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# ENGLISH

**Assessment  
Tasks**

Listening  
Reading Grammar  
Vocabulary Writing  
*Speaking*

  
**PROSVESHCHENIYE**  
PUBLISHERS



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# **ENGLISH**

## **АНГЛИЙСКИЙ ЯЗЫК**

### **Контрольные задания**

#### **VIII класс**

**Учебное пособие для общеобразовательных  
организаций и школ с углублённым  
изучением английского языка**

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Сборник контрольных заданий является составной частью учебно-методического комплекта по английскому языку для учащихся VIII класса общеобразовательных организаций и школ с углублённым изучением английского языка.

Сборник содержит задания, направленные на проверку знания учащимися лексического и грамматического материала учебника, а также на проверку уровня сформированности когнитивных способностей и коммуникативных навыков. Материалы сборника способствуют достижению учащимися личностных, метапредметных и предметных результатов.

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## Предисловие

Предлагаемое вашему вниманию пособие является дополнительным компонентом к действующему учебно-методическому комплексу по английскому языку для VIII класса общеобразовательных организаций и школ с углублённым изучением английского языка авторов О. В. Афанасьевой и И. В. Михеевой. Учебно-методический комплект для VIII класса имеет гриф Министерства образования и науки Российской Федерации, достаточно хорошо зарекомендовал себя в школе и успешно используется на уроках английского языка. УМК-VIII состоит из следующих компонентов: учебника, аудиокурса к учебнику, рабочей тетради, книги для чтения и книги для учителя. Однако многочисленные встречи с учителями, их неоднократные просьбы убедили авторов в необходимости создания ещё одного компонента — пособия, содержащего контрольные задания, которые могли бы помочь оценить знания учащихся.

Новое пособие состоит из шести частей. Предлагаемый в них материал соотнесён с соответствующими блоками учебника:

Unit One. Choosing a Career: The World of Jobs

Unit Two. Education: The World of Learning

Unit Three. Shopping: The World of Money

Unit Four. Fascination and Challenge: The World of Science and Technology

Unit Five. Going to Places: The World of Travelling

Unit Six. Newspapers and Television: The World of Mass Media.

Входящие в каждую часть пособия контрольные задания (tests) основаны на привычных для учащихся видах работы, которые они выполняли на протяжении всего периода обучения в VIII классе.

Представленные в каждой части пособия задания имеют аналогичную структуру и включают в себя упражнения на аудирование, чтение, а также лексику и грамматику, которые вводятся или повторяются в соответствующем блоке учебника. Таким образом, каждая часть пособия структурирована следующим образом:


I. Listening Comprehension Tests (тесты на аудирование)

II. Reading Tests (тесты на чтение)

III. Vocabulary Tests (тесты на лексику)

IV. Grammar Tests (тесты на грамматику)



Первый и второй разделы каждой части пособия содержат по три контрольных задания, которые предлагаются в формате ОГЭ и тематически соотносятся с материалом соответствующего блока учебника. Эти задания, так же как и иные контрольные задания в формате ОГЭ в этом пособии, помечены значком  (State Final Assessment).

Третий и четвёртый разделы содержат контрольные задания, которые помогут проверить, насколько хорошо усвоены школьниками лексические и грамматические составляющие каждой из перечисленных выше учебных ситуаций. При этом каждый из этих разделов включает в себя только по одному упражнению в формате ОГЭ, так как многочисленные задания этих разделов прежде всего нацелены на проверку пройденного учащимися в VIII классе лексико-грамматического материала.

Оценивать выполнение контрольных заданий представляется целесообразным по схеме, принятой в предыдущих сборниках<sup>1</sup>. Если учащиеся выполняют более 90% работы, она может быть оценена на «отлично». Выполнение контрольной работы на 80–89% даёт возможность учащимся получить оценку «хорошо». Оценка «удовлетворительно» ставится в том случае, если учащиеся выполнили две трети работы или несколько больше ( $\approx 65$ –79%).

Предлагаемые в данном пособии контрольные задания учитель может использовать на занятиях по своему усмотрению, включая одно или несколько из них в урок или проводя диагностику результатов по определённому виду речевой деятельности (грамматическим формам, словообразовательным моделям и т. д.) в рамках специально отведённого для этих целей урока.

Надеемся, что данное пособие окажется полезным для учителей английского языка, работающих по указанному учебно-методическому комплексу. Предлагаемое пособие также может быть рекомендовано изучающим английский язык и по учебникам других авторов, так как оно содержит материал по многим темам школьного курса, а также многочисленные задания в формате ОГЭ.

Ключи ко всем тестовым заданиям и тексты для аудирования опубликованы в Книге для учителя-VIII.



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<sup>1</sup> См.: Контрольные и проверочные задания. VII класс: пособие для учащихся общеобразоват. организаций и шк. с углубл. изучением англ. яз. / [О. В. Афанасьева, И. В. Михеева, К. М. Баранова, Ю. Е. Ваулина]. — 8-е изд. — М.: Просвещение, 2014.

# Unit One

## Choosing a Career: The World of Jobs

### I. Listening Comprehension Tests

  **Test One.** Listen to what five people say about teaching sciences at school (№1). Match their names with their statements. There is one statement you don't have to use.



#### Speakers:

1. Robert Winston, a scientist
2. Kathy Sykes, a head manager
3. Steve Jones, a genetics scientist
4. Trevor Bayliss, an inventor
5. Agatha MacKenzie, a TV presenter

#### Statements:

- A. This speaker doesn't know how to use some of the knowledge he/she got in the science lessons at school.
- B. This speaker changed his/her attitude to science thanks to a school teacher.
- C. In this speaker's school science was taught very much as a hands-on subject<sup>1</sup>.
- D. This speaker got interested in the history of science.
- E. This speaker changed his/her attitude to science after he/she left school.
- F. This speaker wishes science were taught more as a hands-on subject nowadays.

