

муниципальное казенное общеобразовательное учреждение  
«Лицей с кадетскими классами имени Г.С. Шпагина»  
города Вятские Поляны Кировской области

УТВЕРЖДАЮ

Директор МКОУ «Лицей с кадетскими  
классами имени Г.С.Шпагина» города  
Вятские Поляны Кировской области

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Приказ № О – 98 от 30.08.2023 г.



Рабочая программа  
по английскому языку  
(общеобразовательный уровень)  
7 класс  
на 2023-2024 учебный год

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Вятские Поляны  
2023

## Пояснительная записка.

Рабочая программа по предмету «Английский язык», предметная область «Иностранные языки», составлена в соответствии с Федеральным государственным образовательным стандартом основного общего образования, на основе требований к результатам освоения основной образовательной программы основного общего образования и с учетом авторской программы для 5-9 классов О.В. Афанасьевой, И.В.Михеевой, Н.В.Языковой. Английский язык. Программы ОУ для ОУ и школ с углубленным изучением английского языка.

Рабочая программа составлена в рамках УМК по английскому языку для 7 класса (авторы: О.В. Афанасьева, И.В. Михеева «Английский язык») издательского центра «Просвещение», 2010). Рабочая программа составлена с учётом изучения предмета в объёме 3 часа в неделю, в год-102 часа

### Планируемые результаты освоения учебного предмета «Иностранный язык (английский)» в 7 классе

**Обучающийся, окончивший 7 класс, научится:**

**Предметные результаты:**

**Коммуникативные умения**

**Говорение. Диалогическая речь:**

• вести диалог (диалог этикетного характера, диалог-расспрос, диалог побуждение к действию; комбинированный диалог) в стандартных ситуациях неофициального общения в рамках освоенной тематики, соблюдая нормы речевого этикета, принятые в стране изучаемого языка.

**Получит возможность научиться:** *вести диалог-обмен мнениями; брать и давать интервью.*

**Говорение. Монологическая речь:**

• строить связное монологическое высказывание с опорой на зрительную наглядность и/или вербальные опоры (ключевые слова, план, вопросы) в рамках освоенной тематики;

• описывать события с опорой на зрительную наглядность и/или вербальную опору (ключевые слова, план, вопросы);

• давать краткую характеристику реальных людей и литературных персонажей;

• передавать основное содержание прочитанного текста с опорой или без опоры на текст, ключевые слова/план/вопросы;

• описывать картинку/фото с опорой или без опоры на ключевые слова/план/вопросы.

**Получит возможность научиться:**

• *делать сообщение на заданную тему на основе прочитанного;*

• *комментировать факты из прочитанного/прослушанного текста, выразить и аргументировать свое отношение к прочитанному/прослушанному; кратко излагать результаты выполнения проектной работы.*

**Аудирование:**

• воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащих некоторое количество неизученных языковых явлений;

• воспринимать на слух и понимать нужную / интересующую / запрашиваемую информацию в аутентичных текстах, содержащих как изученные языковые явления, так и некоторое количество неизученных явлений. **Получит возможность научиться:**

• *выделять основную тему в воспринимаемом на слух тексте;*

• *использовать контекстуальную или языковую догадку при восприятии на слух текстов, содержащих незнакомые слова.*

**Чтение:**

• читать и понимать основное содержание несложных аутентичных текстов, содержащих отдельные неизученные языковые явления;

• читать и находить в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления, нужную / интересующую / запрашиваемую информацию, представленную в явном и в неявном виде;

- читать и полностью понимать несложные аутентичные тексты, построенные на изученном языковом материале;

- выразительно читать вслух небольшие построенные на изученном языковом материале аутентичные тексты, демонстрируя понимание прочитанного.

**Получит возможность научиться:**

- *восстанавливать текст из разрозненных абзацев или путем добавления выпущенных фрагментов.*

**Письменная речь:**

- заполнять анкеты и формуляры, сообщая о себе основные сведения (имя, фамилия, пол, возраст, гражданство, национальность, адрес и т.д.);

- писать короткие поздравления с днем рождения и другими праздниками, с употреблением формул речевого этикета, принятых в стране изучаемого языка, выражать пожелания (объемом 30–40 слов, включая адрес);

- писать личное письмо в ответ на письмо-стимул с употреблением формул речевого этикета, принятых в стране изучаемого языка: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; выражать благодарность, извинения, просьбу; давать совет и т.д.;

- писать небольшие письменные высказывания с опорой на образец / план.

**Получит возможность научиться:**

- *делать краткие выписки из текста с целью их использования в собственных устных высказываниях;*

- *писать электронное письмо зарубежному другу в ответ на электронное письмо-стимул;*

- *составлять план/тезисы устного или письменного сообщения;*

- *писать небольшое письменное высказывание с опорой на нелинейный текст (таблицы, диаграммы и т.д.).*

**Языковые навыки и средства оперирования ими Орфография и пунктуация:**

- правильно писать изученные слова;

- правильно ставить знаки препинания в конце предложения: точку в конце повествовательного предложения, вопросительный знак в конце вопросительного предложения, восклицательный знак в конце восклицательного предложения;

- расставлять в личном письме знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.

**Получит возможность научиться:**

- *сравнивать и анализировать буквосочетания английского языка и их транскрипцию.*

**Фонетическая сторона речи:**

- различать на слух и адекватно, без фонематических ошибок, ведущих к сбою коммуникации, произносить слова изучаемого иностранного языка;

- соблюдать правильное ударение в изученных словах;

- различать коммуникативные типы предложений по их интонации;

- членить предложение на смысловые группы;

- адекватно, без ошибок, ведущих к сбою коммуникации, произносить фразы с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный и разделительные вопросы), в том числе соблюдая правило отсутствия фразового ударения на служебных словах.

**Получит возможность научиться:**

- *выражать модальные значения, чувства и эмоции с помощью интонации.*

**Лексическая сторона речи:**

- узнавать в письменном и звучащем тексте изученные лексические единицы (слова, словосочетания, реплики-клише речевого этикета), в том числе многозначные в пределах тематики основной школы;

- употреблять в устной и письменной речи в их основном изученные лексические единицы (слова, словосочетания, реплики-клише речевого этикета), в том числе многозначные, в пределах тематики основной школы в соответствии с решаемой коммуникативной задачей;
- соблюдать существующие в английском языке нормы лексической сочетаемости;
- распознавать и образовывать родственные слова с использованием аффиксации в пределах тематики 7 класса в соответствии с решаемой коммуникативной задачей:
  - имена прилагательные при помощи суффиксов *-y, -ful, -al, -ous, -ble / -ible, -less*;
  - наречия при помощи суффикса *-ly*;
  - имена прилагательные при помощи отрицательных префиксов *-im, -in*.

#### **Получит возможность научиться:**

- распознавать и употреблять в речи в нескольких значениях многозначные слова, изученные в пределах тематики основной школы;
- распознавать и употреблять в речи наиболее распространенные фразовые глаголы;
- распознавать принадлежность слов к частям речи по аффиксам;
- использовать языковую догадку в процессе чтения и аудирования (догадываясь о значении незнакомых слов по контексту, по сходству с русским/родным языком, по словообразовательным элементам).

#### **Грамматическая сторона речи:**

- оперировать в процессе устного и письменного общения основными синтаксическими конструкциями и морфологическими формами в соответствии с коммуникативной задачей в коммуникативно-значимом контексте;
- распознавать и употреблять в речи различные коммуникативные типы предложений: повествовательные (в утвердительной и отрицательной форме), вопросительные (общий, специальный), побудительные (в утвердительной и отрицательной форме) и восклицательные;
- распознавать и употреблять в речи, распространенные и нераспространенные простые предложения, в том числе с несколькими обстоятельствами, следующими в определенном порядке; распознавать и употреблять в речи сложносочиненные предложения с сочинительными союзами *and, but, or*;
- распознавать и употреблять в речи сложноподчиненные предложения с союзами и союзными словами *because, when*;
- распознавать и употреблять в речи имена существительные в единственном числе и во множественном числе, образованные по правилу, и исключения;
- распознавать и употреблять в речи имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения;
- распознавать и употреблять в речи слова, выражающие количество (*many/much, few/a few, little/a little*); наречия в положительной, сравнительной и превосходной степенях, образованные по правилу и исключения;
- распознавать и употреблять в речи глаголы в наиболее употребительных временных формах действительного залога: Present Simple, Future Simple и Past Simple, Present Continuous;
- распознавать и употреблять в речи различные грамматические средства для выражения будущего времени: Simple Future, *to be going to*, Present Continuous;
- распознавать и употреблять в речи модальные глаголы и их эквиваленты (*can, must, have to*).

#### **Получит возможность научиться:**

- *распознавать сложноподчиненные предложения с определительными союзами who, which, that*;
- *распознавать и употреблять в речи предложения с конструкциями as...as*;
- *распознавать и употреблять в речи определения, выраженные прилагательными, в правильном порядке их следования*;
- *распознавать и употреблять в речи модальные глаголы need, shall*; *распознавать и употреблять в речи словосочетания «Причастие I + существительное» и «Причастие II + существительное».*

#### **Социокультурные знания и умения:**

- употреблять в устной и письменной речи в ситуациях формального и неформального общения основные нормы речевого этикета, принятые в странах изучаемого языка;
- представлять родную страну и культуру на английском языке;
- понимать социокультурные реалии при чтении и аудировании в рамках изученного материала.

**Получит возможность научиться:**

- *использовать социокультурные реалии при чтении и аудировании в рамках изученного материала.*

**Компенсаторные умения:**

- выходить из положения при дефиците языковых средств: использовать переспрос при говорении.

**Получит возможность научиться:**

- *использовать синонимические и антонимические средства при говорении.*

**Личностные результаты:**

• воспитание российской гражданской идентичности: патриотизма, уважения к Отечеству, прошлое и настоящее многонационального народа России; осознание своей этнической принадлежности, знание истории, языка, культуры своего народа, своего края, основ культурного наследия народов России и человечества, воспитание чувства ответственности и долга перед Родиной;

• формирование ответственного отношения к учению, готовности и способности, обучающихся к саморазвитию и самообразованию на основе мотивации к обучению и познанию;

• формирование осознанного, уважительного и доброжелательного отношения к другому человеку, его мнению, мировоззрению, культуре, языку, вере, гражданской позиции; к истории, культуре, религии, традициям, языкам, ценностям народов России и народов мира; готовности и способности вести диалог с другими людьми и достигать в нем взаимопонимания;

• формирование коммуникативной компетентности в общении и сотрудничестве со сверстниками, детьми старшего и младшего возраста, взрослыми в процессе образовательной, общественно-полезной, творческой и других видах деятельности;

• освоение социальных норм, правил поведения, ролей и форм социальной жизни в группах и сообществах; участие в школьном самоуправлении и общественной жизни в пределах возрастных компетенций с учетом региональных, этнокультурных, социальных и экономических особенностей;

• развитие морального сознания и компетентности в решении моральных проблем на основе личностного выбора, формирование нравственных чувств и нравственного поведения, осознанного и ответственного отношения к собственным поступкам;

• формирование ценности здорового и безопасного образа жизни;

• формирование основ экологической культуры, соответствующей современному уровню экологического мышления;

• осознание семьи в жизни человека и общества, принятие ценности семейной жизни, уважительное и заботливое отношение к членам своей семьи;

• формирование мотивации изучения иностранных языков и стремление к самосовершенствованию в образовательной области «Иностранный язык»;

• осознание возможности самореализации средствами иностранного языка;

• стремление к совершенствованию речевой культуры в целом;

• формирование коммуникативной компетенции в межкультурной и межэтнической коммуникации;

• развитие таких качеств, как воля, целеустремленность, креативность, инициативность, эмпатия, трудолюбие, дисциплинированность;

• стремление к лучшему осознанию культуры своего народа и готовность содействовать ознакомлению с ней представителей других стран; толерантное отношение к проявлениям иной культуры; осознание себя гражданином своей страны и мира;

• формирование дружелюбного и толерантного отношения к ценностям иных культур, оптимизма и выраженной личностной позиции, с образцами зарубежной литературы разных жанров, с учетом достигнутого обучающимися уровня иноязычной компетентности;

- формирование и совершенствование иноязычной коммуникативной компетенции; расширение и систематизация знаний о языке, расширение лингвистического кругозора и лексического запаса, дальнейшее овладение обще речевой культурой;

- создание основы для формирования интереса к совершенствованию достигнутого уровня владения изучаемым иностранным языком, в том числе на основе самонаблюдения и самооценки, к изучению второго, третьего иностранного языка, к использованию иностранного языка как средства получения информации, позволяющего расширять свои знания в других предметных областях.

