3\_\_\_\_\_\_\_\_\_ of food and empty milk 4\_\_\_\_\_\_\_\_\_. We then collected all the books (Paulo’s mother was a book collector) and put them into 5\_\_\_\_\_\_\_\_\_ boxes. The job was very 6\_\_\_\_\_\_\_\_\_ and I had to lift a lot of heavy things. I was soon very 7\_\_\_\_\_\_\_\_\_. I had a 8\_\_\_\_\_\_\_\_\_ night on Friday so I really needed a 9\_\_\_\_\_\_\_\_\_. On Sunday we cleaned the whole house and on Monday Paulo put an advert in the newspaper. The house is very 10\_\_\_\_\_\_\_\_\_ - it’s big enough for six people, and has a 11\_\_\_\_\_\_\_\_\_ view of the beach. I’m sure Paulo will sell it quickly.

6 Correct the underlined mistakes in these sentences.

**0** I have been knowing him for three years. \_\_*have known*\_\_\_\_\_\_\_\_\_\_\_\_\_

**1** It is the best than last week. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2** He has few hair on his head. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3** He waited since fifteen minutes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4** What is the less expensive coat in the shop? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5** Ali has been out. He’ll be back soon. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6** You should keep to try to find a job. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7** It’s enough big for me to wear. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8** Germany might probably vote ‘Yes’. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9** They fix it at the moment. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10** The same headline is in all newspapers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7 Complete the text.

What is the best advice for a new husband? Well, let me 0\_*see*\_\_. Never forget anniversaries and birthdays. Your wife will never forgive you. I remembered our fifth wedding anniversary 1\_\_\_\_\_\_\_\_\_\_ the day before! I also remembered she wanted to go to a jazz concert. I’m not 2\_\_\_\_\_\_\_\_\_\_ on jazz but another piece of advice I’d give you is, on anniversaries, give your wife what she wants! This 3\_\_\_\_\_\_\_\_\_\_ that I had to find tickets quickly. Unfortunately there were no tickets 4\_\_\_\_\_\_\_\_\_\_ I had to go to the concert hall five hours before the concert and buy tickets at the door. There was a man there but he didn’t 5\_\_\_\_\_\_\_\_\_\_ very honest. However, did I have a choice? I thought the price was a 6\_\_\_\_\_\_\_\_\_\_ high, but anything to make my wife happy. After the concert she said I was the best husband in the world. I think it was worth it, 7\_\_\_\_\_\_\_\_\_\_ you?

**8 Match the paragraph headings a) to f) with the correct paragraphs.**

**a)** BB for the future.

**b)** What is Beautiful Britain?

**c)** Hasn’t BB been in the news recently?

**d)** Do people know about BB?

**e)** BB for the family.

**f)** BB for the animals.

BEAUTIFUL BRITAIN

(**0**)\_*b*\_

Beautiful Britain is a registered charity. BB, as it is better known, was formed in 2002 by the journalist Graham Hawkins and his actress wife, Selena Tyrone.

(**1**)\_\_\_\_\_

BB has three areas of operations. Its first objective is to clean up Britain. BB argues that there is more waste ground and rubbish dumps in Britain than parks and playgrounds for children. We don’t need so many areas for rubbish. The problem is that we are not very organised at getting rid of rubbish and the government doesn’t like to spend money on cutting down on rubbish. BB hopes to clean up these rubbish areas and turn them into clean land for families and children.

(**2**)\_\_\_\_\_

Its second objective is to provide homes for the many dogs and cats that live on the streets. BB provides a service that takes pets off the streets, cleans them, feeds them and finds them new owners in new homes. Last year, 700 dogs and 500 cats were given new homes. The hardest time is always just after Christmas and the New Year. Tom Naylor of BB says ‘Many people buy little dogs or cats as presents and then get bored or tired of looking after them. It’s our job to make sure they are not lost on the streets.’

(**3**)\_\_\_\_\_

BB’s third objective is in education. Members of BB travel around schools in England giving workshops and seminars to both teachers and children. Last year BB visited 700 schools and gave 1,200 workshops. This means that about 25,000 children found out how to make Britain a cleaner place in 20 years’ time.

(**4**)\_\_\_\_\_

Graham Hawkins and Selena Tyrone are very sociable people. They are also very media-friendly. They can always be seen on chat shows and current affairs programmes, talking about the environment. BB also makes its own documentaries about the environment. Last March BB signed a contract with the Geography Channel to produce five nature programmes a year. Every Saturday you can also see BB members collecting money in your shopping centre.

(**5**)\_\_\_\_\_

In February this year, the financial director, Paul Callender was found dead at his home. A shy man, he was not often seen on TV. The police suspect that he was murdered. A four-month investigation did not identify a suspect but analysis of his financial records suggests that he was involved in exporting dogs and cats to Europe. This is illegal and would also break the rules of the charity, as a charity cannot make a profit.

Mr Hawkins and Ms Tyrone say that they were not told about any financial deals made by Mr Callender. I’m sure this story isn’t finished yet.

**9 Answer the questions about the text above.**

**0** What does Graham Hawkins do?

  *He’s a journalist\_\_\_\_\_*.