Speakers	1	2	3	4	5
Statements					

  **Test Two.** Listen to what Bill Bryson says about his book *A Short History of Nearly Everything* (№2). Decide which of the following facts are true (T), false (F) or not stated (NS).

1. Bill Bryson enjoyed his science lessons when he was at school.
2. Bill Bryson didn't do science at University.

<sup>1</sup> a hands-on subject — практический предмет



3. The number of pupils interested in science is smaller than the number of those who aren't.

4. Bill started working on his book because he wanted to know more about science.

5. While working on his book he managed to study science very deeply.

6. While working on the book he tried to find answers to some questions that lay<sup>1</sup> people are likely to ask.

Statements	1	2	3	4	5	6
Variants						

  **Test Three.** Listen to the rest of Bill Bryson's speech (№3). Complete the statements choosing the appropriate variants.

1. Bill Bryson hopes that his book may help some pupils to \_\_\_\_.

- a) read more about science
- b) look deeper into the subject
- c) choose the course of science at school

2. With the help of his book the author wants to prove that pupils can actually \_\_\_\_ science.

- a) study
- b) enjoy
- c) understand

3. The book is popular because it is \_\_\_\_ enough.

- a) clever
- b) clear
- c) useful

4. Readers are willing to buy Bryson's book \_\_\_\_.

- a) on both sides of the Atlantic
- b) in Europe
- c) in the UK

<sup>1</sup> lay = not educated or trained to a high professional standard in a particular subject

5. The author uses the money he makes from the sale of the book to \_\_\_\_.
- help some pupils financially
  - equip some schools
  - encourage some pupils
6. Bill Bryson thinks that doing science may result in \_\_\_\_.
- a good career
  - working for the media
  - becoming rich and famous

Statements	1	2	3	4	5	6
Variants						

## II. Reading Tests

**Test One.** Read five texts and match them with the names of the sciences they refer<sup>1</sup> to. There is one name you don't have to use.

### Sciences:

- palaeontology
- physics
- bacteriology
- chemistry
- anatomy
- geophysics

**A.** In fact it is useless to try and hide from them, for they are always on and around you. If you are in good health, you will have about one trillion of them on your skin. You are for them a kind of buffet, with the convenience of warmth.

**B.** Just before Christmas 1887, a young Dutch doctor with an un-Dutch name, Marie Eugène François Thomas Dubois, arrived in Sumatra with the intention of finding the earliest human remains on Earth. Before him no one had ever gone looking for ancient human bones. Everything that had been found to this point had been found accidentally.

<sup>1</sup> to refer [rɪ'fɜ:(r)] — иметь отношение, относиться

C. This compound<sup>1</sup> has no taste or smell and is extremely variable. Depending on its state, it can scald<sup>2</sup> you or freeze you. It can form substances so nasty that they can strip leaves from trees and eat the faces of statues. It is everywhere. A potato is 80% of it, a bacterium – 75%. Even humans are 65% of this substance. So we are more liquid than solid.

D. The atmosphere keeps us warm. Without it, Earth would be a lifeless ball of ice with an average temperature of  $-50^{\circ}\text{C}$ . In addition, the atmosphere absorbs or deflects incoming cosmic rays, charged particles, ultraviolet rays and the like. Altogether, it is equivalent to a 4.5-metre thickness of protective concrete.

E. Richard Feynman once observed that if you had to reduce scientific history to one important statement it would be: "All things are made of atoms." They are everywhere and they constitute everything. Look around you. It is all atoms. Not just the solid things like walls and tables and sofas, but the air in between. And they are there in numbers that you really cannot conceive.

Texts	A	B	C	D	E
Sciences					

**SFA** **Test Two.** Read the text and complete it with the following phrases.

- silk or velvet coats
- made a mistake
- to make him pale
- but at the royal court they were still being worn
- rushed across
- till they were stiff as a board
- worn under their clothes
- which were fixed on

### From the History of Fashion Industry

In Georgian times in Britain dresses were worn over wide, hooped petticoats. These came into fashion in 1710 and went out of fashion in the 1780s, 1. \_\_\_ over 40 years later. A writer complained

<sup>1</sup> compound ['kɒmpaʊnd] – зл. соединение

<sup>2</sup> to scald [skɔ:ld] – обжигать



that when one young lady walked down the street she took up the full width of the pavement. In 1776 a lady 2. \_\_\_ of wearing a decorated hat in the country. It was covered in fruit and vegetables 3. \_\_\_ with metal pins. As she sat down for a picnic a passing cow 4. \_\_\_ to eat the hat. Sadly it ate the metal pins too. One stuck in its throat and the cow died a few hours later.

Rich gentlemen could afford clothes just as the ladies'. 5. \_\_\_ could be embroidered with silver thread and trimmed with lace. The collars and neck-cloths that became popular in the 1820s were starched and ironed 6. \_\_\_.

Fashionable young men of the early 1770s wore thick white make-up, cheek blusher and lipstick. George IV was especially vain about his appearance. He covered his face in chalk dust and even used leeches to suck his blood to try 7. \_\_\_. George also wore a corset to make his bulging waist thinner.

In those days men often changed their shape with padding 8. \_\_\_. They padded the calves of their legs so they didn't look skinny when they wore tight trousers and put pads on their chests to make them look mightier.

Blanks	1	2	3	4	5	6	7	8
Phrases								

**SEA** **Test Three.** Read the text and complete the statements after it with the appropriate variants.

### The End of Child Labour?

In the 1860s, as Charles Dickens was writing the last of his novels describing life in industrial Britain, a census<sup>1</sup> of England and Wales showed that an eye-popping 36.9% of boys from 10 to 14 years old worked in textile mills or did other forms of manual labour.