### **Предметные результаты**

К концу обучения в 7 классе обучающийся получит следующие предметные результаты:

1) владеть основными видами речевой деятельности:

говорение: вести разные виды диалогов (диалог этикетного характера, диалог-побуждение к действию, диалог-расспрос, комбинированный диалог, включающий различные виды диалогов) в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и (или) зрительными опорами, с соблюдением норм речевого этикета, принятого в стране (странах) изучаемого языка (до 6 реплик со стороны каждого собеседника);

создавать разные виды монологических высказываний (описание, в том числе характеристика, повествование (сообщение)) с вербальными и (или) зрительными опорами в рамках тематического содержания речи (объём монологического высказывания – 8–9 фраз), излагать основное содержание прочитанного (прослушанного) текста с вербальными и (или) зрительными опорами (объём – 8–9 фраз), кратко излагать результаты выполненной проектной работы (объём – 8–9 фраз);

аудирование: воспринимать на слух и понимать несложные аутентичные тексты, содержащие отдельные незнакомые слова, в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (время звучания текста (текстов) для аудирования – до 1,5 минут);

смысловое чтение: читать про себя и понимать несложные аутентичные тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной (запрашиваемой) информации, с полным пониманием информации, представленной в тексте в эксплицитной (явной) форме (объём текста (текстов) для чтения – до 350 слов), читать про себя несплошные тексты (таблицы, диаграммы) и понимать представленную в них информацию, определять последовательность главных фактов (событий) в тексте;

письменная речь: заполнять анкеты и формуляры с указанием личной информации; писать электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране (странах) изучаемого языка (объём сообщения – до 90 слов), создавать небольшое письменное высказывание с использованием образца, плана, ключевых слов, таблицы (объём высказывания – до 90 слов);

2) владеть фонетическими навыками: различать различать на слух, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правила отсутствия фразового ударения на служебных словах, выразительно читать вслух небольшие аутентичные тексты объёмом до 100 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, читать новые слова согласно основным правилам чтения;

владеть орфографическими навыками: правильно писать изученные слова;

владеть пунктуационными навыками: использовать точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф, пунктуационно правильно оформлять электронное сообщение личного характера;

3) распознавать в устной речи и письменном тексте 1000 лексических единиц (слов, словосочетаний, речевых клише) и правильно употреблять в устной и письменной речи 900 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с помощью суффиксов -ness, -ment, имена прилагательные с помощью суффиксов -ous, -ly, -y, имена прилагательные и наречия с помощью

отрицательных префиксов in-/im-, сложные имена прилагательные путем соединения основы прилагательного с основой существительного с добавлением суффикса -ed (blue-eyed);

распознавать и употреблять в устной и письменной речи изученные синонимы, антонимы, многозначные слова, интернациональные слова, наиболее частотные фразовые глаголы;

распознавать и употреблять в устной и письменной речи различные средства связи в тексте для обеспечения логичности и целостности высказывания;

4) понимать особенности структуры простых и сложных предложений и различных коммуникативных типов предложений английского языка;

распознавать и употреблять в устной и письменной речи:

предложения со сложным дополнением (Complex Object);

условные предложения реального (Conditional 0, Conditional I) характера;

предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия;

конструкцию used to + инфинитив глагола;

глаголы в наиболее употребительных формах страдательного залога (Present/Past Simple Passive);

предлоги, употребляемые с глаголами в страдательном залоге;

модальный глагол might;

наречия, совпадающие по форме с прилагательными (fast, high; early);

местоимения other/another, both, all, one;

количественные числительные для обозначения больших чисел (до 1 000 000);

5) владеть социокультурными знаниями и умениями:

использовать отдельные социокультурные элементы речевого поведенческого этикета, принятые в стране (странах) изучаемого языка в рамках тематического содержания;

понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику страны (стран) изучаемого языка в рамках тематического содержания речи;

обладать базовыми знаниями о социокультурном портрете и культурном наследии родной страны и страны (стран) изучаемого языка;

кратко представлять Россию и страну (страны) изучаемого языка;

6) владеть компенсаторными умениями: использовать при чтении и аудировании языковую догадку, в том числе контекстуальную, при непосредственном общении – переспрашивать, просить повторить, уточняя значение незнакомых слов, игнорировать информацию, не являющуюся необходимой для понимания основного содержания, прочитанного (прослушанного) текста или для нахождения в тексте запрашиваемой информации;

7) участвовать в несложных учебных проектах с использованием материалов на английском языке с применением информационно-коммуникативных технологий, соблюдая правила информационной безопасности при работе в сети Интернет;

8) использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

9) достигать взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, с людьми другой культуры;

10) сравнивать (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

### **Система оценки достижения планируемых результатов освоения предмета.**

Период обучения	Количество контрольных работ	Количество контрольных точек
1 четверть	2	1
2 четверть	2	1
3 четверть	2	1
4 четверть	2	1

### **Содержание учебного предмета.**

**Моя Родина - Россия**

Политическая система РФ; Президент РФ; Совет Федерации и Государственная дума; география страны и её климат; население: нации и народности РФ; города России; Москва; Красная площадь — сердце России; увлечения россиян; обычаи и традиции; религия в РФ; великие люди России; знаменательные исторические даты; Россия глазами иностранцев; праздники в РФ.

### **Английский язык – язык мирового общения**

Существующие варианты английского языка; распространение английского языка в мире на протяжении истории его развития; богатство английского лексикона; пути пополнения словарного состава языка, заимствования; английский язык как предмет изучения; почему важно уметь общаться на английском языке.

#### **Мир вокруг меня**

Семья и родственники; периоды жизни человека; друзья; любимые занятия. Различия в характерах людей. Уникальность человеческой личности (*It Takes Many Kinds to Make the World*)

#### **Различия в характере людей. Уникальность человеческой личности.**

Внешность человека и черты его характера; мнения, привычки, вкусы; толерантность по отношению к привычкам, вкусам и особенностям других людей; правила хорошего тона; мы все разные, мы все похожи.

#### **Рождественские праздники**

Рождество в западных странах; Рождество в России; рождественские подарки; Санта-Клаус и Дед Мороз; рождественские каникулы; новогодние и рождественские традиции.

#### **Радость чтения: книги и писатели**

Книги и их авторы; различные виды книг; выбор литературы для чтения; библиотеки и их роль в культурной жизни страны и образовании; ведущие библиотеки мира; история создания книги; знаменитые писатели; отношение к книге в современном мире.

#### **Искусство: кино и театр**

Различные виды искусства; музыка, музыкальные инструменты; театр и кино; некоторые факты из истории театра и кино; театры и кинотеатры; как устроен театр; актёрская профессия; виды пьес и кинофильмов

#### **Спорт в нашей жизни**

Значение спорта в жизни человека; зимние и летние виды спорта; спортивные игры; Олимпийские игры; история олимпийского движения; популярные виды спорта; известные спортсмены; физкультура в школе.

#### **Познавая мир**

Повторение изученных учебных ситуаций (II—VII классы).

— разговорные формулы, позволяющие обсуждать погоду

It's a nice day today, isn't it?

Fine weather we are having today.

1. Объём лексического материала в VII классе составляет более 1650 единиц, из них 200-250 новых лексических единиц для продуктивного усвоения.

2. Основные словообразовательные средства.

Деривационные модели:

— модель *N + -ful* для образования имён прилагательных (*handful, glassful, mouthful, cupful etc.*);

— модель *N + -hood* для образования имён существительных (*boyhood, childhood, neighbourhood*);

— модель *N -f -ous* для образования имён прилагательных (*poisonous, wonderful, mysterious*);

— модель *Adj + -ly* для образования имён прилагательных (*kindly*); модель *N + -ly* для



образования имён прилагательных {*shapely*).

Модели образования новых слов способом словосложения:

— модель *N + Ad/* для образования сложных прилагательных — наименований цвета (*emerald green, mouse grey, coal black, blood red*);

— модель *N + -in law* для образования сложных существительных, обозначающих термины родства (*mother-in-law, father -in-law, son-in-law etc.*);

— модель *Num + -year-old* для образования сложных прилагательных, обозначающих возраст (*3-year-old, 4-year-old, 5-year old*).

3. Полисемантические слова (*fortune* — 1) судьба, удача 2) богатство, состояние; *interpret* — 1) интерпретировать 2) переводить; *pop (in)* — 1) всунуть 2) внезапно появиться; *house* — 1) дом 2) палата; *realise* — 1) представлять себе, понимать 2) осуществлять; *wind* — 1) виться, извиваться 2) наматывать 3) заводить (часы).

4. Синонимы, подчёркивающие дифференцирующую функцию:

<i>murmur</i> --- <i>mumble</i>	<i>answer</i> — <i>reply</i>
<i>shout</i> — <i>scream</i> — <i>cry</i>	<i>tell</i> — <i>say</i> — <i>speak</i>
<i>interpreter</i> — <i>translator</i>	<i>high</i> — <i>tall</i>
<i>between</i> — <i>among</i>	<i>gold</i> — <i>golden</i>
<i>repair</i> — <i>mend</i>	<i>vocabulary</i> - <i>dictionary</i>

5. Лексические единицы, различающиеся в двух вариантах английского языка (*trainers (BrE) — sneakers (AmE), athletics (BrE) — track-and-field (AmE)*).

6. Антонимы:

<i>up-to-date</i> — <i>old-fashioned</i>	<i>likes</i> — <i>dislikes</i>
<i>friend</i> — <i>enemy</i>	<i>broad</i> — <i>narrow</i>
<i>tiny</i> — <i>bulky</i>	<i>smooth</i> — <i>rough</i>
<i>sharp</i> — <i>blunt</i>	<i>heavy</i> — <i>light</i>

7. Фразовые глаголы:

— *to get on, to get off, to get along, to get out, to get up, to get away, to get over, to get down to (work, business)*;

— *to turn around, to turn out, to turn over, to turn up, to turn into, to turn inside out, to turn upside down, to turn on, to turn off, to turn down*;

— *to rush at, to rush in/into, to rush off/out, to rush to*;

— *to run away/off, to run down, to run in, to run out, to run over*;

— *to set about (doing sth), to set sb to sth, to set sb to do sth, to set off/out*;

— *to do away with, to do out, to do up, to do with*.

8. Омонимы (*sun — son, fair (hair) — fair (enough), bar/s — bar (of chocolate) etc.*).

9. Лексика, управляемая предлогами {*to interpret to sb, to interpret into some language; disappointed in/with sb, disappointed at/about sth; to struggle for sth, to knock on/at sth, close to sth; to wave to/at sb, to lend over sth, to wait for sb, impression on sb, search for sth*}.

10. Лексика, представляющая определённые трудности при использовании в речи: *to be + Adj versus to get -A- Adj* {*to be cold — to get cold; to be windy — to get windy*; а также *to go to sleep — to fall asleep; to introduce oneself — to introduce sb to sth; content — contents; to go in for sports — to do a lot/(a bit) of sport; either any*).

11. Устойчивые сочетания, фразеологические единицы, включая пословицы и поговорки:

— устойчивые сочетания

“do” phrases	“make” phrases
<i>to do exercises</i>	<i>to make a note</i>
<i>to do well</i>	<i>to make a</i>
<i>to do housework</i>	<i>to make dinner</i>
<i>to do a favour</i>	<i>to make money</i>
<i>to do one's best</i>	<i>to make a</i>
<i>to do a room</i>	<i>to make noise</i>
<i>to do with sth</i>	<i>to make</i>
<i>to do one's hair etc.</i>	<i>to make a fire</i>
	<i>to make a law</i>

— фразеологические единицы

*to let the cat out of the bag*      *to put the cat among the*  
*like cat and dog*                      *pigeons*  
*to pull to pieces*                      *to pull sb's leg*  
*a white elephant*                      *to push one's luck*  
   *once in a blue moon*

— пословицы и поговорки

*While the cat is away, the mice will play.*  
*Has the cat got your tongue?*  
*A friend to all is a friend to none.*  
*Love is blind.*  
*One swallow doesn't make a spring.*  
*He has no friend who has many friends.*

12. Устойчивые сравнительные обороты, образованные по модели *as + Adj -f as + N* (*as poor as a church mouse, as cold as a cucumber, as old as the hills, as brave as a lion, as fresh as a daisy etc.*).

13. Лексика, необходимая для построения логичного текста:

— единицы для указания на начало и конец текста, возврат к высказанному положению, упорядочивание последовательности изложения и т.д. (*first, first of all; next, then, after that, afterwards, later on, previously, meanwhile, in the meantime, eventually, finally etc.*);

— единицы, соединяющие различные части текста — *connectors* (*so, as, anyhow, however, nevertheless, because, although, on the contrary, actually, that's why etc.*).

I. Морфология

1. Имя существительное

— особенности орфографии множественного числа существительных, оканчивающихся на гласную *o* (*radios, zeros/ zeroes, heroes*);

— нерегулярные случаи образования множественного числа (*ox — oxen, deer — deer, swine — swine etc.*);

— особенности употребления субстантивов (*fruit/fruits*, а также *fish/fishes*);

— собирательные имена существительные (*block, pack, swarm, herd, school, pride, audience, committee, team, crew, army, police, bunch, bundle*);

— переход неисчисляемых имён существительных в разряд исчисляемых с изменением значения субстантивов (*glass — a glass, paper — a paper, water — a mineral water, chocolate — chocolates etc.*);

— обобщение первоначальных знаний об определённом, неопределённом и нулевом артиклях; различные формы артиклей — неопределённого (*a/an*) и определённого (*the* [бэ], *the* [61]);

— использование неопределённого артикля с именами существительными в функции подлежащего, именной части составного именного сказуемого, дополнения (*A stranger wants to see you. He is a doctor in a hospital. I would like an apple, please.*);

— использование определённого артикля для обозначения класса лиц или предметов, а также уникальных, единственных в своём роде предметов (*The tiger is a fierce animal. The universe has no limits.*);

— употребление артиклей с названием трапез (*meals*) (*to be at lunch, after/before dinner, to have (cook, serve) breakfast. Lunch is ready, Fd prefer a hoi supper.*);

— употребление артиклей с именами существительными *school, church, work, bed* (*Jim is small. He doesn't go to school. The school was new and modern.*);

— устойчивые сочетания с неопределённым артиклем (*in a hurry, in a whisper, in a low/loud voice, for a while, to have a swim/a talk/a smoke, be at a loss, a Zie, go fora walk, £o /mL>e a g'ood time*);

— неопределённый артикль с именами существительными в функции описательного

определения (*It happened in a small town in England. We met on a wonderful spring morning.*);

— употребление определённого артикля для обозначения единичности, где *a = one* (*There is a table here. Give me a book.*);

— употребление неопределённого артикля в значении «любой», «всякий», «каждый», «какой-то» (*A squirrel has a tail. A girl came into the room.*);

— употребление неопределённого артикля для классификации объектов и для их наименования (*It is a bowl. I am a girl.*);

— употребление артиклей с наименованиями времён года (*a frosty winter, early winter, in the winter etc.*);

— употребление артиклей с именами существительными, обозначающими части суток (*on a cold morning, in the evening, at night, next day, yesterday afternoon. It was broad day.*).

## 2. Имя прилагательное

— качественные и относительные имена прилагательные; особенности их функционирования в современном английском языке;

— использование имён прилагательных в сравнительных структурах:

*as ... as (as good as gold),*

*not so ... as (not so bad as you thought),*

*not as ... as (not as lucky as you),*

*Adj + -er than (happier than before), more -f Adj than (more pleased than ever);*

— нерегулярные способы образования сравнительной и превосходной степеней сравнения; прилагательные *old, far, late* как единицы, имеющие два способа образования степеней сравнения (*old — older/elder — oldest/eldest, far — farther/further — farthest/furthest, late — later/latter — latest/last*); прилагательное *near* как имеющее две формы превосходной степени (*near — nearer — nearest/next*).

## 3. Местоимение

— различия в семантике и употреблении неопределённых местоимений *any — either* (*There are twenty pupils in the group. You can interview any. I have got two dictionaries. You can use either.*).

## 4. Глагол

— сопоставление времён группы *Simple: Present, Past, Future*;

— сопоставление времён группы *Progressive: Present, Past, Future*;

— временные формы *Future Perfect* (утвердительные, отрицательные и вопросительные предложения разного типа);

— временные формы *Present Perfect Progressive* (утвердительные, отрицательные и вопросительные предложения разного типа);

— сопоставление времён *Present Perfect* и *Present Perfect Progressive*;

— временные формы *Past Perfect Progressive* (утвердительные, отрицательные и вопросительные предложения разного типа);

— временные формы *Future Perfect Progressive* (утвердительные и отрицательные предложения, вопросы разного типа);

— способы выражения будущности в английском языке:

a) *Future Simple* (Г11 *come back, I promise.*)

б) *оборот to be going to* (We are going to meet in the evening.)

