**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ**

**ІМЕНІ В. О. СУХОМЛИНСЬКОГО**

Філологічний факультет

Кафедра загальної та прикладної лінгвістики

## Навчально-методичнЕ ЗАБЕЗПЕЧЕННЯ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

**ТЕОРЕТИЧНИЙ ТА ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ**

Ступінь бакалавр

Галузь знань 01 Освіта / Педагогіка

спеціальність 014 Середня освіта

014.01 Середня освіта (Українська мова і література)

Освітньо-професійна програма «Середня освіта (Українська мова і література)»

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Миколаїв 2020

**Зміст НМЗ**

1. Титульна сторінка.
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** “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 № 2**

**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 № 3**

**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 № 4**

**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 № 5**

**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 № 6**

**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 № 7**

**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 № 8**

**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 № 9**

**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 № 10**

**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 № 11**

**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 № 12**

**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 № 13**

**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 № 14**

**Розмовна тема** “Виготовлення шоколаду”.

**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 № 15**

**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 № 16**

**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 № 17**

**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 № 18**

**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 № 19**

**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 № 20**

**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 № 21**

**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 № 22**

**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 № 23**

**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 № 24**

**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 № 25**

**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 № 26**

**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 № 27**

**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 № 28**

**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 № 29**

**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 № 30**

**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 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 2.**

**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 3.**

**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 4.**

**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 5.**

**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 6**

**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**

**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 rubbish  excited tired derelict tiring bored boring  spectacular 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?

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**4** What do people do with dogs and cats at Christmas?

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

**5** Who attends the workshops and seminars?

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**7** What do BB members do at the weekends?

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

**8** What was Paul Callender like?

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**9** Why can’t BB export dogs and cats?

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**10** Who knew about the trade?

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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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_