Recently, the International Labour Organisation (ILO) decided to update that statistic, not specifically for Britain but for all of humanity – especially the countries now undergoing their own industrial revolutions. The labour group calculated that there were 218 million child labourers in the world today, or about 13.9% of children from 5 to 17 years old.

<sup>1</sup> a census ['sensəs] – перепись населения

Anyhow, the report raises many questions. Firstly, it is based on the statistics of just 17 countries. Some large ones were included, like India and Brazil, but such countries as China and Indonesia were left out, and they have around 1.5 billion people together. Besides they are filled with industries traditionally associated with child labour.

There is another sticky question: what should be defined as child labour? The ILO's report says that around 70% of "child labour" occurs in agriculture, and most of that on family farms. Should a 14-year-old who helps his parents on a family farm be considered a child labourer? Yes, according to the ILO.

In the good old days when farming was mostly done to provide families with food, it was not so clear. But today children on farms are exposed to pesticides and often dangerous chemicals. Farmers often work for large corporations, so children are more employees in a family business than their parents' helpers.

One thing is clear: groups like the International Labour Organisation should devote more effort and more resources to fixing the problem of child labour.

1. The survey was held by the International Labour Organisation (ILO) in \_\_\_\_.
  - a) Great Britain
  - b) England and Wales
  - c) every country of the world
  - d) a number of countries
2. The figures given in the report \_\_\_\_.
  - a) are entirely reliable
  - b) not quite reliable
  - c) have to be checked
  - d) may be corrected in the future
3. The report doesn't include \_\_\_\_.
  - a) Brazil and China
  - b) India and Brazil
  - c) Indonesia and China
  - d) Indonesia and India
4. According to the report \_\_\_\_ are child labourers.
  - a) children helping their families with farming
  - b) children helping their families with housekeeping

- c) children providing their families with food  
 d) children proving their families with all sorts of help
5. Nowadays working conditions in agriculture are \_\_\_\_.
- a) more suitable for children than before  
 b) less suitable for children than before  
 c) more suitable for children than for grown-ups  
 d) more suitable for grown-ups than for children

Statements	1	2	3	4	5
Variants					

### III. Vocabulary Tests

**Test One.** Use the words from the box in their appropriate forms to complete the sentences.

top	cheating	flavoured	jealous	harm	creep
terrific	care (2)	mind	show	advanced	
fix	dumb	smart	rotten	silly	

- Mary and I are very good friends. I've never felt \_\_\_\_\_ of her success on the stage.
- The boy is really \_\_\_\_\_ for his age: he can read fluently, write and do simple sums.
- We all know how much \_\_\_\_\_ smoking can do to people.
- Everyone was still asleep when the children \_\_\_\_\_ down-stairs unnoticed.
- Don't give your phone number to strangers. It's a \_\_\_\_\_ thing to do.
- What a \_\_\_\_\_ dress! You look sensational in it.
- \_\_\_\_\_ at examinations is real disgrace. Never do it.
- When I thought that the key was lost, I found it on the \_\_\_\_\_ shelf of the storage cupboard.
- Take \_\_\_\_\_ of pence, and pounds will take \_\_\_\_\_ of themselves (a proverb).
- We associate late autumn with the smell of \_\_\_\_\_ leaves, fog and rain.

11. Yesterday there was a \_\_\_\_\_ show on television. I enjoyed every minute of it.
12. Sue brought her new friend to the party to \_\_\_\_\_ him off.
13. They \_\_\_\_\_ the meeting for Friday morning.
14. I don't \_\_\_\_\_ reading aloud, in fact, I like it.
15. Jenny was afraid that she looked \_\_\_\_\_ in her grandmother's old-fashioned hat.
16. My dad likes lemon-\_\_\_\_\_ tea and buys loads of it.

**Test Two.** Complete the phrasal verbs in the sentences using the appropriate function words (*down, in, over, out*).

1. Before the classes some forms were handed \_\_\_\_\_ for us to fill.
2. Could you please hand \_\_\_\_\_ that plate? I can't reach for it.
3. Nobody was allowed to hand \_\_\_\_\_ their works after the bell.
4. Knowledge is the information handed \_\_\_\_\_ from generation to generation.
5. The criminal was handed \_\_\_\_\_ to the police.
6. I nearly forgot to hand \_\_\_\_\_ my key when I was leaving the hotel.
7. They asked me to hand \_\_\_\_\_ programmes at the entrance before the performance.
8. The art of pottery has been handed \_\_\_\_\_ for centuries in this little village.

**Test Three.** Choose the appropriate words to complete the following sentences.

1. My great-grandfather had a (*dressmaker/tailor*) who made all his suits.
2. Before the party she spent two hours at the (*barber's/hairdresser's*) and looked great with her new hairstyle.
3. Don't cry, my (*silly/stupid*) little girl, mummy loves you.
4. He began his (*career/occupation/profession*) as a clerk in the Bank of England.
5. Your (*career/job/occupation/profession*) is to unpack this suitcase and you'd better be quick about it.

6. John followed in his father's footsteps and chose the (*job/occupation/profession*) of a doctor.

7. One of the questions in the questionnaire was about my (*job/occupation/profession*) and I didn't know how to describe it.

**Test Four.** Match the words with their definitions.

- |                |   |
|----------------|---|
| 1) part-time   | a) someone whose job is to be in charge of a newspaper or magazine  |
| 2) a perk      | b) a move to a higher level in a company or institution   |
| 3) unemployed  | c) someone whose job is to make things from wood or repair things that are made of wood                                     |
| 4) an ambition | d) difficult but enjoyable  |
| 5) exhausting  | e) a natural ability for something  |
| 6) challenging | f) something that you very much want to do  |
| 7) a shift     | g) using a lot of imagination and new ideas   |
| 8) an editor   | h) a period of work time in a factory, hospital or other place where some people work during the day and some work at night |
| 9) a carpenter | i) an extra payment of benefit that you get in your job   |
| 10) bent       | j) extremely tiring   |
| 11) creative   | k) done for only part of the time that an activity is usually performed   |
| 12) promotion  | l) without a job  |

1	2	3	4	5	6	7	8	9	10	11	12

**Test Five.** Complete the sentences with the appropriate function words (*about, at, from, by, of, for, off, up, to, on*).