в) *Present Progressive* (Гт *having a party on Sunday.*)

г) *Future Progressive* (She'll be lying on the beach this time next week.)

д) *Future Perfect* (He will have taken his exams by Monday.)

e) *Present Simple* (The night train arrives at 2 a.m.);

— сопоставление глагольных форм в *Present Simple Passive, Past Simple Passive, Future Simple Passive*;

— модальные глаголы в сочетании с пассивным инфинитивом (*must be explained, ought to be visited*);

- сопоставление глагольных форм *Present Progressive* Passive, Past Progressive Passive, Present Perfect Passive, Past Perfect Passive;
- глаголы с предлогами в пассивном залоге (to be laughed at, to be spoken of, to be looked for);
- глаголы в пассивном залоге в предложениях с двумя возможными дополнениями (*Tom was given an apple. An apple was given to Tom.*);
- сослагательное наклонение глагола *Subjunctive I* в следующих структурах:  
If I were you, I would -f Inf (If I were you, I would help them.) If I went there, I would 4- Inf (If I went there, I would enjoy it.)

If it were ... ! (If it were spring now!)

I wish it were ... (I wish it were warmer now.)

I wish I had ... (I wish I had more friends.)

## II. Синтаксис

1. Сложноподчинённые предложения с придаточными нереального условия в настоящем или будущем времени.

2. Придаточные времени и условия в сопоставлении с придаточными дополнительными (*We shall discuss it when Alice comes. I don't know when Alice will come.*).

3. Придаточные условия с unless (*You can't come in unless you buy a ticket.*).

### Тематическое планирование.

Тема уроков	Кол-во часов
<b>Моя Родина-Россия</b>	<b>10</b>
Давайте познакомимся	1
Что ты знаешь о России?	1
Политическая система России	1
Русские традиции	1
Известные люди России	2
Москва-столица России	1
Достопримечательности Москвы	1
<b>Контрольная работа по теме «Моя Родина-Россия»</b>	1
Обобщающий урок	1
<b>Английский язык -язык мирового общения</b>	<b>12</b>
Некоторые факты из истории английского языка	1
Современный английский язык	2
Язык, который мы учим	2
Составление диалогов по теме «На уроке»	2
Самая сложная сторона изучения английского языка	2
Как написать открытку	1
<b>Контрольная работа по теме «Английский язык-язык мирового общения»</b>	1
Обобщающий урок	1
<b>Мир вокруг меня</b>	<b>16</b>
Моя семья	2
Мои друзья	2
Мой друг	2
Великобритания: Страна традиций	2

История сумки	2
История Денни	2
Как описать картинку	2
Внеклассное чтение	1
<b>Контрольная работа по теме «Мир вокруг меня».</b>	1
<b>Различия в характере людей. Уникальность человеческой личности</b>	<b>12</b>
Английские писатели.	1
Винни Пух и все	1
А.Милн и его Винни	2
Наши привычки и пристрастия	1
Характер и внешность человека	1
Что делает людей разными?	1
Известные люди Великобритании	1
Моя семья – мы разные	2
<b>Контрольная работа по теме «Различия в характере людей. Уникальность человеческой личности»</b>	1
Обобщающий урок	1
<b>Рождественские праздники Рождество</b>	<b>2</b>
<b>Радость чтения: книги</b>	<b>16</b>
Что мы читаем?	1
Что ты любишь читать	1
Печатное слово	2
История книгопечатания	1
Известные писатели	2
Мое хобби	2
Я- Читатель	1
Посещение библиотеки	1
Матильда	2
Письмо другу	1
Внеклассное чтение	1
<b>Контрольная работа по теме «Радость чтения: книги и писатели».</b>	1
<b>Искусство: кино и театр</b>	<b>12</b>
Известные люди искусства	1
Виды искусства	1
Музыка	1
Театр и кино: как все начиналось	1
История весельчака	1
Известные люди искусства	2
Поход в театр	1
Кино – вид искусства	1
<b>Контрольная работа по теме «Искусство: кино и театр»</b>	1
Обобщающий урок	2
<b>Спорт в нашей жизни</b>	<b>12</b>
Спорт и спортивные игры	2
спорт в нашей жизни	2
Олимпийские игры	2
Спорт и спортивные игры	2
Мой любимый вид спорта	2
Быстрее, выше, сильнее	1

<b>Контрольная работа по теме «Спорт в нашей жизни»</b>	1
<b>Познавая мир</b>	<b>10</b>
Мы и мир вокруг нас	2
Мир литературы	2
Мир кино и театра	2
Мир спорта	2
<b>Контрольная работа по теме «Познавая мир».</b>	1
Обобщающий урок	1
Итого	102

### **Ресурсное обеспечение рабочей программы**

1. О.В. Афанасьева, И.В.Михеева, Н.З. Языкова. Программы общеобразовательных учреждений. Английский язык. Школа с углублённым изучением английского языка II-XI классы. Москва: Просвещение 2010
2. О.В. Афанасьева, И.В.Михеева . Английский язык. Учебник для VII класса для общеобразовательных учреждений и школ с углубленным изучением английского языка. – Москва: Просвещение, 2018.
3. Голицынский Ю.Б. Грамматика: сборник упражнений.-СПб.: КАРО, 2007
4. О.В.Афанасьева, И.В.Михеева. Английский язык. Рабочая тетрадь к учебнику для VII класса для общеобразовательных учреждений и школ с углубленным изучением английского языка. – Москва: Просвещение, 2018.
5. О.В.Афанасьева, И.В.Михеева. Английский язык. Книга для чтения к учебнику для VII класса для общеобразовательных учреждений и школ с углубленным изучением английского языка. – Москва: Просвещение, 2018.
6. Диск к учебнику для VII класса для общеобразовательных учреждений и школ с углубленным изучением английского языка. – Москва: Просвещение,2018

### **Контрольные работы**

Контрольная работа №1

## TEST TO UNIT 1\*

### 1. Complete the sentences.

1. The official name of our homeland is \_\_\_\_\_. 2. The lower House of the Federal Assembly is \_\_\_\_\_. 3. The Head of the Russian Federation is \_\_\_\_\_. 4. The original name of the city founded on the Neva banks by Peter the Great is \_\_\_\_\_. 5. Moscow was founded in \_\_\_\_\_.

### 2. Write what places of interest one can see in Red Square.

1. St. B \_\_\_\_\_
2. the Monument to \_\_\_\_\_
3. Lob \_\_\_\_\_
4. the Sp \_\_\_\_\_
5. the State H \_\_\_\_\_
6. the State D \_\_\_\_\_

### 3. Write when these holidays are celebrated in Russia.

1. Russian Independence Day
2. New Year's Day
3. Victory Day
4. Women's Day
5. Day of Spring and Labour
6. Country Defendant's Day
7. Orthodox Christmas

### 4. Write questions which are often asked about Russia by British teenagers.

1. what/national hobbies?
2. the Russians/read much? What books/read?
3. the Russians/like to sit down for a nice long chat?
4. you/a nation of sport lovers?
5. how/celebrate national holidays?
6. you/keep up traditions?
7. the Russians/very hospitable?
8. what/the main symbol of Russia?

## TEST TO UNIT 2

### 1. Spell the words.

- |                    |                   |                  |
|--------------------|-------------------|------------------|
| 1. ['ri:laiz]      | 5. [in'tɜ:pri:tə] | 8. [ru:d]        |
| 2. [aɪsə'leɪfn]    | 6. ['ævərɪdʒ]     | 9. [əʊld'fæfnd]  |
| 3. [dɪsə'pɔɪntɪd]  | 7. [rɪ'leɪtɪd]    | 10. ['ɑ:ftəwədz] |
| 4. [vəʊ'kæbjuləri] |                   |                  |

### 2. Listen to the story "Does It Make Any Difference?" and put a tick in the right column. Make sure you know these words and expressions.

- sunset — закат
- in the distance — на расстоянии
- lean down — сгибаться, нагибаться
- pick up — поднимать
- starfish — морская звезда

#### Statements:

	True	False
1. John was walking down the beach.	<input type="checkbox"/>	<input type="checkbox"/>
2. John saw a man throw something into the ocean.	<input type="checkbox"/>	<input type="checkbox"/>
3. John didn't say anything to the man.	<input type="checkbox"/>	<input type="checkbox"/>
4. John began throwing starfish into the ocean.	<input type="checkbox"/>	<input type="checkbox"/>
5. The man said he didn't want the starfish to die.	<input type="checkbox"/>	<input type="checkbox"/>
6. John was sure that helping those starfish didn't make any difference.	<input type="checkbox"/>	<input type="checkbox"/>
7. The man said his help made a difference to those starfish which he had helped.	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Read the text and choose the right statements among those given after the text.

#### *What Is Language?*

A language is not "a lot of words and grammar". A language is the means by which one person expresses his thoughts and feelings to another person so that he understands them.

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## TEST TO UNIT 3

### 1. Spell the words.

- |                |               |
|----------------|---------------|
| 1. [ˈʃiəfəh]   | 6. [ˈstrɑːɡl] |
| 2. [nɪˈɡretɪd] | 7. [bəʊl]     |
| 3. [fɜːm]      | 8. [jeə]      |
| 4. [ˈwaɪndɪŋ]  | 9. [nɪˈpeə]   |
| 5. [nɒk]       | 10. [ˈkændl]  |

### 2. Listen to the story "Little Rose" and choose the right item to complete the statements that follow. Make sure you know these words and expressions.

- at least — по крайней мере
- to exchange sth for sth — поменять что-то на что-то
- to pick sth out — выбрать что-то
- we could move heaven and earth — мы могли бы перевернуть землю (и небо)

#### Statements:

1. The story is told by Rose's \_\_\_\_\_.  
a) mother b) father c) friend
2. Rose told her parents that she wanted a new \_\_\_\_\_ for Christmas.  
a) doll b) doll's house c) bike

## TEST TO UNIT 4

### 1. Spell the words.

- |                 |                |                 |
|-----------------|----------------|-----------------|
| 1. [ˈprɒmɪs]    | 5. [ˈsɒləmɪlɪ] | 8. [pəˈtɪkjʊlə] |
| 2. [ˈmʌmbəl]    | 6. [ˈæŋkjəs]   | 9. [pɔː]        |
| 3. [ˈmɜːmə]     | 7. [weɪt]      | 10. [wɜːv]      |
| 4. [trɪˈmendəs] |                |                 |

### 2. Listen to the Japanese legend "A Bedtime Story" and put a tick in the right column. Make sure you know these words.

- astonishment [əˈstɒnɪʃmənt] — удивление
- disbelief [dɪsbɪˈliːf] — неверие, недоумение
- to climb [klaɪm] — залезать, взбираться
- a clearing [ˈkliəriŋ] — просека, поляна

**Statements:**

1. "A Bedtime Story" is a morality tale.
2. It is easy to all people of different cultures to understand Japanese morality tales.
3. The old woman was travelling through many big cities.
4. The old woman was looking for a place for the night.
5. Nobody opened the door to let the old woman in.
6. The old woman easily climbed the hill.
7. On the hill she found a clearing and there lay down to rest.
8. The old woman thanked the people of the village for their refusal to give her a bed for the night.

**True****False**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**3. Read the text and mark true and false statements after it.***American versus British English*

By the 1700's the British citizens who had settled on the eastern coast of North America began to establish a nation of their own. They still spoke the same language and shared a common history with their countrymen and -women in England. Their lives in the new world were different, however. When the American colonies became an independent nation, they began to drift further from their British forebears. They still spoke the same language, but they no longer thought of themselves as English.

Today, Americans can still understand the British, and the British can still understand Americans. But the languages they speak are different though, in pronunciation, vocabulary and even grammar. Compare particularly the words in italics in the following selection:

British English

Jeb got out of bed, put on his

American English

Jeb got out of bed, put on his

*plimsolls*. Then he rushed to the breakfast table. A hot *scone* was waiting for him. "Where's Dad?" asked Jeb. "Watching the *telly*," his mother answered. "Hurry, Dad. I'm late," called Jeb. They both went out to the *lorry*. "Oh no! I forgot my *spanner*," said Father, so he ran back to get it.

Finally Father dropped Jeb off at the *underground*.

his *sneakers*. Then he rushed to the breakfast table. A hot *muffin* was waiting for him. "Where's Dad?" asked Jeb. "Watching *TV*," his mother answered. "Hurry, Dad. I'm late," called Jeb. They both went out to the *truck*. "Oh no! I forgot my *wrench*," said Father, so he ran back to get it.

Finally Father dropped Jeb off at the *subway*.

Why are American English and British English different? Settlers in America were living in a land that was very different from England. The animals, the plant life, the climate were different. In America, immigrants from all over the world brought new ideas that changed the country. They also brought their own languages, and many words from their languages became a part of American English. Whenever groups of people drift apart, so does their language.

**Statements:**

1. The American nation was established in the 18th century.
2. With time Americans became closer to Britain and the British.
3. Now the language they speak in America is absolutely the same as the language they speak in Britain.
4. The new life on the new continent made the language change.
5. American English and British English differ only in vocabulary and grammar.

**True      False**


- 4. In American English you can find different words for these British English nouns: 1. telly 2. lorry 3. scone 4. braces 5. underground 6. plimsolls. They correspond to:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 5. \_\_\_\_\_ 6. \_\_\_\_\_

**5. Insert the right words to complete the sentences with the verb to rush.**

1. Everyone rushed \_\_\_\_\_ the room to see what was happening.
2. Don't rush \_\_\_\_\_ conclusions. This is not her final decision.
3. I'm afraid we'll have to rush the old lady \_\_\_\_\_ hospital.
4. The big cock rushed \_\_\_\_\_ the little chick.
5. Jane was very hungry and rushed \_\_\_\_\_ her sandwich as soon as it was brought.
6. Please don't rush \_\_\_\_\_ without knocking.

**6. Complete the sentences with the new words from the sections a) New Words to Learn; b) Topical Vocabulary.**

**A.** 1. Mr Williams is such a g\_\_\_\_\_ person; you can never make him smile. 2. How much does your luggage w\_\_\_\_\_? 3. The branches b\_\_\_\_\_ in the wind. 4. My granny was a\_\_\_\_\_ about us when we didn't come home on time. 5. — What's the matter? — Oh, nothing in p\_\_\_\_\_. 6. She is very f\_\_\_\_\_ about the books her daughter reads. 7. Do you give your s\_\_\_\_\_ word that you won't go there? 8. Don't m\_\_\_\_\_ — I can't understand what you're saying.