**1** What does Britain not need?

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

**2** Who doesn’t like to spend money?

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

**3** What does BB do with dogs and cats from the streets?

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

**4** What do people do with dogs and cats at Christmas?

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

**5** Who attends the workshops and seminars?

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

**6** Who can you see on chat shows?

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

**7** What do BB members do at the weekends?

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

**8** What was Paul Callender like?

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

**9** Why can’t BB export dogs and cats?

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

**10** Who knew about the trade?

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

**Варіант 2**

1 Complete the text.

What is the best advice for a new husband? Well, let me 0\_*see*\_\_. Never forget anniversaries and birthdays. Your wife will never forgive you. I remembered our fifth wedding anniversary 1\_\_\_\_\_\_\_\_\_\_ the day before! I also remembered she wanted to go to a jazz concert. I’m not 2\_\_\_\_\_\_\_\_\_\_ on jazz but another piece of advice I’d give you is, on anniversaries, give your wife what she wants! This 3\_\_\_\_\_\_\_\_\_\_ that I had to find tickets quickly. Unfortunately there were no tickets 4\_\_\_\_\_\_\_\_\_\_ I had to go to the concert hall five hours before the concert and buy tickets at the door. There was a man there but he didn’t 5\_\_\_\_\_\_\_\_\_\_ very honest. However, didI have a choice? I thought the price was a 6\_\_\_\_\_\_\_\_\_\_ high, but anything to make my wife happy. After the concert she said I was the best husband in the world. I think it was worth it, 7\_\_\_\_\_\_\_\_\_\_ you?

2 Choose the correct word to fill in the gaps.

**0** Last night there was a \_\_*c*\_\_ on hunting and endangered species.

**a)** variety show **b)** reality TV **c)** documentary **d)** sitcom

**1** Toothpaste usually comes in a \_\_\_\_\_.

**a)** pot **b)** jar **c)** bottle **d)** tube

**2** John is so \_\_\_\_\_. He’s so easy to talk to.

**a)** cautious **b)** sociable **c)** competitive **d)** individualistic

**3** There has been a steady increase in the \_\_\_\_\_ in the last few years.

**a)** graduate **b)** birth rate **c)** childcare **d)** teenager

**4** He is a very valuable member of \_\_\_\_\_.

**a)** staff **b)** commitee **c)** civil servant **d)** minister

**5** There are many cliffs along the \_\_\_\_\_.

**a)** lagoon **b)** wave **c)** coast **d)** sand

**6** If you buy an extra 5,000, I’ll give you a \_\_\_\_\_.

**a)** quantity **b)** delivery **c)** import **d)** discount

3 Put the words in the box into the correct column.

|  |
| --- |
| ~~rude~~ investigator dedicated fog mild commit surgery humid burglary treatment chatty clinic |
|  |
| **Weather** | **Personality** | **Crime** | **Health** |
|  | *rude* |  |  |

|  |  |
| --- | --- |
|  | / 11 |

**4 Match the paragraph headings a) to f) with the correct paragraphs.**

**a)** BB for the family.

**b)** BB for the animals.

**c)** BB for the future.

**d)** What is Beautiful Britain?

**e)** Hasn’t BB been in the news recently?

**f)** Do people know about BB?

BEAUTIFUL BRITAIN

(**0**)\_*d*\_

Beautiful Britain is a registered charity. BB, as it is better known, was formed in 2002 by the journalist Graham Hawkins and his actress wife, Selena Tyrone.

(**1**)\_\_\_\_\_

BB has three areas of operations. Its first objective is to clean up Britain. BB argues that there is more waste ground and rubbish dumps in Britain than parks and playgrounds for children. We don’t need so many areas for rubbish. The problem is that we are not very organised at getting rid of rubbish and the government doesn’t like to spend money on cutting down on rubbish. BB hopes to clean up these rubbish areas and turn them into clean land for families and children.

(**2**)\_\_\_\_\_

Its second objective is to provide homes for the many dogs and cats that live on the streets. BB provides a service that takes pets off the streets, cleans them, feeds them and finds them new owners in new homes. Last year, 700 dogs and 500 cats were given new homes. The hardest time is always just after Christmas and the New Year. Tom Naylor of BB says ‘Many people buy little dogs or cats as presents and then get bored or tired of looking after them. It’s our job to make sure they are not lost on the streets.’

(**3**)\_\_\_\_\_

BB’s third objective is in education. Members of BB travel around schools in England giving workshops and seminars to both teachers and children. Last year BB visited 700 schools and gave 1,200 workshops. This means that about 25,000 children found out how to make Britain a cleaner place in 20 years’ time.

(**4**)\_\_\_\_\_

Graham Hawkins and SelenaTyrone are very sociable people. They are also very media-friendly. They can always be seen on chat shows and current affairs programmes, talking about the environment. BB also makes its own documentaries about the environment. Last March BB signed a contract with the Geography Channel to produce five nature programmes a year. Every Saturday you can also see BB members collecting money in your shopping centre.