1. My friend Alice is particularly good \_\_\_\_\_ playing the piano. She hopes to become a musician.

2. — Have you ever thought \_\_\_\_\_ becoming a computer programmer? — No, it's not \_\_\_\_\_ my line.



3. It's not good manners to shout \_\_\_\_\_ the top of your voice in a public place.
4. You set the table and I'll take care \_\_\_\_\_ the sandwiches.
5. To say "advanced \_\_\_\_\_ years" is more politically correct than to say "old".
6. Don't be jealous \_\_\_\_\_ your sister. You're going to get a present as well.
7. The mistake he made once did a lot of harm \_\_\_\_\_ him and spoiled his career.
8. Please help me to fix this brooch \_\_\_\_\_ my dress.
9. There are special schools for children who are dumb \_\_\_\_\_ birth.
10. I think you were being silly at the party yesterday, I think you were showing \_\_\_\_\_.
11. I don't care \_\_\_\_\_ this kind of painting at all: I'm afraid I don't quite understand abstract art.
12. He cheated \_\_\_\_\_ cards and got \_\_\_\_\_ real trouble.
13. I know it \_\_\_\_\_ a fact that some surprise is being prepared for your birthday.
14. My mother finds it very convenient to work \_\_\_\_\_ home.
15. I still don't know what career to choose, I haven't made \_\_\_\_\_ my mind yet.
16. My choice was definitely influenced \_\_\_\_\_ my parents.

**SEA** **Test Six.** Complete the text with the derivatives of the words on the right.

In 1. ... England chimney 2. ... was a popular job for young boys and girls, who were chosen for their size and 3. ... to move 4. ... . Those children experienced all the 5. ... of life as the conditions of work were extremely 6. ... . Working in hot, dark and cramped conditions was very hard and 7. ... . Children often scraped themselves as they climbed up 8. ... the chimneys.

Victoria, sweep  
 able, quick  
 cruel  
 favourable  
 exhaust  
 side

1.	5.
2.	6.
3.	7.
4.	8.

#### IV. Grammar Tests

**Test One.** Divide the sentences into two categories: sentences with Present Subjunctive and sentences with Past Subjunctive.

1. If I had a telescope, I would enjoy the view of the starry sky at night. 2. If she hadn't missed that telephone call! 3. If James had been older, he would have been able to admire the performance. 4. If he had found out the truth earlier! 5. If they were not so tired, they would definitely join the rest of us. 6. If Joe had a chance, he would try and see at least some sights of the town. 7. If only we hadn't lost that game! 8. If wishes were horses ... 9. If you hadn't broken your promise, I would probably have forgiven you. 10. I do wish I was one of the team! 11. If you bought the house, you wouldn't be sorry about it. 12. If Jane had had more time, she would have visited the museum again.

Sentences with Present Subjunctive	
Sentences with Past Subjunctive	

**Test Two.** Choose the appropriate verb forms to complete the following sentences.

1. The winter of that year was very cold. If they (*cancelled/had cancelled*) the expedition! 2. What lovely weather we are having! If it (*could/had been able to*) stay longer! 3. If the goalie (*caught/had caught*) the ball during the last minute of the game, we (*wouldn't lose/wouldn't have lost*). 4. If I (*had/had had*) a dog, I (*would call/would have called*) it Snap or Lord. It's my dream to have one. 5. If only she (*were/had been*) more attentive in the lesson last Friday! 6. If I (*were/had been*) you, I (*wouldn't jump/wouldn't have jumped*) to conclusions:

time will show who is right. 7. The story was long and boring. If Julia (*didn't have/hadn't had*) a cup of coffee, she (*would fall/would have fallen*) asleep. 8. If you (*liked/had liked*) this kind of music, I (*would invite/would've invited*) you to the concert. But I know you don't. 9. I (*wouldn't recognize/wouldn't have recognized*) my uncle at the airport if I (*didn't see/hadn't seen*) his picture before. 10. If only the job (*were/had been*) more interesting! In fact, I'm looking for something different.

**Test Three.** Use the appropriate forms of the verbs to complete the sentences.

1. If I (*be*) \_\_\_\_\_ you, I (*start*) \_\_\_\_\_ thinking about your future career right now before it's too late. 2. If he (*miss*) \_\_\_\_\_ the last bus! All alone in the unfamiliar town he felt very uncomfortable. 3. If you (*not, play*) \_\_\_\_\_ computer games for hours, you (*have*) \_\_\_\_\_ more time for your lessons. I believe you should think about it. 4. I don't know the answer. If only I (*know*) \_\_\_\_\_ what to say! 5. If Anne (*see*) \_\_\_\_\_ that film with us, she (*enjoy*) \_\_\_\_\_ it as much as I did. But she didn't join us to watch the video. 6. If Eric (*tell*) \_\_\_\_\_ the truth, the whole situation (*change*) \_\_\_\_\_. Do you think he ever will? 7. If she (*not, make*) \_\_\_\_\_ a mistake in the last sentence, she (*get*) \_\_\_\_\_ an excellent mark for the test. 8. If Jeff (*not, leave*) \_\_\_\_\_ the textbook at home! He hated sharing textbooks with other pupils.