**B.** Bob is a very at\_\_\_\_\_ve<sup>1</sup> person and easy to socialize with. He is very c\_\_\_\_\_ate<sup>2</sup>, well-m\_\_\_\_\_<sup>3</sup>, and c\_\_\_\_\_ing<sup>4</sup>. Bob has a very good s\_\_\_\_\_<sup>5</sup> of humour. He is very ch\_\_\_\_\_ful<sup>6</sup>, p\_\_\_\_\_t<sup>7</sup> and r\_\_\_\_\_able<sup>8</sup>.

John is ill-m\_\_\_\_\_<sup>9</sup>. He is too g\_\_\_\_\_dy<sup>10</sup>. He is very s\_\_\_\_\_t<sup>11</sup>. I think he is often n\_\_\_\_\_y<sup>12</sup>, m\_\_\_\_\_y<sup>13</sup> and f\_\_\_\_\_y<sup>14</sup>. I don't like him.

**7. Complete the dialogues using comparative and superlative degrees of the adjectives.**

1. A: This ruler is too short, I need a \_\_\_\_\_ one.  
B: Here you are. This is the \_\_\_\_\_ I've got.
2. A: This bike is very expensive. Have you got any that is \_\_\_\_\_?  
B: Sorry, the \_\_\_\_\_ makes have been sold out.
3. A: This piece of apple pie is too big for me. Can I have a \_\_\_\_\_ one?  
B: All right. Take this one. It is the \_\_\_\_\_ of all.
4. A: These video films are very old. Haven't you got any \_\_\_\_\_ videos?  
B: Sorry, the \_\_\_\_\_ videos have all gone.

5. A: I thought this test would be \_\_\_\_\_ than the last one.  
That one was very difficult.  
B: Alas!\* It is the \_\_\_\_\_ test we have ever had.

**8. Choose the right form of the verb to complete the sentences.**

1. — \_\_\_\_\_ your homework?  
— No, I forgot the hometask.  
a) Have you been doing ... b) Have you done ...
2. I \_\_\_\_\_ her for a long time.  
a) have known b) have been knowing
3. My sister \_\_\_\_\_ English for several years but she can't speak it.  
a) has learnt b) has been learning
4. My little brother \_\_\_\_\_ that Santa Claus doesn't exist.  
a) has just discovered b) has been just discovering
5. The weather is so gloomy this week. It \_\_\_\_\_ for 3 days already.  
And it is still raining this morning.  
a) has rained b) has been raining
6. "Who \_\_\_\_\_ on my chair?" asked the Little Bear when he saw  
that his favourite chair was broken.  
a) has sat b) has been sitting

**9. Open the brackets to make the story complete.**

*My Day in London*

On Sunday we went on a day trip to London. It (rain)<sup>1</sup> when we (start)<sup>2</sup> and a strong wind (blow)<sup>3</sup>. But when we (arrive)<sup>4</sup>, the rain already (stop)<sup>5</sup> and only little white clouds (fly)<sup>6</sup> across the sky. We (be)<sup>7</sup> sure we (have)<sup>8</sup> a wonderful day. And we (do)<sup>9</sup>. We (visit)<sup>10</sup> the National Gallery and (feel)<sup>11</sup> quite happy. After that we (see)<sup>12</sup> a colourful procession (walk)<sup>13</sup> along the Mall. At 2 o'clock our group (be)<sup>14</sup> in the Tower of London. There we (tell)<sup>15</sup> a lot of legends: about the ravens who (live)<sup>16</sup> there and about the kings and queens who (live)<sup>17</sup> there. It already (become)<sup>18</sup> quite hot when we (leave)<sup>19</sup> the Tower. So, our teacher (lead)<sup>20</sup> us to Hyde Park where we (find)<sup>21</sup> some shady place and (watch)<sup>22</sup> the ducks (float)<sup>23</sup> in the water.

**10. Put in the articles where necessary.**

1. Let's have \_\_\_\_\_ swim. \_\_\_\_\_ sun is shining brightly and it is very hot. 2. John likes to go for \_\_\_\_\_ walk in \_\_\_\_\_ evening and he always has \_\_\_\_\_ good time. 3. \_\_\_\_\_ next train to Glasgow is at four. 4. "I'm tired. Let's have \_\_\_\_\_ break," Pete said. I was at \_\_\_\_\_ loss and didn't know what to answer. We hadn't done even 20% of \_\_\_\_\_ things we were asked to do. 5. In \_\_\_\_\_ near future, I'm sure, he will tell you \_\_\_\_\_ lie again.

**11. Express the same in English.**

1. Трава была изумрудно-зеленой и выглядела весьма привлекательно. 2. Какая грандиозная новость! 3. Каков вес этой коробки? 4. Сколько весит Джонни? 5. Он торжественно пообещал разрешить все проблемы. 6. Не мямли — я ничего не понимаю, и говори громче. Ты бормочешь что-то себе под нос, и никто тебя не слышит.

**12. Complete the verb chart.**

1.					rushing
2.			let		
3.		wave			
4.					throwing
5.				bent	
6.			stole		
7.					seeming
8.		weigh			
9.	пахнуть				
10.		shine			

## TEST TO UNIT 6

**1. Spell the words.**

- |              |                   |
|--------------|-------------------|
| 1. [spɔɪl]   | 6. [ˌfæsrɪneɪʃn]  |
| 2. [ˈkəʊzɪ]  | 7. [spɪtʃ]        |
| 3. [dɪˈvaʊə] | 8. [ˈwɒtʃfʊl]     |
| 4. [ˈmæniʤ]  | 9. [laɪˈbreəriən] |
| 5. [sɜ:tʃ]   | 10. [ˈtʃætəbʊks]  |

**2. Listen to the story "The Dinner Party" and put a tick in the right column. Make sure you know these words.**

- a naturalist [ˈnætʃrəlɪst] — натуралист
- an argument [ˈɑːɡjʊmənt] — спор
- a hostess [ˈhəʊstɪs] — хозяйка
- a bait [beɪt] — наживка, приманка
- a cobra [ˈkəʊbrə] — кобра

**Statements:**

	True	False
1. The guests were discussing typical behaviour of people in some crisis.	<input type="checkbox"/>	<input type="checkbox"/>
2. The officer said that men had more nerve control than women.	<input type="checkbox"/>	<input type="checkbox"/>
3. The American naturalist said that the reaction didn't depend on the sex of people.	<input type="checkbox"/>	<input type="checkbox"/>
4. The hostess of the house suddenly left the dining room and came back with a bowl of milk.	<input type="checkbox"/>	<input type="checkbox"/>
5. A bowl of milk in India is a bait for a snake.	<input type="checkbox"/>	<input type="checkbox"/>
6. The officer told the guests that there was a cobra in the dining room.	<input type="checkbox"/>	<input type="checkbox"/>
7. A woman's reaction in any crisis is to scream.	<input type="checkbox"/>	<input type="checkbox"/>



## Making Words: Shortening

Do you know where the words *Mrs*, *Miss* and *Ms* come from? Before the 1900's, the word *Mistress* was used to describe any woman of wealth and authority. Later the word was shortened into *Miss* and *Mrs*. Any unmarried woman was called *Miss*, while married women were given the title *Mrs*. Recently, *Mrs* and *Miss* were shortened further to *Ms*. Many women prefer the title *Ms* because it makes no distinction between married and unmarried women.

*Goodbye* has an interesting history, too. It comes from an older English farewell, "God be with you". The longer form went through several changes. It used to be "God be we'ye", "God bw'ye", "God vye" and finally it became "Goodbye". Now people often simply say "bye".

Here are some other shortened English words and the longer words from which they came:

Short Form		Longer Form	
plane	super	airplane	superior
bus	piano	omnibus	pianoforte
taxi	hobby	taximeter cab	hobby horse
cab	curio	cabriolet	curiosity

Why do people shorten words? The answer is simple. Shortened words are faster and easier to say. When people speak, they naturally say things in the easiest way.

### Statements:

1. a) Before the 1900's, the word *Mistress* was used to describe any woman. b) Before the 1900's, the word *Mistress* was used to describe any woman who was rich and had some authority.
2. a) Three words were formed from the noun *Mistress*. b) Only one word was formed from the noun *Mistress* with the help of shortening.
3. a) Many women prefer the title *Ms* because it consists of two letters. b) Many women prefer the title *Ms* as it doesn't show if they are married or unmarried.

4. a) Modern *Goodbye* comes from an older English proverb, "God be with you". b) Modern *Goodbye* comes from an older English farewell, "God be with you".
5. a) People shorten words because shortened words are easier to say. b) People shorten words because shortened words are more pleasant to say.

**4. Insert the right words to complete the sentences with the verb to run.**

1. He ran \_\_\_\_\_ to sea at the age of fourteen and never returned home. 2. She doesn't like your success: that's why she's always running you \_\_\_\_\_. 3. The electric battery won't work. It has run \_\_\_\_\_. 4. Our food will soon run \_\_\_\_\_. 5. A small rabbit has been run \_\_\_\_\_ by a bus. Poor little thing! 6. I'm afraid we have run \_\_\_\_\_ of petrol.

**5. Complete the sentences with the new words from the sections a) New Words to Learn; b) Topical Vocabulary.**

**A.** 1. The child's eyes almost p\_\_\_\_\_ out of her head with excitement. 2. — Do you need any help with those heavy bags? — No, thanks, I can m\_\_\_\_\_. 3. Chinese art has a great f\_\_\_\_\_ for my granny. 4. This is a c\_\_\_\_\_ little house. 5. What's on the t\_\_\_\_\_ today? 6. — What does your sister do? — She is a l\_\_\_\_\_. 7. John p\_\_\_\_\_ up the stick for the old lady. 8. Let's not s\_\_\_\_\_ this wonderful day by having a quarrel. 9. The lion de\_\_\_\_\_ a deer. 10. The police emptied her bag and examined the c\_\_\_\_\_.

**B.** 1. Nickolai Nosov is a well-\_\_\_\_\_ children's\_\_\_\_\_, and Agnia Barto is a f\_\_\_\_\_ children's p\_\_\_\_\_s. 2. I like a\_\_\_\_\_ novels and cl\_\_\_\_\_. 3. Have you got a pocket e\_\_\_\_\_ of this novel? 4. My granny is fond of d\_\_\_\_\_ve stories, but I like r\_\_\_\_\_ces. 5. What are the names of the main ch\_\_\_\_\_s? 6. Little children usually like to listen to f\_\_\_\_\_. t\_\_\_\_\_es. 7. This is an ab\_\_\_\_\_ed edition of the novel and I want an un\_\_\_\_\_ed version. 8. The book is b\_\_\_\_\_ing and d\_\_\_\_\_ing. I don't think I'll manage to read it up to the end. 9. Do you read English books in the o\_\_\_\_\_l? 10. A h\_\_\_\_\_ver is a book with a firm cover. 11. I'm not sure he'll like

## 6. Complete the sentences using the ideas in brackets.

1. Ask the teacher when (вы будете писать тест). 2. If they (отшлют письмо завтра), you'll get it at the end of the week. 3. (Если ты будешь бормотать стихотворение себе под нос), nobody will hear you. 4. (Если он пообещает прийти вовремя), he will come. 5. Ask him (когда он придет). 6. It will be a gloomy day tomorrow (если погода не изменится).

## 7. Fill in the articles where necessary.

1. Brazil exports a lot of \_\_\_\_\_ coffee. 2. Gold is \_\_\_\_\_ metal. 3. Jane always has \_\_\_\_\_ light breakfast in the morning. 4. \_\_\_\_\_ lunch that was served yesterday was really very good. 5. Shall we go for \_\_\_\_\_ walk after \_\_\_\_\_ supper? 6. Would you like \_\_\_\_\_ ice cream? 7. Pass me \_\_\_\_\_ sugar, please. 8. Has she ever eaten \_\_\_\_\_ brunch? 9. Do you like \_\_\_\_\_ fish and chips?

## 8. Open the brackets to make the story complete.

### *The Lion and the Stoat\**

Far away in a small country, there lived two artists — a stoat and a lion. They (be)<sup>1</sup> both good painters, but each of them (think)<sup>2</sup> that he (can)<sup>3</sup> (paint)<sup>4</sup> better. One day the lion (say)<sup>5</sup> to the stoat, "I (paint)<sup>6</sup> pictures for 10 years next month. (Meet)<sup>7</sup> me in the market square in a month at noon. Each of us (bring)<sup>8</sup> a painting and the public (be)<sup>9</sup> the judge." The stoat (agree)<sup>10</sup>.

On the day of the contest the whole town (come)<sup>11</sup> to the market place. The two paintings (hang)<sup>12</sup> on a wall, each (cover)<sup>13</sup> by a curtain. "I (show)<sup>14</sup> my painting first," (cry)<sup>15</sup> the lion, and he (draw)<sup>16</sup> back the curtain. The crowd (begin)<sup>17</sup> (clap)<sup>18</sup>. Suddenly some birds (fly)<sup>19</sup> down to the painting and (try)<sup>20</sup> to peck at the grapes in the picture.

"I (win)<sup>21</sup>," (roar)<sup>22</sup> the lion. "My painting (look)<sup>23</sup> so real that it (fool)<sup>24</sup> the birds! And what (be)<sup>25</sup> behind that curtain of yours?"

The stoat (smile)<sup>26</sup>. "There (be)<sup>27</sup> no curtain. It's my painting of a velvet curtain. The grapes in your picture (fool)<sup>28</sup> the birds and my picture (fool)<sup>29</sup> you."

**9. Express the same in English.**

1. Сколько времени тебе требуется, чтобы заполнить этот контейнер? 2. Джейн представила своего нового друга бабушке и дедушке, и он произвел на них хорошее впечатление. 3. То было опасное приключение. 4. Ты знаешь содержание этого романа? 5. Подарок Алисы произвел впечатление на Венди. Это была крошечная кукла в крошечной квартире. 6. Мне бы хотелось стать библиотекарем, вместо того чтобы становиться врачом.

**10. Complete the verb chart.**

1.		pop			
2.	портить				
3.			managed		
4.				devoured	
5.					searching
6.		pick (up)			
7.					spelling
8.					laying
9.	прятать				
10.			ate		

## TEST TO UNIT 7

### 1. Spell the words.

- |                  |                 |
|------------------|-----------------|
| 1. ['skʌlptʃə]   | 6. ['kləʊkrəm]  |
| 2. [mju:'zi:ʃn]  | 7. ['səʊləʊist] |
| 3. ['fɔ:ɪ]       | 8. [ˈʌʃə]       |
| 4. [ˈɑ:kitektʃə] | 9. [ˈɑ:kitekt]  |
| 5. [di'zainə]    | 10. ['mæti:neɪ] |

### 2. Listen to the story "Marie Curie the Greatest Woman-Scientist" and put a tick in the right column. Make sure you know these words and expressions.