(**5**)\_\_\_\_\_

In February this year, the financial director, Paul Callender was found dead at his home. A shy man, he was not often seen on TV. The police suspect that he was murdered. A four-month investigation did not identify a suspect but analysis of his financial records suggests that he was involved in exporting dogs and cats to Europe. This is illegal and would also break the rules of the charity, as a charity cannot make a profit.

Mr Hawkins and Ms Tyrone say that they were not told about any financial deals made by Mr Callender. I’m sure this story isn’t finished yet.

**5 Answer the questions about the text above.**

**0** What does Graham Hawkins do?

 *He’s a journalist\_\_\_\_\_.*

**1** What does Britain not need?

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

**2** Who doesn’t like to spend money?

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

**3** What does BB do with dogs and cats from the streets?

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

**4** What do people do with dogs and cats at Christmas?

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

**5** Who attends the workshops and seminars?

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

**6** Who can you see on chat shows?

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

**7** What do BB members do at the weekends?

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

**8** What was Paul Callender like?

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

**9** Why can’t BB export dogs and cats?

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

**10** Who knew about the trade?

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

6 Complete the text with one word for each gap.

There are a 0\_*lot\_\_\_\_\_\_*\_ of people in England 1\_\_\_\_\_\_\_\_\_\_ think it isn’t necessary to learn a foreign language. They think they don’t 2\_\_\_\_\_\_\_\_\_\_ to speak another language because if they go anywhere in the world they 3\_\_\_\_\_\_\_\_\_\_ always find someone speaking English. Is English 4\_\_\_\_\_\_\_\_\_\_ most popular language for students? The answer is ‘No’. Most students used 5\_\_\_\_\_\_\_\_\_\_ want to study English but now 6\_\_\_\_\_\_\_\_\_\_ students choose to learn Spanish rather than English.

This will 7\_\_\_\_\_\_\_\_\_\_ be bad news for the English. There is another thing that the English need to think 8\_\_\_\_\_\_\_\_\_\_. Most people who speak English are not English and don’t want 9\_\_\_\_\_\_\_\_\_\_ speak English in their own country. They expect English people in Italy to speak Italian! Twenty years 10\_\_\_\_\_\_\_\_\_\_ Carlo wanted to practise his English. Today he expects you to practise his language. If we 11\_\_\_\_\_\_\_\_\_\_ him wouldn’t we feel the same?

It’s not 12\_\_\_\_\_\_\_\_\_\_ to ask for, is it? English children 13\_\_\_\_\_\_\_\_\_\_ learn a foreign language, just like all other students. If they do, then they 14\_\_\_\_\_\_\_\_\_\_ learn more about other countries and one day be the best language learners, not the 15\_\_\_\_\_\_\_\_\_\_.

7 Use the words to make sentences, using the correct form of the verb.

**0** There be certainly changes in the company.

 *There will certainly be changes in the company.*

**1** Luxembourg never have a king.

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

**2** If you not leave I call the police.

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

**3** What you do when the phone ring last night?

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

**4** Can you play tennis when you be six?

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

**5** He not meet the French minister until six o’clock.

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

**6** How long you study at this university?

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

**7** What you do if you be him?

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

**8** The first factory build in 1843.

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

**9** Every year £100 billion give to charities.

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

**10** At the moment they not ship bananas to Europe.

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

8 Complete the text with words from the box. (You will not need all the words.)

|  |
| --- |
| doze sleeping spacious sleepless exciting excited tired derelict tiring bored boring spectacular scruffy cartons tins paper cardboard dump wasteland rubbish |

Last weekend, I helped Paulo clean up his grandmother’s house and remove all the 0*rubbish*\_. It’s not a very 1\_\_\_\_\_\_\_\_\_ job but we needed to do it. Paulo’s grandmother died a year ago and since then the house has been 2\_\_\_\_\_\_\_\_\_. On Saturday morning we started by collecting all the old 3\_\_\_\_\_\_\_\_\_ of food and empty milk 4\_\_\_\_\_\_\_\_\_. We then collected all the books (Paulo’s mother was a book collector) and put them into 5\_\_\_\_\_\_\_\_\_ boxes. The job was very 6\_\_\_\_\_\_\_\_\_ and I had to lift a lot of heavy things. I was soon very 7\_\_\_\_\_\_\_\_\_. I had a 8\_\_\_\_\_\_\_\_\_ night on Friday so I really needed a 9\_\_\_\_\_\_\_\_\_. On Sunday we cleaned the whole house and on Monday Paulo put an advert in the newspaper. The house is very 10\_\_\_\_\_\_\_\_\_ - it’s big enough for six people, and has a 11\_\_\_\_\_\_\_\_\_ view of the beach. I’m sure Paulo will sell it quickly.

9 Correct the underlined mistakes in these sentences.

**0** I have been knowing him for three years. \_\_*have known*\_\_\_\_\_\_\_\_\_\_\_\_\_

**1** They fix it at the moment. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2** The same headline is in all newspapers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3** It’s enough big for me to wear. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4** Germany might probably vote ‘Yes’. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5** He waited since fifteen minutes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6** What is the less expensive coat in the shop?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7** It is the best than last week. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8** He has few hair on his head. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9** Ali has been out. He’ll be back soon. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10** You should keep to try to find a job. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_