**Test Four.** Write which five things you'd like to have done for you. Choose from the following:

- to make your bed
- to cook your meals
- to do your room
- to wash your plates
- to make your clothes
- to cut your hair
- to do your lessons
- to answer your phone calls
- to repair your computer
- to dry clean your clothes
- to decorate your room
- to look after your pet or house plants

- 1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_

- 4) \_\_\_\_\_  
 5) \_\_\_\_\_

**SEA** Test Five. Complete the text using the appropriate forms of the words on the right.

Arthur Hapgood returned home in November, 1946. The war just 1. ... and Arthur hoped to find some interesting work. However, he quickly discovered that good jobs were not so easy to come by. So Arthur had to return to the work he 2. ... for five years before the war – fitting wheels on cars at the Coventry car plant.

It certainly was not his 3. ... choice but he 4. ... no other.

Anyhow, it was not what Arthur 5. ... for his son Mark. He did not want Mark 6. ... his life in a car factory. He was ready to work overtime to earn money for the boy to have the 7. ... possible education. Mark 8. ... in maths, general science and English. Arthur 9. ... rewarded when the boy passed his exams with flying colours and 10. ... a place at King Henry VIII Grammar School.

end

do

one, give

plan

spend

good, tutor

feel


win

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

## Unit Two

### Education: The World of Learning


#### I. Listening Comprehension Tests

 **Test One.** Listen to the text (№4) and decide which of the following facts are true (T), false (F) or not stated (NS).

#### Greenslade School

1. Greenslade School is much spoken about.
2. The narrator says that the people discussing Greenslade School know well what is going on there.
3. The neighbourhood where Greenslade School is situated has recently become famous.
4. A lot of families in the neighbourhood of Greenslade School have more than two children.
5. Many schoolchildren of Greenslade School are not ideal pupils.
6. The Greenslade School teachers are not ready to show any respect for their pupils.

Statements	1	2	3	4	5	6
Variants						

 **Test Two.** Listen to the five texts (№5) and match them with the titles. There is one title you don't have to use.

#### Titles:

1. Why Develop Basic Skills
2. How to Enlarge Your Vocabulary
3. How to Guarantee School Success
4. Why Use This Gadget
5. How to Make Sense of a Text
6. How to Measure<sup>1</sup> Things

Texts	A	B	C	D	E
Titles					

<sup>1</sup> to measure [ˈmezə(r)] — измерять, мерить






**Test Three.** Listen to two people talking (№6) and complete the following statements.

- Patrick spent last summer \_\_\_\_.
  - enjoying his holiday in India
  - travelling about India
  - doing some humanitarian work in India
  - studying the problem of homeless children in India
- “Railway Children” are kids who \_\_\_\_ at railway stations.
  - work
  - live
  - help people with their luggage
  - are lost by their families
- The children Patrick describes \_\_\_\_.
  - often become pickpockets<sup>1</sup>
  - never know where their families are
  - often get support from the government
  - suffer from various illnesses
- Street children usually \_\_\_\_.
  - try to find their parents
  - try to find some help
  - get more medical help
  - suffer from various illnesses
- Some kind of education may help street children \_\_\_\_.
  - to find their homes and families
  - to get some medical help
  - to live like ordinary people do
  - to become rich

Statements	1	2	3	4	5
Variants					

<sup>1</sup> a pickpocket [ˈpɪk,pɒkɪt] — вор-карманник

## II. Reading Tests

 **Test One.** Read the text and complete it with the following phrases. There's one phrase you don't have to use.

- a) to be heard above the noise
- b) didn't want to send their child to school
- c) men were more important than women
- d) and cooked by 18 girls
- e) weren't free to help their mothers
- f) were so unpopular in some areas
- g) where pupils couldn't afford the ingredients
- h) as people used to do in those days

### Victorian England

In Victorian England it was believed that boys should be treated differently from girls and that 1. \_\_\_\_\_. This showed in the schools.

In 1870, women teachers were paid 58 pounds a year but men were paid 94. Boys' lessons included farmwork, gardening, shoemaking, drawing and handicrafts. Girls' lessons included housewifery (sweeping, dusting, making beds and bathing a baby), needlework and cookery.

Cookery lessons were difficult in poorer schools 2. \_\_\_\_\_. An inspector once made a report on a class of girls who had a lesson on roasting meat. One single chop was prepared 3. \_\_\_\_\_.

Lessons were often just learning things by heart, then repeating them.

There were often as many as 70 or 80 pupils in one class. The teacher would have to shout or even scream 4. \_\_\_\_\_ of the children.

Many parents couldn't afford to send their children to the new boarding school set up in the 1870s. It wasn't just the penny a week they had to pay – it was the fact that children 5. \_\_\_\_\_ with the housework, or earn the family extra money by working. If a parent 6. \_\_\_\_\_, they would say that the child was ill. A School Board Inspector would have to go to check if the "illness" went on too long. School Board Inspectors 7. \_\_\_\_\_ that they had to go around in pairs – to protect each other from angry parents.

Blanks	1	2	3	4	5	6	7
Phrases							

**SFA** **Test Two.** Match the parts of the text with their titles. There is one title you don't have to use.

**Titles:**

1. Preparing for Your Trip
2. Choosing a School
3. Money Matters
4. Your Free Time
5. Your Priorities
6. Some Necessary Formalities

**Going to School in America**

**A.** Don't think that all schools in America are the same. In fact, some places may turn out to be really boring. If you want to enjoy your stay, go to a place like Berkeley, New York or Philadelphia. These are some of the most popular college cities in America. During your time there, you'll have the opportunity to make friends with people from all over the world.

**B.** When you've chosen the school, visit the school's website, where you can request or download the application forms. Apply to several schools if you can. The best advice I can give you is to try and get started early. If you are really well organized and manage to get your application in before July 1st, you're giving yourself a better chance of success. Remember that most schools charge about \$40 admission fee.

**C.** You've been accepted? Congratulations. But wait – did the school mention anything about payment? No? That's strange, because with the money they ask for a year of college, you could buy a nice house in the country. Don't go to a school if it doesn't provide financial help.