- with honours — с отличием
- a governess — гувернантка

#### Statements:

	True	False
1. Madame Curie was born in Paris, France.	<input type="checkbox"/>	<input type="checkbox"/>
2. She was brought up by her father.	<input type="checkbox"/>	<input type="checkbox"/>
3. She was interested in experiments when she was at school.	<input type="checkbox"/>	<input type="checkbox"/>
4. Marie was a bad student at college.	<input type="checkbox"/>	<input type="checkbox"/>
5. After college she began working in a laboratory.	<input type="checkbox"/>	<input type="checkbox"/>
6. Later on she went to Paris to study chemistry.	<input type="checkbox"/>	<input type="checkbox"/>
7. Marie and Pierre Curie discovered radium.	<input type="checkbox"/>	<input type="checkbox"/>
8. Their work was never rewarded.	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Read the text and mark true and false statements after it.

#### *The Shakespeare Theatre*

For centuries the sonnets and plays written by William Shakespeare have filled people with delight due to the depth of their philosophic insight and the strength of their emotions.

There's no record why Shakespeare left Stratford except for the fact that he became a member of a theatrical company in 1590, first as an actor and later as a playwright.

The humble\* status of an actor is clear from such names of theatrical companies as "Lord Chamberlain's Men" or "The King's Men". Actors were on the same level as servants. Plays were performed in the banqueting halls of palaces. Only in 1576 the first playhouse — a theatre — was built for public performances.

The theatre was always built a long distance from the centre of a town. It was of a circular or oval shape and had no roof. Balconies lined the walls. The stage gave out into the auditorium. Theatregoers

watched the plays standing in the stalls. Well-to-do people used to sit on the edge of the stage. A theatre company in those days was not very numerous. The smallest companies usually consisted of 8 actors, but there were bigger companies too, up to 14 persons. Female roles were performed by men. Richard Burbage, one of the best actors of the century, played at the *Globe*.

The plays written by William Shakespeare, the greatest English playwright of all times, were famous already during his lifetime. The majority of his writings were published then. And now there isn't a country in the world that hasn't attempted to stage his plays. Shakespeare's plays have become a school of drama and actors' interpretation. Shakespeare always spoke of noble emotions.

**Statements:**

	<b>True</b>	<b>False</b>
1. Everybody knows why Shakespeare left Stratford.	<input type="checkbox"/>	<input type="checkbox"/>
2. In the 16th century actors were not important people.	<input type="checkbox"/>	<input type="checkbox"/>
3. Plays were often performed in the big halls of palaces.	<input type="checkbox"/>	<input type="checkbox"/>
4. The first theatre for public performances was built in England in 1676.	<input type="checkbox"/>	<input type="checkbox"/>
5. In those days theatregoers used to watch plays standing in the stalls.	<input type="checkbox"/>	<input type="checkbox"/>
6. Few women were actresses then.	<input type="checkbox"/>	<input type="checkbox"/>
7. Shakespeare's plays have become a great school for actors, actresses and theatre directors.	<input type="checkbox"/>	<input type="checkbox"/>

**4. Choose the right words to complete the sentences.**

1. If you've got some problems with your video, I'll ask my brother to (repair/mend) it. 2. Mr Been (greeted/said goodbye to) us with a nod and passed by. 3. I'll choose that (gold/golden) colour for the wallpaper in my sitting room. 4. When you play bowling, you (throw/drop) the ball at some wooden objects. 5. The berries are (sour/sweet), don't eat them without sugar. 6. He came at a very (fortunate/unfortunate) time and stopped the thieves from stealing his car.

**5. Put in the articles where necessary.**

It was \_\_\_\_\_<sup>1</sup> nice frosty evening of \_\_\_\_\_<sup>2</sup> early winter and Jane decided to go for \_\_\_\_\_<sup>3</sup> walk up \_\_\_\_\_<sup>4</sup> road. She heard \_\_\_\_\_<sup>5</sup> horse coming down. Soon she saw her master approaching her. "What are you doing all alone here on \_\_\_\_\_<sup>6</sup> dark night like that? I'll talk to you \_\_\_\_\_<sup>7</sup> tomorrow morning. We'd better discuss your behaviour in \_\_\_\_\_<sup>8</sup> daytime than at \_\_\_\_\_<sup>9</sup> dusk." He rode past and Jane felt embarrassed as if she had done something bad. \_\_\_\_\_<sup>10</sup> evening didn't seem nice and peaceful anymore.

**6. Open the brackets to make the story complete.**

Mrs Pack's intention was to shoot a tiger. She (arrange)<sup>1</sup> already in her mind the lunch she would give with the tiger skin occupying all the conversations.

Circumstances (turn)<sup>2</sup> out to be favourable. It (happen)<sup>3</sup> so that an old tiger (be)<sup>4</sup> in the habit of coming to a neighbouring village. As Mrs Pack (offer)<sup>5</sup> a large sum of money the children of the village (put)<sup>6</sup> in the jungle (watch)<sup>7</sup> the tiger (approach)<sup>8</sup>. The cheapest goats (leave)<sup>9</sup> to attract him. A special platform (construct)<sup>10</sup> in the jungle, in a comfortable tree.

When it was ready, the great night (arrive)<sup>11</sup>. Mrs Pack and her paid companion Miss Meb (sit)<sup>12</sup> on the platform for some hours when they (hear)<sup>13</sup> a tiger's roar. A goat (tie)<sup>14</sup> at the bottom of the tree. The tiger (move)<sup>15</sup> towards it because blind as he was he (see)<sup>16</sup> it. "Now, now," cried Miss Meb with excitement and the gun flashed. Both the tiger and the goat (fall)<sup>17</sup> dead.

It was Louisa Meb who (draw)<sup>18</sup> attention to the fact that the goat (die)<sup>19</sup> from a bullet wound. "The tiger (not shoot)<sup>20</sup>, he (die)<sup>21</sup> of a heart attack," she said to Mrs Pack.

The discovery that she (hit)<sup>22</sup> the wrong animal didn't stop Mrs Pack from facing the cameras. Her pictures (appear)<sup>23</sup> in all the newspapers.

As for Louisa Meb, she has a wonderful cottage which beautifully (decorate)<sup>24</sup> now. Silence should (reward)<sup>25</sup>.

**7. Change the following active constructions into passive ones.**

1. The teacher had to explain this difficult rule twice. 2. They don't grow fruit in this part of the country. 3. They are performing a new piece of jazz. 4. They have designed new scenery for the play. 5. The

actor was ready for the scene as the assistants had made him up. 6. They laughed at her because of her funny hat. 7. The producer sent for the leading actress to start the rehearsal. 8. They speak a lot about the new ballet.

**8. Put in the missing words to complete the sentences with the verb to set.**

1. The director set the designer \_\_\_\_\_ a new type of scenery.
2. The company got bankrupt and set \_\_\_\_\_ all the property for sale.
3. They set \_\_\_\_\_ rehearsing the last scene of the play, as it was the most difficult part.
4. The ballet company set \_\_\_\_\_ on their tour of the province.
5. We are setting \_\_\_\_\_ making a new horror film.
6. New books are set \_\_\_\_\_ in the foyer.

**9. Express the same in English.**

1. Если пошлют за Мари-Энн и если она согласится принять участие в постановке пьесы, осенью они смогут начать репетиции.
2. Эту пьесу играют уже больше 10 лет.
3. Тише, исполняется моя самая любимая мелодия.
4. В нашем драматическом театре сейчас ставят триллер, и об этом спектакле много говорят.
5. Королевский балет приедет в наш город в разгар лета.
6. Дети вышли из дома на рассвете, чтобы добраться до города вовремя и успеть на утренний спектакль.

**10. Complete the verb chart.**

1.		set			
2.	распространять				
3.				tuned	
4.		drop			
5.					shaking
6.	платить				
7.			burnt		



## TEST TO UNIT 8

### 1. Spell the words.

- |                |                   |                 |
|----------------|-------------------|-----------------|
| 1. [ˈɑːtʃəri]  | 5. [dʒɪmˈnæstɪks] | 8. [ˈtɔːnəmənt] |
| 2. [kəʊtʃ]     | 6. [ˈdespəreɪt]   | 9. [ˈprɒpəti]   |
| 3. [ˈresliŋ]   | 7. [ˌmɑːʃl ˈɑːts] | 10. [ˈklaɪmɪŋ]  |
| 4. [ˈsteɪdɪəm] |                   |                 |

### 2. Listen to the "Story of Uncle Theo" and put a tick in the right column. Make sure you know these words and word combinations.

- absent-minded — рассеянный
- Dean — декан
- despair — отчаяние
- turn — очередь

#### Statements:

	True	False
1. The committee chose only two candidates after the interview.	<input type="checkbox"/>	<input type="checkbox"/>
2. Uncle Theo didn't prepare much for his lecture.	<input type="checkbox"/>	<input type="checkbox"/>
3. Adams stole his lecture.	<input type="checkbox"/>	<input type="checkbox"/>
4. Adams memorized the lecture by heart.	<input type="checkbox"/>	<input type="checkbox"/>
5. The committee chose Adams because of his fine manner.	<input type="checkbox"/>	<input type="checkbox"/>
6. The Dean explained that they needed the man with a perfect memory.	<input type="checkbox"/>	<input type="checkbox"/>
7. The committee didn't support the Dean.	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Read the text and choose the right item.

#### *Surfing*

Surfing is unusual and difficult, it's more an art than a sport. It's not one of the sports where you meet your friends or you may depend

on their help. In surfing you are absolutely on your own with something very fast and complicated\*.

A great number of people don't understand this sport. For them surfing is climbing a board and riding a wave into the beach. In fact, one fights with a wave and controls it. To achieve this control one needs some special techniques. You should be able to turn at a proper angle\*\*, to slow down, etc. It is important to move around the board, to use your body weight to make the board work for you. All the time you should face the wave thinking over what you are going to do next.

Speed\*\*\* is the most exciting thing in surfing. In the fastest part of the wave the board moves at nearly 45 kilometres an hour.

Nowadays surfboards are light and made of modern materials. They are different from old long, narrow and heavy boards of the past when Captain Cook first saw them in Hawaii in 1778.

1. In surfing you \_\_\_\_ your friends.  
a) meet b) don't meet c) sometimes meet
2. \_\_\_\_ understands surfing.  
a) everyone b) every child c) not everyone
3. You need special techniques to \_\_\_\_ the wave.  
a) control b) stop c) turn
4. A surfboard rider uses his \_\_\_\_ to ride waves.  
a) hands b) shoulders c) body weight
5. In surfing speed is \_\_\_\_.  
a) exciting b) dangerous c) unpleasant
6. The original surfboards were used by \_\_\_\_.  
a) Captain Cook b) individuals c) Hawaiians
7. Surfing is a sport for \_\_\_\_.  
a) individuals b) companies c) friends

#### 4. Choose the right words to complete the sentences.

1. There are two interesting historical novels. Which will you choose? I won't take (either/neither). I prefer detective stories. 2. Bob is a good athlete. He has just (set/break) last year's record. 3. Your sweater is so (filthy/nasty). Put it into the washing machine. 4. My

\* complicated [kəm'plɪkətɪd] — сложный

\*\* angle [ˈæŋɡl] — угол

favourite game is basketball. I support our city (crew/team). 5. If you want to combine studies and sport, you should (do/make) an effort.

**5. Open the brackets to make the story complete.**

It was a bright autumn day. The boat from Singapore (move)<sup>1</sup> slowly into the port of Southampton. "Well, Mary, we (go)<sup>2</sup> ashore in a few minutes. How it (feel)<sup>3</sup> to be back in England after all these years?" asked Jim. "Very cold," she answered. "It (rain)<sup>4</sup> like this ten years ago when we (sail)<sup>5</sup> from here to Singapore. I do believe it (not stop)<sup>6</sup> ever since."

Jim Bruce was a doctor. He and his wife (work)<sup>7</sup> in Singapore for the last ten years. And now they (return)<sup>8</sup> to live in England. They (have)<sup>9</sup> two children: a boy and a girl but they (send)<sup>10</sup> them to school in England and (not see)<sup>11</sup> them for a long time. The children (can)<sup>12</sup> now (see)<sup>13</sup> their parents who they (miss)<sup>14</sup> terribly. The ship (head)<sup>15</sup> for the wharf\*. "They (come)<sup>16</sup> ashore!" cried Stuart Bruce and the children (run)<sup>17</sup> to meet their parents.

**6. Put in the missing words to complete the sentences with the verb to do.**

1. It's cold. Keep your scarf on and do your coat \_\_\_\_\_. 2. It's time for you and your sister to do \_\_\_\_\_ the room. It's filthy. 3. Peter should do his \_\_\_\_\_ to win the tournament. He's an excellent chess player. 4. If you go in for swimming or cycling, it'll do you only \_\_\_\_\_. 5. I could do \_\_\_\_\_ a cup of tea. I'm so thirsty and tired. 6. Oh, Beatrice is the most beautiful girl at the party. She is done \_\_\_\_\_ like a fairy. 7. If you do \_\_\_\_\_ with your laziness and train a lot, you may win the prize.

**7. Change the following sentences to use the subjunctive mood.**

1. Helen doesn't sing or play the violin, so she can't take part in the concert. 2. The crew doesn't train for the competition. They'll lose. 3. I am not happy because my favourite team doesn't score. 4. The police don't work well, so thieves steal children's bikes. 5. People don't go in for sport and they often fall ill. 6. Bob doesn't train hard and he can't set a record. 7. I don't have money and I can't buy skates. 8. Bob doesn't have tools and he can't repair your TV set.

---

### 8. Use the definite article where necessary.

When you arrive at \_\_\_\_\_<sup>1</sup> Heathrow Airport, take a taxi and go to \_\_\_\_\_<sup>2</sup> Hilton Hotel, \_\_\_\_\_<sup>3</sup> best known in \_\_\_\_\_<sup>4</sup> London. The place, it is situated in, is so convenient, you can easily get to \_\_\_\_\_<sup>5</sup> Oxford Street, \_\_\_\_\_<sup>6</sup> Royal Opera House in \_\_\_\_\_<sup>7</sup> Covent Garden, \_\_\_\_\_<sup>8</sup> Hyde Park and \_\_\_\_\_<sup>9</sup> Kensington Gardens or \_\_\_\_\_<sup>10</sup> Trafalgar Square. If you are keen on museums, you'll go to \_\_\_\_\_<sup>11</sup> British Museum, \_\_\_\_\_<sup>12</sup> Tate, \_\_\_\_\_<sup>13</sup> National Gallery. Don't forget about Madame Tussaud's where you'll see wax figures of all famous people. It's a good idea to take a water bus and go along \_\_\_\_\_<sup>14</sup> Thames. You'll see \_\_\_\_\_<sup>15</sup> Tower, \_\_\_\_\_<sup>16</sup> Houses of Parliament and other interesting buildings.

London is \_\_\_\_\_<sup>17</sup> capital of \_\_\_\_\_<sup>18</sup> United Kingdom and it attracts a lot of tourists from home and abroad.

### 9. Express the same in English.

1. Если бы Том был здоров, наша команда выиграла бы соревнования. 2. Если бы Сюзи принарядилась, я бы пошла с ней на вечеринку. 3. Если бы твой брат был хорошо воспитан, он бы не смотрел так пристально на людей. 4. Ты не забудешь гол, если не будешь тренироваться с утра до вечера. 5. Если бы у меня был брат, я бы хотела, чтобы он занимался фехтованием. 6. Мы выиграем, если они сыграют вничью.

### 10. Complete the verb chart.

1.	заполнять				
2.		bark			
3.					pointing
4.		beat			
5.			threatened		
6.				despised	
7.					spreading
8.	ставить,				

## TEST TO UNIT 9

### 1. Spell the words.

- |                  |               |                  |
|------------------|---------------|------------------|
| 1. [ɪn'tɜːprɪtə] | 5. ['prɒpəti] | 8. [fæsi'neɪfɪn] |
| 2. ['æŋkʃəs]     | 6. [nɒk]      | 9. [θrəʊ]        |
| 3. [weɪt]        | 7. [bəʊl]     | 10. [saʊə]       |
| 4. [bɪ'jɒnd]     |               |                  |

### 2. Listen to the story "The King and the Tortoise" and choose the right item to complete the sentences.

- The King of the Animal Kingdom \_\_\_\_\_.  
a) thought he was the cleverest animal in the world  
b) was the cleverest animal in the world
- The King ordered the other animals to make \_\_\_\_\_.  
a) a dress of mist for the Queen  
b) a dress of mist for the King
- The tortoise promised to have the dress ready \_\_\_\_\_.  
a) in seven days  
b) in three days
- A week later the tortoise came to the King \_\_\_\_\_.  
a) empty-handed  
b) with the dress ready
- The King asked the animals to do what is \_\_\_\_\_.  
a) very difficult to do  
b) impossible to do
- The King thought that the tortoise was \_\_\_\_\_.  
a) cleverer than himself  
b) as clever as he was

### 3. Read the text and mark true and false statements after it.

#### *How Long Have People Been Using Surnames?*

"Hey, Shorty!" "Hi, Skinny." "Here comes Blondie." Does it sound familiar to you? It's a perfectly natural way to call people — give them

a name that describes them. And that's exactly the way first names were given originally. A golden-haired girl might be called Blanch (French for "white"), a boy might be called David because it means "beloved".

A first name was all anybody had for thousands of years. Then, about the time the Normans conquered England in 1066, last names or surnames, were added to identify people better. The first name wasn't enough to tell one person from another. For example, there might be two Davids in town, and one of them was quite lazy. So people began to call this one "David do little". And this became David Doolittle.

The surnames were originally called "ekenames". The word "eke" meant "also". And by the way the word "nickname" came from this old word. When people got into the habit of giving a person two names, they thought of many ways of creating this second name.

For example, one way was to mention the father's name. If John had a father called William, he might be called John Williamson, or John Williams, or John Wilson (Will's son), or John Wills.

Another good way to identify people with second names was to mention the place where they lived or came from. A person who lived near the woods might be called Wood, or if he lived near the village green\* he might be called John Green. And then, of course, the work that a person did was a good way to identify him. So we have surnames like Smith, Taylor, and Wright ("Wright" means someone who does mechanical work).

**Statements:**

1. A lot of original names described people in this or that way.
2. People always had two names.
3. The Normans, who conquered England in 1066, stopped the tradition of giving people second names.
4. Second names were given to people to address them more politely.
5. The text mentions three ways of creating people's surnames.

**True      False**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

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\* the village green — a stretch of grass for the general use of the people of a town or a village

6. To "identify" means to "show who someone is".

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**4. Fill in the gaps to complete the sentences with the phrasal verbs to turn, to rush, to do, to run, to get, to set.**

- I am sure our flight is in the afternoon. We must \_\_\_\_\_ at once.  
a) set off b) set about
- When I entered the room, I saw that little Johnny had \_\_\_\_\_.  
a) turned everything upside down b) turned everything inside out
- I can't \_\_\_\_\_ my dislike of frogs.  
a) get over b) turn over
- It's a serious problem. Don't \_\_\_\_\_ conclusions.  
a) rush to b) rush at
- Hurry up! The water is \_\_\_\_\_ the sink.  
a) running over b) running out
- It's so hot! I can \_\_\_\_\_ a glass of cold water.  
a) do away with b) do with

**5. Choose the right words to complete the sentences.**

1. I have just bought a very good new (dictionary/vocabulary), I'm sure it'll be quite helpful. 2. How many (homes/houses) are there in your street? 3. You (went to sleep/fell asleep) while I was telling you my story! 4. Look at this amazing dress! It's the (last/latest) fashion. 5. I think Peter is four or five years (older/elder) than me. 6. I always cut my (toe/finger) nails short because I don't like the look of my (legs/feet) when the nails are long. 7. Please remember this (gold/gold-en) rule. 8. The travellers (did/made) a fire to warm themselves. 9. You won't master the language (unless/if) you learn its grammar. 10. Here are two cards with words, take (any/either) of them.

**6. Open the brackets to make the story complete.**

### *The Surprise*

One Friday in August, Sarah's father told the family he (not be)<sup>1</sup> home until tomorrow. "And when I (come)<sup>2</sup> back, I (bring)<sup>3</sup> you a real surprise." The Lewis family (spend)<sup>4</sup> the afternoon guessing. Sarah

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(think)<sup>5</sup> it (be)<sup>6</sup> a set of encyclopedias, the older boys (be)<sup>7</sup> sure it (be)<sup>8</sup> another bicycle. Mother (dream)<sup>9</sup> about a new washing machine.

Father (return)<sup>10</sup> home the next morning. He (say)<sup>11</sup> he (bring)<sup>12</sup> us the surprise. The surprise (wait)<sup>13</sup> for us in the street in front of the house. Father (lay)<sup>14</sup> some pink paper in the centre of the kitchen table. "This (go)<sup>15</sup> with the surprise," he (smile)<sup>16</sup>. "Bill of Sale" (write)<sup>17</sup> across the top. Everyone (rush)<sup>18</sup> outside (look)<sup>19</sup>. But what they (see)<sup>20</sup> never (be)<sup>21</sup> the thing of their guesses.

It was a long and shiny car! It was not the first car they ever (see)<sup>22</sup>, but no one in their town ever (own)<sup>23</sup> one.

### 7. Express the same using passive constructions.

Example: *Mark has recently repaired his old car. — Mark's old car has been recently repaired.*

1. Do you know what tune the orchestra is playing? 2. They have just published this new periodical. 3. They only laughed at Eric's solemn speech. 4. We are searching for talented young people to play in our new theatre. 5. As soon as he thought of it, they gave him a plateful of wonderful fresh sweet-smelling strawberries. 6. They will keep their promise and publish the second edition of the book in April. 7. How do they spread the news? Have you ever thought of it? 8. These are tremendous plans and we are realizing them very fast.

### 8. Put in the articles where necessary.

1. — Shall I pass you \_\_\_\_\_ salt? — No, thanks, I don't use \_\_\_\_\_ salt any more. 2. — Have you got any pets? — Yes, I've got \_\_\_\_\_ goldfish, about 10 altogether. 3. This is \_\_\_\_\_ house that Jack built. 4. \_\_\_\_\_ price of \_\_\_\_\_ electricity has gone up a lot this year. 5. \_\_\_\_\_ children are still at \_\_\_\_\_ school. They have \_\_\_\_\_ extra lesson this afternoon. 6. There is a beautiful statue in \_\_\_\_\_ church near our house. 7. It was \_\_\_\_\_ broad day.

### 9. Express the same in English.

1. Если бы у нас были свечи, мы бы зажгли их и поставили на стол. 2. Как жаль, что я не знаю содержания этой новой книги! 3. Если бы я была библиотекарем, я бы читала все новые книги. 4. Если бы только он умел играть на каком-нибудь музыкальном ин-



тиковались, ваши успехи в английском были бы хуже. 6. Как жаль, что у меня мало времени, чтобы ходить в театр. Я бы посмотрел все современные пьесы.

**10. Complete the sentences with new words from Topical Vocabulary.**

1. Our football team s\_\_\_\_\_ three wonderful goals in the match on Saturday. 2. The novel was so m\_\_\_\_\_ that I cried when I was reading it. 3. My brother and I like and dislike the same things; we have much in c\_\_\_\_\_. 4. She wears her hair in a beautiful long p\_\_\_\_\_. 5. This is a very important day for the actors and the director: it's the last time they are r\_\_\_\_\_ before the performance. 6. Sit down and let's play a game of d\_\_\_\_\_. 7. The person who writes stories that are made into films is called a s\_\_\_\_\_. 8. Many teenagers want to be i\_\_\_\_\_ and decide what to do for themselves. 9. No orchestra can play without a c\_\_\_\_\_. 10. Stephen always shares with his brothers and sisters; no one can call him g\_\_\_\_\_.

**11. Complete the verb chart.**

1.		row			
2.					skiing
3.			swam		
4.				done	
5.					riding
6.		drive			
7.	весить, взвешивать				
8.	нырять				
9.		keep			

## TEST TO UNIT 2

### 1. Spell the words.

- |                    |                 |                  |
|--------------------|-----------------|------------------|
| 1. ['nəlaɪz]       | 5. [ɪn'tɜ:pɪtə] | 8. [ru:d]        |
| 2. [aɪsə'leɪfɪn]   | 6. ['ævərɪdʒ]   | 9. [əʊld'fæfnd]  |
| 3. [dɪsə'pɔɪntɪd]  | 7. [ɪn'leɪtɪd]  | 10. ['ɑ:ftəwədz] |
| 4. [vəʊ'kæbjʊləɪn] |                 |                  |

### 2. Listen to the story "Does It Make Any Difference?" and put a tick in the right column. Make sure you know these words and expressions.

- sunset — закат
- in the distance — на расстоянии
- lean down — сгибаться, нагибаться
- pick up — поднимать
- starfish — морская звезда

#### Statements:

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1. John was walking down the beach.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. John saw a man throw something into the ocean.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. John didn't say anything to the man.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. John began throwing starfish into the ocean.                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The man said he didn't want the starfish to die.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. John was sure that helping those starfish didn't make any difference.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The man said his help made a difference to those starfish which he had helped. | <input type="checkbox"/> | <input type="checkbox"/> |

### 3. Read the text and choose the right statements among those given after the text.

#### *What Is Language?*

A language is not "a lot of words and grammar". A language is the means by which one person expresses his thoughts and feelings to another person so that he understands them.

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A language can be made up of signs, or sounds, facial expressions, or just gestures or bodily actions. Or it can be all these things taken together. When you have something to say, you not only speak, you make gestures and change the expressions of your face.

As civilizations grew older, people began to live in large groups, life became different, people learned more and more new things, languages also became less primitive. But surprisingly enough, we do not really know how languages began. Some think they began from the natural cries that people made to express surprise, happiness or pain. Others think languages began by imitation of the sounds of animals. And it is possible that each of these methods had a part in the beginning of language.

We know that practically all the languages spoken on earth today come from several ancient languages. The ancient language with all the languages coming from it is called a "family" of languages. English is also a member of the Indo-European family of languages. Other members of this family are such languages as French, Italian, German, Norwegian, Russian and Greek.

#### Statements:

1. a) A language includes only words and grammar rules. b) A language includes more than words and grammar rules.
2. a) We need languages for communication.\* b) We need languages only for self-expression.\*\*
3. a) Primitive civilizations have rather primitive languages. b) Primitive civilizations do not have any languages.
4. a) People know that languages began from the natural cries of primitive people. b) People have several theories about the beginning of languages.
5. a) Languages are united into families by their origin. b) Languages are united into families by the territories on which they are spoken.
6. a) The Indo-European family includes only languages spoken in western Europe. b) The Indo-European family includes languages spoken in western, eastern and southern Europe and in Asia.

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\* communication [kɔmjʏnʏkɔtʏn] — общение

\*\* self-expression [sɛlfʏ'prɛʏʃn] — самовыражение

**4. Insert the right words to complete the sentences with the verb to get.**

1. We get \_\_\_\_\_ very well with our new neighbours; they are very nice people. 2. In winter, when it's dark it is so difficult to get \_\_\_\_\_ in the morning. 3. I asked the bus driver where I should get \_\_\_\_\_. 4. Look at the time! Let's get \_\_\_\_\_ to business. 5. I can't get \_\_\_\_\_ my dislike of snakes. 6. If the information gets \_\_\_\_\_, you'll be very sorry about it. 7. Jack is a terrible boy, he has got \_\_\_\_\_ with my keys again.

**5. Complete the sentences using the new words.**

1. — Why does he speak French so fluently? — Because it's his mother t\_\_\_\_\_. 2. Don't be d\_\_\_\_\_ about the results of your test: next time you'll do better. 3. I always use English-English dictionaries and find them very h\_\_\_\_\_. 4. I don't like learning words in i\_\_\_\_\_. I prefer to learn them in sentences or word combinations. 5. They invite the best i\_\_\_\_\_ to work at international conferences. 6. An a\_\_\_\_\_ Russian should know at least one foreign language. 7. May I answer the questions now and write the spelling dictation a\_\_\_\_\_? 8. The words "fashion" and "fashionable" are r\_\_\_\_\_. 9. He p\_\_\_\_\_ his English very hard and soon became quite fluent in it. 10. The day will come when I will r\_\_\_\_\_ my dream. 11. It's a \_\_\_\_\_ two o'clock. Let's have lunch. 12. This textbook is full of d\_\_\_\_\_ exercises. They help us to remember grammar rules better. 13. If you use the right intonation and v\_\_\_\_\_, you'll never sound r\_\_\_\_\_, you'll sound polite.