**D.** Don't forget that, unfortunately for you, the US government feels somewhat nervous about foreign students coming to America to study. That's why in the first place you need to get a visa. There are some helpful websites which will give you all the information you need to know about getting your student visa. Good luck.

**E.** These may become the happiest days in your life, but you're going to be busy in the US. Studying at a university in a foreign language is not going to be easy. You'll have to work really hard to complete the tasks your courses will require of you. Make a schedule of how many hours a week you are going to spend on your studies. Outside of the

classroom, there's a whole world of creativity and experience awaiting you in clubs, sports, plays and other kinds of students' activities. Just know what is most important for you.

Texts	A	B	C	D	E
Titles					

**SFA** **Test Three.** Read the text and complete the statements after it with the appropriate variants.

### The Power of a Dream

I used to watch her from my kitchen window and laugh. She seemed so small as she made her way through the crowd of boys on the playground. The school was across the street from our home, and I often stood at my window watching the kids as they played during the break.

I remember I first saw her playing basketball. She managed to shoot the ball right into the net again and again. The boys always tried to stop her, but no one could. I often saw her playing alone too. She practised dribbling and shooting, sometimes until dark. One day I asked her why she practised so much. She looked directly into my eyes and said without hesitating, "I want to go to college. My dad wasn't able to go to college. He wants me to get a good education. The only way I can go is if I get a scholarship. I like basketball. I decided that if I were good enough, I would get a scholarship. I am going to play college basketball. I want to be the best. My daddy says if the dream is big enough, the facts don't count."

She was really determined. I watched her year after year. Every week, she led her team to victory. It was always a thrill to watch her play.

One day in her senior year, I saw her sitting on the grass, head cradled in her arms. I walked across the street and sat down beside her. Quietly I asked her what was wrong.

"Oh, nothing," came the girl's reply. "I am just too short." The coach had told her that at five-feet, five-inches tall, she would probably never get to play for a top-ranked team — so she should stop dreaming about college.

She was heartbroken, and her disappointment made my own throat tighten. I asked her if she had talked to her dad about it yet. She lifted her head from her hands and told me that her father said those coaches were wrong. They just did not understand the power of a dream. He told

her that if she really wanted to play for a good college, if she truly wanted a scholarship, nothing could stop her except one thing – her own attitude.

1. The storyteller and the girl \_\_\_\_\_.
  - a) were relatives
  - b) were friends
  - c) knew each other well
  - d) hardly knew each other
2. The main character of the story \_\_\_\_\_.
  - a) was a better player than most of the children
  - b) was the leader of a girls' team
  - c) enjoyed playing for the school team
  - d) stopped playing for the school team and began playing alone
3. For the main character of the story \_\_\_\_\_.
  - a) playing basketball was a dream
  - b) playing basketball was a means to reach another goal
  - c) her father was a role model
  - d) her father was the most important person
4. Once the storyteller noticed \_\_\_\_\_.
  - a) that the girl's team won a match
  - b) that the girl couldn't play anymore
  - c) that the girl sat on the grass dreaming
  - d) that the girl was depressed
5. The girl's problem was \_\_\_\_\_.
  - a) her family
  - b) her height
  - c) her father's influence
  - d) the coach's words
6. As the girl's father said, the only person who could stop her was \_\_\_\_\_.
  - a) her coach
  - b) her schoolteacher
  - c) the father himself
  - d) the girl herself

Statements	1	2	3	4	5	6
Variants						



### III. Vocabulary Tests

**Test One.** Replace the underlined parts of the sentences with the new words from the box in their appropriate forms.

concentrate	complicated	drone	force	mess up
rarely	squeak	solid	vanish	warn

1. We looked at the speeding car until it disappeared \_\_\_\_\_ from sight.
2. Mr Norton has a talent for solving problems that people don't often come across \_\_\_\_\_.
3. The strong \_\_\_\_\_ stone walls of the church were old and weather-beaten.
4. Scientists keep telling \_\_\_\_\_ us about the threat to seas, lakes and rivers from pollution, trying to make us realize the danger.
5. In the silence we clearly heard a short, high sound \_\_\_\_\_ of a mouse.
6. Please try not to make the place dirty \_\_\_\_\_ because I've been cleaning.
7. The situation seems to be getting more and more difficult \_\_\_\_\_.
8. Stop talking and give all your attention \_\_\_\_\_ to your work.
9. Though she was in pain, she made \_\_\_\_\_ herself get out of bed with an effort.
10. Stephen kept talking \_\_\_\_\_ about his trip boringly and for a long time.

**Test Two.** Choose the appropriate words to complete the following sentences.

1. When Jane heard the terrible news, she broke (*down/up*) and cried bitterly.
2. It takes some effort to break (*away/out*) from bad habits but it's worth it.
3. When the war broke (*up/out*), the whole family were enjoying their first seaside holidays together.

4. The car broke (*away/down*) before they reached Stratford so we decided to stay for the night in one of the motels.

5. When the children saw the funny puppet, they broke (*into/out*) laughter. Everyone wanted to touch it and shake its little hand.