**6. A. Write the plural for each noun.**

1. gas 2. bath 3. waltz 4. penny 5. roof 6. grapefruit 7. schoolchild  
8. deer 9. sheep 10. woman

**B. Write the singular for each noun.**

1. wives 2. men 3. teeth 4. mice 5. days 6. watches 7. armies  
8. fish 9. swine 10. oxen

**7. Open the brackets to make the story complete.**

*The Artist*

There was once a king who (love)<sup>1</sup> graceful cats very much. He (ask)<sup>2</sup> the court artist (paint)<sup>3</sup> a picture of a cat for him. For one year

he (wait)<sup>4</sup> and still the artist (not, bring)<sup>5</sup> him the picture. In a rage, the king (run)<sup>6</sup> into the artist's studio and (want)<sup>7</sup> (see)<sup>8</sup> the artist. Quickly the artist (bring)<sup>9</sup> paper, paints and brushes. In five minutes a perfect picture of a cat (appear)<sup>10</sup> from his wonderful brush.

The king (get)<sup>11</sup> purple with anger and (say)<sup>12</sup>, "If you (can)<sup>13</sup> (paint)<sup>14</sup> a perfect picture of a cat in five minutes, why you (keep)<sup>15</sup> me waiting for over a year?"

"(Come)<sup>16</sup> with me," (ask)<sup>17</sup> the artist. He (lead)<sup>18</sup> the king to his back room. There piles of paper\* (lie)<sup>19</sup> everywhere and on every sheet there (be)<sup>20</sup> a picture of a cat.

"Your Majesty," (explain)<sup>21</sup> the artist, "it (take)<sup>22</sup> me more than one year (learn)<sup>23</sup> how (paint)<sup>24</sup> a perfect cat in five minutes."

Life is short, art is long.

### 8. Put in the articles where necessary.

1. \_\_\_\_\_ dictionary is a reference book. 2. \_\_\_\_\_ bread on \_\_\_\_\_ dish smelled delicious. 3. Robert is \_\_\_\_\_ truck driver. 4. Paula hit \_\_\_\_\_ ball over \_\_\_\_\_ wall. 5. Have you tasted \_\_\_\_\_ soup? 6. \_\_\_\_\_ earth is \_\_\_\_\_ planet, but \_\_\_\_\_ sun isn't. 7. John saw \_\_\_\_\_ ring on \_\_\_\_\_ floor. \_\_\_\_\_ ring was made of gold. 8. I don't think you gave me \_\_\_\_\_ right answer. 9. It's \_\_\_\_\_ book Bob advised me to read. 10. — Let's have \_\_\_\_\_ break. — What \_\_\_\_\_ good idea.

### 9. Express the same in English.

1. Не покупай это платье. Оно выглядит старомодным. 2. Я люблю овощи и фрукты. 3. У тебя дома есть словари? 4. Я никогда не работал переводчиком на конференциях. 5. Ник сказал, что сожалеет о том, что он разочаровал вас. 6. Если Алиса не будет практиковаться в английском, она не сдаст экзамен с хорошей оценкой.

## TEST TO UNIT 4

### 1. Spell the words.

- |                 |               |                 |
|-----------------|---------------|-----------------|
| 1. ['prɒmɪs]    | 5. ['sɒləmɪt] | 8. [pə'tɪkjʊlə] |
| 2. ['mʌmbəl]    | 6. ['æŋkʌs]   | 9. [pɔ:]        |
| 3. ['mɜ:mə]     | 7. [weɪt]     | 10. [weɪv]      |
| 4. [trɪ'mendəs] |               |                 |

### 2. Listen to the Japanese legend "A Bedtime Story" and put a tick in the right column. Make sure you know these words.

- astonishment [ə'stɒnɪʃmənt] — удивление
- disbelief [dɪsbɪ'lɪf] — неверие, недоумение
- to climb [klaɪm] — залезать, взбираться
- a clearing ['kliəriŋ] — просека, поляна

**Statements:**

	<b>True</b>	<b>False</b>
1. "A Bedtime Story" is a morality tale.	<input type="checkbox"/>	<input type="checkbox"/>
2. It is easy to all people of different cultures to understand Japanese morality tales.	<input type="checkbox"/>	<input type="checkbox"/>
3. The old woman was travelling through many big cities.	<input type="checkbox"/>	<input type="checkbox"/>
4. The old woman was looking for a place for the night.	<input type="checkbox"/>	<input type="checkbox"/>
5. Nobody opened the door to let the old woman in.	<input type="checkbox"/>	<input type="checkbox"/>
6. The old woman easily climbed the hill.	<input type="checkbox"/>	<input type="checkbox"/>
7. On the hill she found a clearing and there lay down to rest.	<input type="checkbox"/>	<input type="checkbox"/>
8. The old woman thanked the people of the village for their refusal to give her a bed for the night.	<input type="checkbox"/>	<input type="checkbox"/>

**3. Read the text and mark true and false statements after it.**

*American versus British English*

By the 1700's the British citizens who had settled on the eastern coast of North America began to establish a nation of their own. They still spoke the same language and shared a common history with their countrymen and -women in England. Their lives in the new world were different, however. When the American colonies became an independent nation, they began to drift further from their British forebears. They still spoke the same language, but they no longer thought of themselves as English.

Today, Americans can still understand the British, and the British can still understand Americans. But the languages they speak are different though, in pronunciation, vocabulary and even grammar. Compare particularly the words in italics in the following selection:

British English  
Jeb got out of bed, put on his

American English  
Jeb got out of bed, put on his

*plimsolls*. Then he rushed to the breakfast table. A hot *scone* was waiting for him. "Where's Dad?" asked Jeb. "Watching the *telly*," his mother answered. "Hurry, Dad. I'm late," called Jeb. They both went out to the *lorry*. "Oh no! I forgot my *spanner*," said Father, so he ran back to get it.

Finally Father dropped Jeb off at the *underground*.

his *sneakers*. Then he rushed to the breakfast table. A hot *muffin* was waiting for him. "Where's Dad?" asked Jeb. "Watching *TV*," his mother answered. "Hurry, Dad. I'm late," called Jeb. They both went out to the *truck*. "Oh no! I forgot my *wrench*," said Father, so he ran back to get it.

Finally Father dropped Jeb off at the *subway*.

Why are American English and British English different? Settlers in America were living in a land that was very different from England. The animals, the plant life, the climate were different. In America, immigrants from all over the world brought new ideas that changed the country. They also brought their own languages, and many words from their languages became a part of American English. Whenever groups of people drift apart, so does their language.

**Statements:**

1. The American nation was established in the 18th century.
2. With time Americans became closer to Britain and the British.
3. Now the language they speak in America is absolutely the same as the language they speak in Britain.
4. The new life on the new continent made the language change.
5. American English and British English differ only in vocabulary and grammar.

**True      False**


- 4. In American English you can find different words for these British English nouns: 1. telly 2. lorry 3. scone 4. braces 5. underground 6. plimsolls. They correspond to:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 5. \_\_\_\_\_ 6. \_\_\_\_\_



**5. Insert the right words to complete the sentences with the verb to rush.**

1. Everyone rushed \_\_\_\_\_ the room to see what was happening.
2. Don't rush \_\_\_\_\_ conclusions. This is not her final decision.
3. I'm afraid we'll have to rush the old lady \_\_\_\_\_ hospital.
4. The big cock rushed \_\_\_\_\_ the little chick.
5. Jane was very hungry and rushed \_\_\_\_\_ her sandwich as soon as it was brought.
6. Please don't rush \_\_\_\_\_ without knocking.

**6. Complete the sentences with the new words from the sections a) New Words to Learn; b) Topical Vocabulary.**

**A.** 1. Mr Williams is such a g\_\_\_\_\_ person; you can never make him smile. 2. How much does your luggage w\_\_\_\_\_? 3. The branches b\_\_\_\_\_ in the wind. 4. My granny was a\_\_\_\_\_ about us when we didn't come home on time. 5. — What's the matter? — Oh, nothing in p\_\_\_\_\_. 6. She is very f\_\_\_\_\_ about the books her daughter reads. 7. Do you give your s\_\_\_\_\_ word that you won't go there? 8. Don't m\_\_\_\_\_ — I can't understand what you're saying.

**B.** Bob is a very at\_\_\_\_\_ve<sup>1</sup> person and easy to socialize with. He is very c\_\_\_\_\_ate<sup>2</sup>, well-m\_\_\_\_\_<sup>3</sup>, and c\_\_\_\_\_ing<sup>4</sup>. Bob has a very good s\_\_\_\_\_<sup>5</sup> of humour. He is very ch\_\_\_\_\_ful<sup>6</sup>, p\_\_\_\_\_t<sup>7</sup> and r\_\_\_\_\_able<sup>8</sup>.

John is ill-m\_\_\_\_\_<sup>9</sup>. He is too g\_\_\_\_\_dy<sup>10</sup>. He is very s\_\_\_\_\_t<sup>11</sup>. I think he is often n\_\_\_\_\_y<sup>12</sup>, m\_\_\_\_\_y<sup>13</sup> and f\_\_\_\_\_y<sup>14</sup>. I don't like him.

**7. Complete the dialogues using comparative and superlative degrees of the adjectives.**

1. A: This ruler is too short, I need a \_\_\_\_\_ one.  
B: Here you are. This is the \_\_\_\_\_ I've got.
2. A: This bike is very expensive. Have you got any that is \_\_\_\_\_?  
B: Sorry, the \_\_\_\_\_ makes have been sold out.
3. A: This piece of apple pie is too big for me. Can I have a \_\_\_\_\_ one?  
B: All right. Take this one. It is the \_\_\_\_\_ of all.
4. A: These video films are very old. Haven't you got any \_\_\_\_\_ videos?  
B: Sorry, the \_\_\_\_\_ videos have all gone.

5. A: I thought this test would be \_\_\_\_\_ than the last one.  
That one was very difficult.  
B: Alas!\* It is the \_\_\_\_\_ test we have ever had.

**8. Choose the right form of the verb to complete the sentences.**

- \_\_\_\_\_ your homework?  
— No, I forgot the hometask.  
a) Have you been doing ... b) Have you done ...
- I \_\_\_\_\_ her for a long time.  
a) have known b) have been knowing
- My sister \_\_\_\_\_ English for several years but she can't speak it.  
a) has learnt b) has been learning
- My little brother \_\_\_\_\_ that Santa Claus doesn't exist.  
a) has just discovered b) has been just discovering
- The weather is so gloomy this week. It \_\_\_\_\_ for 3 days already.  
And it is still raining this morning.  
a) has rained b) has been raining
- "Who \_\_\_\_\_ on my chair?" asked the Little Bear when he saw  
that his favourite chair was broken.  
a) has sat b) has been sitting

**9. Open the brackets to make the story complete.**

*My Day in London*

On Sunday we went on a day trip to London. It (rain)<sup>1</sup> when we (start)<sup>2</sup> and a strong wind (blow)<sup>3</sup>. But when we (arrive)<sup>4</sup>, the rain already (stop)<sup>5</sup> and only little white clouds (fly)<sup>6</sup> across the sky. We (be)<sup>7</sup> sure we (have)<sup>8</sup> a wonderful day. And we (do)<sup>9</sup>. We (visit)<sup>10</sup> the National Gallery and (feel)<sup>11</sup> quite happy. After that we (see)<sup>12</sup> a colourful procession (walk)<sup>13</sup> along the Mall. At 2 o'clock our group (be)<sup>14</sup> in the Tower of London. There we (tell)<sup>15</sup> a lot of legends: about the ravens who (live)<sup>16</sup> there and about the kings and queens who (live)<sup>17</sup> there. It already (become)<sup>18</sup> quite hot when we (leave)<sup>19</sup> the Tower. So, our teacher (lead)<sup>20</sup> us to Hyde Park where we (find)<sup>21</sup> some shady place and (watch)<sup>22</sup> the ducks (float)<sup>23</sup> in the water.

**10. Put in the articles where necessary.**

1. Let's have \_\_\_\_\_ swim. \_\_\_\_\_ sun is shining brightly and it is very hot. 2. John likes to go for \_\_\_\_\_ walk in \_\_\_\_\_ evening and he always has \_\_\_\_\_ good time. 3. \_\_\_\_\_ next train to Glasgow is at four. 4. "I'm tired. Let's have \_\_\_\_\_ break," Pete said. I was at \_\_\_\_\_ loss and didn't know what to answer. We hadn't done even 20% of \_\_\_\_\_ things we were asked to do. 5. In \_\_\_\_\_ near future, I'm sure, he will tell you \_\_\_\_\_ lie again.

**11. Express the same in English.**

1. Трава была изумрудно-зеленой и выглядела весьма привлекательно. 2. Какая грандиозная новость! 3. Каков вес этой коробки? 4. Сколько весит Джонни? 5. Он торжественно пообещал разрешить все проблемы. 6. Не мямли — я ничего не понимаю, и говори громче. Ты бормочешь что-то себе под нос, и никто тебя не слышит.

**12. Complete the verb chart.**

1.					rushing
2.			let		
3.		wave			
4.					throwing
5.				bent	
6.			stole		
7.					seeming
8.		weigh			
9.	пахнуть				
10.		shine			

## TEST TO UNIT 7

### 1. Spell the words.

- |                  |                 |
|------------------|-----------------|
| 1. ['skʌlptʃə]   | 6. ['kləʊkrʊm]  |
| 2. [mju:'zɪʃn]   | 7. ['səʊləʊɪst] |
| 3. ['fɔɪeɪ]      | 8. ['ʌʃə]       |
| 4. ['ɑ:kɪtektʃə] | 9. ['ɑ:kɪtekt]  |
| 5. [dɪ'zainə]    | 10. ['mæɪtɪneɪ] |

### 2. Listen to the story "Marie Curie the Greatest Woman-Scientist" and put a tick in the right column. Make sure you know these words and expressions.

- with honours — с отличием
- a governess — гувернантка

#### Statements:

	True	False
1. Madame Curie was born in Paris, France.	<input type="checkbox"/>	<input type="checkbox"/>
2. She was brought up by her father.	<input type="checkbox"/>	<input type="checkbox"/>
3. She was interested in experiments when she was at school.	<input type="checkbox"/>	<input type="checkbox"/>
4. Marie was a bad student at college.	<input type="checkbox"/>	<input type="checkbox"/>
5. After college she began working in a laboratory.	<input type="checkbox"/>	<input type="checkbox"/>
6. Later on she went to Paris to study chemistry.	<input type="checkbox"/>	<input type="checkbox"/>
7. Marie and Pierre Curie discovered radium.	<input type="checkbox"/>	<input type="checkbox"/>
8. Their work was never rewarded.	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Read the text and mark true and false statements after it.

#### *The Shakespeare Theatre*

For centuries the sonnets and plays written by William Shakespeare have filled people with delight due to the depth of their philosophic insight and the strength of their emotions.