6. When the Berlin Wall was broken (*into/down*), it became a big event in Germany and all over the world.

7. The robbers broke (*in/into*) the shop at night but the police came in time to arrest them.

8. The frightened dog broke (*away/up*) and ran out of the garden.

**Test Three.** Complete the sentences with the forms of the verbs *learn* and *study*.

a) have learnt

e) have been learning

b) to study

f) learn

c) study

g) learned

d) to learn

h) are studying

1. Don't you think it's time for the boy \_\_\_\_\_ to swim?

2. We were sorry \_\_\_\_\_ that our flight had been delayed again.

3. Mike's dream was \_\_\_\_\_ mathematics in Cambridge University.

4. French is my second foreign language. I \_\_\_\_\_ it for two months.

5. I've talked to the girls seriously. I think they \_\_\_\_\_ their lesson.

6. Scientists all over the world \_\_\_\_\_ this complicated problem nowadays.

7. When Anna \_\_\_\_\_ that her parents were alive and looking for her, she felt the happiest girl in the world.

8. Sam has \_\_\_\_\_ very hard to be able to go to a good university.

9. I think you should \_\_\_\_\_ to control your feelings; you're a big boy now.

10. In Russian schools pupils \_\_\_\_\_ several sciences.

**Test Four.** Choose the appropriate way to complete these sentences.

1. A comprehensive school is \_\_\_\_.
  - a) a school for pupils of all abilities
  - b) a school where children can live during the school year
2. A staff room is \_\_\_\_.
  - a) a big room in a school where meetings and social events take place
  - b) a room in a school where teachers can go when they are not teaching
3. A public school in the UK is \_\_\_\_.
  - a) a school that receives no money from the government and where the education is paid for by parents
  - b) a school that is paid for by the government
4. GCSE exams are \_\_\_\_.
  - a) exams taken by pupils in England and Wales around the age of 18
  - b) exams taken by pupils in England and Wales around the age of 16
5. A term is \_\_\_\_.
  - a) one of the three periods in the year during which classes are held in schools
  - b) one of the stages of school education — primary or secondary
6. To sit an examination means \_\_\_\_.
  - a) to take an examination
  - b) to pass an examination
7. A high school in the USA is \_\_\_\_.
  - a) a secondary school for children aged between 11 and 16
  - b) a school for senior pupils aged between 14 and 18
8. To cheat at the exam means \_\_\_\_.
  - a) to act in a dishonest way in order to get an advantage
  - b) to make somebody believe something which is not true

**Test Five.** Match the names of the animals with the sounds they make.

- |              |           |
|--------------|-----------|
| 1. geese     | a) howl   |
| 2. lions     | b) croak  |
| 3. bees      | c) buzz   |
| 4. wolves    | d) bark   |
| 5. horses    | e) chirp  |
| 6. pigs      | f) grunt  |
| 7. frogs     | g) neigh  |
| 8. dogs      | h) cluck  |
| 9. hens      | i) roar   |
| 10. sparrows | j) cackle |

1	2	3	4	5	6	7	8	9	10

**Test Six.** Complete the sentences with the function words from the box.

with      for      on (5)      in      into      up      about

1. In spring these pupils will take examinations \_\_\_\_\_ five subjects.
2. The queue \_\_\_\_\_ the tickets was very long but we wanted the tickets really badly.
3. After the meal the room was so messed \_\_\_\_\_ that we had to sweep the floor again.
4. I hate it when the clothes are forced \_\_\_\_\_ me, I always choose my clothes myself.
5. I left the house \_\_\_\_\_ relief. I was glad I wouldn't see those people again.
6. There is always a danger of losing your way in the forest. I want to warn you \_\_\_\_\_ it.
7. There is a course of photography Jane would like to enrol \_\_\_\_\_.
8. Joe ran away so fast that he just seemed to vanish \_\_\_\_\_ thin air.

9. Let's concentrate \_\_\_\_\_ our business, we don't have all the time in the world.

10. At this point we were all tired of Mark's story but he droned \_\_\_\_\_ and \_\_\_\_\_.

**SE** **Test Seven.** Use the derivatives of the words on the right to complete the text.

### Schools in Britain

1. ... in Britain is a hot topic. Every parent wants to send their children to the best school, but which one? 2. ... kids have two choices. Either you go to a state school that the 3. ... pays for, or you go to a private school that your parents pay for. The most 4. ... private schools are the exclusive public schools, such as Eton. Public schools and state schools have similar subjects but public schools don't have to teach the 5. ... Curriculum. Public schools spend more money per pupil per year, but it doesn't mean the pupils there are more 6. ... . You get more 7. ... at a private school, but at state schools you learn to mix with 8. ... people.

educate

Britain

govern

fame

Nation

intelligence

attentive

differ

1.	5.
2.	6.
3.	7.
4.	8.

### IV. Grammar Tests

**Test One.** Choose the appropriate forms of the verbs to complete the sentences.

1. If the weather (*were/had been*) better last summer, the harvest that autumn (*would be/would have been*) much better.

2. If I (*bought/had bought*) that lottery ticket on Sunday, I (*would win/would have won*) a lot of money a week later.

3. If Jane (*left/had left*) her flat earlier in the mornings, she (*wouldn't miss/wouldn't have missed*) the train so often.

4. If he (*were/had been*) there at the beginning of September, he (*would solve/would have solved*) the problem then.

5. If I (*were/had been*) rich, I (*wouldn't agree/wouldn't have agreed*) to this job. But, alas, I am poor, so any job will do at the moment.

6. If Angela (*didn't invite/hadn't invited*) me to her party, I (*wouldn't come/wouldn't have come*). I'm very glad that she did.

7. If John (*didn't pass/hadn't passed*) his exams, he wouldn't (*go/have gone*) abroad for the whole summer. He writes he'll be back only in September.

8. If he (*didn't work/hadn't worked*) properly during the term, he wouldn't (*pass/have passed*) his exams with excellent marks.

9. If Rebecca (*had/had had*) enough money in four years, she would (*buy/have bought*) a new watch for her mother's upcoming birthday.

10. If Roy (*entered/had entered*) the university this summer, he would (*graduate/have graduated*) from it in four years.