There's no record why Shakespeare left Stratford except for the fact that he became a member of a theatrical company in 1590, first as an actor and later as a playwright.

The humble\* status of an actor is clear from such names of theatrical companies as "Lord Chamberlain's Men" or "The King's Men". Actors were on the same level as servants. Plays were performed in the banqueting halls of palaces. Only in 1576 the first playhouse — a theatre — was built for public performances.

The theatre was always built a long distance from the centre of a town. It was of a circular or oval shape and had no roof. Balconies lined the walls. The stage gave out into the auditorium. Theatregoers

watched the plays standing in the stalls. Well-to-do people used to sit on the edge of the stage. A theatre company in those days was not very numerous. The smallest companies usually consisted of 8 actors, but there were bigger companies too, up to 14 persons. Female roles were performed by men. Richard Burbage, one of the best actors of the century, played at the *Globe*.

The plays written by William Shakespeare, the greatest English playwright of all times, were famous already during his lifetime. The majority of his writings were published then. And now there isn't a country in the world that hasn't attempted to stage his plays. Shakespeare's plays have become a school of drama and actors' interpretation. Shakespeare always spoke of noble emotions.

**Statements:**

1. Everybody knows why Shakespeare left Stratford.
2. In the 16th century actors were not important people.
3. Plays were often performed in the big halls of palaces.
4. The first theatre for public performances was built in England in 1676.
5. In those days theatregoers used to watch plays standing in the stalls.
6. Few women were actresses then.
7. Shakespeare's plays have become a great school for actors, actresses and theatre directors.

**True      False**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**4. Choose the right words to complete the sentences.**

1. If you've got some problems with your video, I'll ask my brother to (repair/mend) it. 2. Mr Been (greeted/said goodbye to) us with a nod and passed by. 3. I'll choose that (gold/golden) colour for the wallpaper in my sitting room. 4. When you play bowling, you (throw/drop) the ball at some wooden objects. 5. The berries are (sour/sweet), don't eat them without sugar. 6. He came at a very (fortunate/unfortunate) time and stopped the thieves from stealing his car.

**5. Put in the articles where necessary.**

It was \_\_\_\_\_<sup>1</sup> nice frosty evening of \_\_\_\_\_<sup>2</sup> early winter and Jane decided to go for \_\_\_\_\_<sup>3</sup> walk up \_\_\_\_\_<sup>4</sup> road. She heard \_\_\_\_\_<sup>5</sup> horse coming down. Soon she saw her master approaching her. "What are you doing all alone here on \_\_\_\_\_<sup>6</sup> dark night like that? I'll talk to you \_\_\_\_\_<sup>7</sup> tomorrow morning. We'd better discuss your behaviour in \_\_\_\_\_<sup>8</sup> daytime than at \_\_\_\_\_<sup>9</sup> dusk." He rode past and Jane felt embarrassed as if she had done something bad. \_\_\_\_\_<sup>10</sup> evening didn't seem nice and peaceful anymore.

**6. Open the brackets to make the story complete.**

Mrs Pack's intention was to shoot a tiger. She (arrange)<sup>1</sup> already in her mind the lunch she would give with the tiger skin occupying all the conversations.

Circumstances (turn)<sup>2</sup> out to be favourable. It (happen)<sup>3</sup> so that an old tiger (be)<sup>4</sup> in the habit of coming to a neighbouring village. As Mrs Pack (offer)<sup>5</sup> a large sum of money the children of the village (put)<sup>6</sup> in the jungle (watch)<sup>7</sup> the tiger (approach)<sup>8</sup>. The cheapest goats (leave)<sup>9</sup> to attract him. A special platform (construct)<sup>10</sup> in the jungle, in a comfortable tree.

When it was ready, the great night (arrive)<sup>11</sup>. Mrs Pack and her paid companion Miss Meb (sit)<sup>12</sup> on the platform for some hours when they (hear)<sup>13</sup> a tiger's roar. A goat (tie)<sup>14</sup> at the bottom of the tree. The tiger (move)<sup>15</sup> towards it because blind as he was he (see)<sup>16</sup> it. "Now, now," cried Miss Meb with excitement and the gun flashed. Both the tiger and the goat (fall)<sup>17</sup> dead.

It was Louisa Meb who (draw)<sup>18</sup> attention to the fact that the goat (die)<sup>19</sup> from a bullet wound. "The tiger (not shoot)<sup>20</sup>, he (die)<sup>21</sup> of a heart attack," she said to Mrs Pack.

The discovery that she (hit)<sup>22</sup> the wrong animal didn't stop Mrs Pack from facing the cameras. Her pictures (appear)<sup>23</sup> in all the newspapers.

As for Louisa Meb, she has a wonderful cottage which beautifully (decorate)<sup>24</sup> now. Silence should (reward)<sup>25</sup>.

**7. Change the following active constructions into passive ones.**

1. The teacher had to explain this difficult rule twice. 2. They don't grow fruit in this part of the country. 3. They are performing a new piece of jazz. 4. They have designed new scenery for the play. 5. The

actor was ready for the scene as the assistants had made him up. 6. They laughed at her because of her funny hat. 7. The producer sent for the leading actress to start the rehearsal. 8. They speak a lot about the new ballet.

**8. Put in the missing words to complete the sentences with the verb to set.**

1. The director set the designer \_\_\_\_\_ a new type of scenery.
2. The company got bankrupt and set \_\_\_\_\_ all the property for sale.
3. They set \_\_\_\_\_ rehearsing the last scene of the play, as it was the most difficult part.
4. The ballet company set \_\_\_\_\_ on their tour of the province.
5. We are setting \_\_\_\_\_ making a new horror film.
6. New books are set \_\_\_\_\_ in the foyer.

**9. Express the same in English.**

1. Если пошлют за Мари-Энн и если она согласится принять участие в постановке пьесы, осенью они смогут начать репетиции.
2. Эту пьесу играют уже больше 10 лет.
3. Тише, исполняется моя самая любимая мелодия.
4. В нашем драматическом театре сейчас ставят триллер, и об этом спектакле много говорят.
5. Королевский балет приедет в наш город в разгар лета.
6. Дети вышли из дома на рассвете, чтобы добраться до города вовремя и успеть на утренний спектакль.

**10. Complete the verb chart.**

1.		set			
2.	распространять				
3.				tuned	
4.		drop			
5.					shaking
6.	платить				
7.			burnt		

## TEST TO UNIT 9

### 1. Spell the words.

- |                  |               |                  |
|------------------|---------------|------------------|
| 1. [ɪn'tɜːprɪtə] | 5. ['prɒpəti] | 8. [fæsi'neɪfɪn] |
| 2. ['æŋkʃəs]     | 6. [nɒk]      | 9. [θrəʊ]        |
| 3. [weɪt]        | 7. [bəʊl]     | 10. [saʊə]       |
| 4. [bɪ'jɒnd]     |               |                  |

### 2. Listen to the story "The King and the Tortoise" and choose the right item to complete the sentences.

- The King of the Animal Kingdom \_\_\_\_\_.  
a) thought he was the cleverest animal in the world  
b) was the cleverest animal in the world
- The King ordered the other animals to make \_\_\_\_\_.  
a) a dress of mist for the Queen  
b) a dress of mist for the King
- The tortoise promised to have the dress ready \_\_\_\_\_.  
a) in seven days  
b) in three days
- A week later the tortoise came to the King \_\_\_\_\_.  
a) empty-handed  
b) with the dress ready
- The King asked the animals to do what is \_\_\_\_\_.  
a) very difficult to do  
b) impossible to do
- The King thought that the tortoise was \_\_\_\_\_.  
a) cleverer than himself  
b) as clever as he was

### 3. Read the text and mark true and false statements after it.

#### *How Long Have People Been Using Surnames?*

"Hey, Shorty!" "Hi, Skinny." "Here comes Blondie." Does it sound familiar to you? It's a perfectly natural way to call people — give them



a name that describes them. And that's exactly the way first names were given originally. A golden-haired girl might be called Blanch (French for "white"), a boy might be called David because it means "beloved".

A first name was all anybody had for thousands of years. Then, about the time the Normans conquered England in 1066, last names or surnames, were added to identify people better. The first name wasn't enough to tell one person from another. For example, there might be two Davids in town, and one of them was quite lazy. So people began to call this one "David do little". And this became David Doolittle.

The surnames were originally called "ekenames". The word "eke" meant "also". And by the way the word "nickname" came from this old word. When people got into the habit of giving a person two names, they thought of many ways of creating this second name.

For example, one way was to mention the father's name. If John had a father called William, he might be called John Williamson, or John Williams, or John Wilson (Will's son), or John Wills.

Another good way to identify people with second names was to mention the place where they lived or came from. A person who lived near the woods might be called Wood, or if he lived near the village green\* he might be called John Green. And then, of course, the work that a person did was a good way to identify him. So we have surnames like Smith, Taylor, and Wright ("Wright" means someone who does mechanical work).

**Statements:**

1. A lot of original names described people in this or that way.
2. People always had two names.
3. The Normans, who conquered England in 1066, stopped the tradition of giving people second names.
4. Second names were given to people to address them more politely.
5. The text mentions three ways of creating people's surnames.

**True      False**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

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\* the village green — a stretch of grass for the general use of the people of a town or a village

6. To "identify" means to "show who someone is".

 

**4. Fill in the gaps to complete the sentences with the phrasal verbs to turn, to rush, to do, to run, to get, to set.**

- I am sure our flight is in the afternoon. We must \_\_\_\_\_ at once.  
a) set off b) set about
- When I entered the room, I saw that little Johnny had \_\_\_\_\_.  
a) turned everything upside down b) turned everything inside out
- I can't \_\_\_\_\_ my dislike of frogs.  
a) get over b) turn over
- It's a serious problem. Don't \_\_\_\_\_ conclusions.  
a) rush to b) rush at
- Hurry up! The water is \_\_\_\_\_ the sink.  
a) running over b) running out
- It's so hot! I can \_\_\_\_\_ a glass of cold water.  
a) do away with b) do with

**5. Choose the right words to complete the sentences.**

1. I have just bought a very good new (dictionary/vocabulary), I'm sure it'll be quite helpful. 2. How many (homes/houses) are there in your street? 3. You (went to sleep/fell asleep) while I was telling you my story! 4. Look at this amazing dress! It's the (last/latest) fashion. 5. I think Peter is four or five years (older/elder) than me. 6. I always cut my (toe/finger) nails short because I don't like the look of my (legs/feet) when the nails are long. 7. Please remember this (gold/gold-en) rule. 8. The travellers (did/made) a fire to warm themselves. 9. You won't master the language (unless/if) you learn its grammar. 10. Here are two cards with words, take (any/either) of them.

**6. Open the brackets to make the story complete.**

### *The Surprise*

One Friday in August, Sarah's father told the family he (not be)<sup>1</sup> home until tomorrow. "And when I (come)<sup>2</sup> back, I (bring)<sup>3</sup> you a real surprise." The Lewis family (spend)<sup>4</sup> the afternoon guessing. Sarah

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(think)<sup>5</sup> it (be)<sup>6</sup> a set of encyclopedias, the older boys (be)<sup>7</sup> sure it (be)<sup>8</sup> another bicycle. Mother (dream)<sup>9</sup> about a new washing machine.

Father (return)<sup>10</sup> home the next morning. He (say)<sup>11</sup> he (bring)<sup>12</sup> us the surprise. The surprise (wait)<sup>13</sup> for us in the street in front of the house. Father (lay)<sup>14</sup> some pink paper in the centre of the kitchen table. "This (go)<sup>15</sup> with the surprise," he (smile)<sup>16</sup>. "Bill of Sale" (write)<sup>17</sup> across the top. Everyone (rush)<sup>18</sup> outside (look)<sup>19</sup>. But what they (see)<sup>20</sup> never (be)<sup>21</sup> the thing of their guesses.

It was a long and shiny car! It was not the first car they ever (see)<sup>22</sup>, but no one in their town ever (own)<sup>23</sup> one.

### 7. Express the same using passive constructions.

Example: *Mark has recently repaired his old car. — Mark's old car has been recently repaired.*

1. Do you know what tune the orchestra is playing? 2. They have just published this new periodical. 3. They only laughed at Eric's solemn speech. 4. We are searching for talented young people to play in our new theatre. 5. As soon as he thought of it, they gave him a plateful of wonderful fresh sweet-smelling strawberries. 6. They will keep their promise and publish the second edition of the book in April. 7. How do they spread the news? Have you ever thought of it? 8. These are tremendous plans and we are realizing them very fast.

### 8. Put in the articles where necessary.

1. — Shall I pass you \_\_\_\_\_ salt? — No, thanks, I don't use \_\_\_\_\_ salt any more. 2. — Have you got any pets? — Yes, I've got \_\_\_\_\_ goldfish, about 10 altogether. 3. This is \_\_\_\_\_ house that Jack built. 4. \_\_\_\_\_ price of \_\_\_\_\_ electricity has gone up a lot this year. 5. \_\_\_\_\_ children are still at \_\_\_\_\_ school. They have \_\_\_\_\_ extra lesson this afternoon. 6. There is a beautiful statue in \_\_\_\_\_ church near our house. 7. It was \_\_\_\_\_ broad day.

### 9. Express the same in English.

1. Если бы у нас были свечи, мы бы зажгли их и поставили на стол. 2. Как жаль, что я не знаю содержания этой новой книги! 3. Если бы я была библиотекарем, я бы читала все новые книги. 4. Если бы только он умел играть на каком-нибудь музыкальном ин-

тиковались, ваши успехи в английском были бы хуже. 6. Как жаль, что у меня мало времени, чтобы ходить в театр. Я бы посмотрел все современные пьесы.

**10. Complete the sentences with new words from Topical Vocabulary.**

1. Our football team s\_\_\_\_\_ three wonderful goals in the match on Saturday. 2. The novel was so m\_\_\_\_\_ that I cried when I was reading it. 3. My brother and I like and dislike the same things; we have much in c\_\_\_\_\_. 4. She wears her hair in a beautiful long p\_\_\_\_\_. 5. This is a very important day for the actors and the director: it's the last time they are r\_\_\_\_\_ before the performance. 6. Sit down and let's play a game of d\_\_\_\_\_. 7. The person who writes stories that are made into films is called a s\_\_\_\_\_. 8. Many teenagers want to be i\_\_\_\_\_ and decide what to do for themselves. 9. No orchestra can play without a c\_\_\_\_\_. 10. Stephen always shares with his brothers and sisters; no one can call him g\_\_\_\_\_.

**11. Complete the verb chart.**

1.		row			
2.					skiing
3.			swam		
4.				done	
5.					riding
6.		drive			
7.	весить, взвешивать				
8.	нырять				
9.		keep			