**Test Two.** Use the appropriate forms of the verbs in brackets to complete the sentences.

1. But for the traffic jam, Alice wouldn't (*be*) \_\_\_\_\_ late now.

2. But for the traffic jam last Tuesday, Alice wouldn't (*be*) \_\_\_\_\_ late for her classes.

3. But for your help, we wouldn't (*do*) \_\_\_\_\_ the translation on time.

4. But for tomorrow's test, I would (*go*) \_\_\_\_\_ to the cinema with you.

5. But for the rain, we would (*go*) \_\_\_\_\_ for a walk after breakfast.

6. But for his order, I would (*join*) \_\_\_\_\_ you yesterday.

7. But for her illness, she would (*go*) \_\_\_\_\_ on this trip with us today.

8. But for her smile, I would (*think*) \_\_\_\_\_ that she is angry with us.

9. But for the letter, I wouldn't (*realize*) \_\_\_\_\_ how difficult the situation was.

10. But for your friend, I wouldn't (*believe*) \_\_\_\_\_ that story then.

**Test Three.** Use the verbs in brackets in the Subjunctive Mood to make the sentences complete.

1. I wish it (*to be*) \_\_\_\_\_ summer now and we (*to have*) \_\_\_\_\_ holidays.
2. I wish I (*to be*) \_\_\_\_\_ with you then. I would have helped you.
3. I wish he (*not to come*) \_\_\_\_\_ to the conference so early yesterday. He was in everybody's way.
4. I wish you (*not to be*) \_\_\_\_\_ late. We are sure to miss our bus now.
5. I wish my parents (*to buy*) \_\_\_\_\_ a country house, then we would be able to spend our weekends there. But we have nowhere to go now.
6. I wish I (*not to stay*) \_\_\_\_\_ in Moscow last July, the weather was very oppressive.
7. I wish I (*to watch*) \_\_\_\_\_ this film, then I would be able to tell you what I think about the plot.
8. I wish it (*not to be*) \_\_\_\_\_ so cold outside, we would be able to go for a walk then.
9. I wish he (*not to leave*) \_\_\_\_\_ Moscow for St. Petersburg now. I would like to see him from time to time.
10. I wish he (*not to leave*) \_\_\_\_\_ Moscow for St. Petersburg last year. I never see him now.

**Test Four.** Complete the sentences with the appropriate verb forms.

1. If I were you, I (*change*) \_\_\_\_\_ my decision. I think you are too strict.
2. If I were you, I (*go*) \_\_\_\_\_ to the Black Sea with your parents. I'm sure the journey will be wonderful.
3. If I were you, I (*write*) \_\_\_\_\_ a letter of apology to Ms Davidson. Though you haven't done it yet, I think you could still do it.
4. Your presentation is good, but in fact it is not your presentation, is it? If I were you, I (*do*) \_\_\_\_\_ it myself.
5. If I were you, I (*write*) \_\_\_\_\_ a thank-you card to your hostess. In my view she'll appreciate it.
6. I wouldn't (*promise*) \_\_\_\_\_ to do it. In my opinion you did it without thinking.



7. I wouldn't (*move*) \_\_\_\_\_ to the USA if I were you. But what is done, is done. You can't change anything now, can you?

8. If I were you, I wouldn't (*sign*) \_\_\_\_\_ those papers. Why did you do it then?

9. If I were you, I (*wait*) \_\_\_\_\_ a bit longer. Why did you leave so early?

10. If you ask my opinion, I (*accept*) \_\_\_\_\_ their offer. If they haven't changed their minds yet.

**Test Five.** Use the verbs in brackets in the appropriate forms to complete the sentences.

1. If you (*order*) \_\_\_\_\_ a taxi, we would be approaching the airport now.

2. If she (*order*) \_\_\_\_\_ a taxi now, we'll be able to get to the airport in time.

3. If Jack (*order*) \_\_\_\_\_ a taxi now, we would go to the airport with comfort.

4. Michael says he will be lucky if he (*get*) \_\_\_\_\_ a job as a teacher.

5. If Michael (*not graduate*) \_\_\_\_\_ from a teacher training college, he wouldn't be working in Greenslade Secondary School as its headmaster.

6. If you (*travel*) \_\_\_\_\_ with us about Ireland in summer, you would have seen a lot of picturesque places.

7. If Mum (*come*) \_\_\_\_\_ back earlier, we would be able to go to the cinema together. Let's hope that she will.

8. If Mum (*come*) \_\_\_\_\_ back earlier, we would have been able to go to the cinema together. But now it's 10 p.m. already. So no way.

9. If you (*know*) \_\_\_\_\_ my granddad when he was alive, you would understand how much I miss him.

10. If I (*buy*) \_\_\_\_\_ some cucumbers and tomatoes, Mum would make a bowl of salad. But I forgot to go to the shop.

**Test Six.** Choose the appropriate adverb forms to complete the sentences.

1. In my view you should speak to him (*more/most*) patiently than you usually do.

2. Of all the dancers Lucy performed her part (*more/most*) gracefully.

3. The new kitchen gadget cooks any dish in no time, it works (*most fast/fastest*) of all.

4. Our Headmaster always speaks to us (*calmer/more calmly*) than our teachers.

5. Rose is only beginning to drive, so (*naturally/more naturally*) she drives her car rather slowly.

6. I phone her (*more/most*) often than she does.

7. Why can't you explain what you want (*clearly/most clearly*)?

8. Jane never speaks (*quietly/more quietly*).

9. I don't think John can do the sums (*more/most*) quickly than Richard.

10. It rained (*heavier/more heavy*) yesterday.

**Test Seven.** Julia is very handy. She can do a lot of things herself and does everything very well. Brenda, her sister, is absolutely different; she prefers to have everything done for her. Read the list of the word combinations below and write 8 sentences about what Julia does herself and what things are done for Brenda.

- to do her hair
- to make dresses
- to sharpen knives
- to take things to the cleaner's
- to press her trousers
- to iron her linen
- to repair her watch
- to mend her clothes



**Test Eight.** Complete the text using the appropriate forms of the words on the right.

The half-year report of the Student's Council was on November 15th. It was one of the 1. ... days in Greenslade School. I 2. ... quite a good deal about these occasions before. I 3. ... as excited as the 4. ... as the day approached. It was entirely 5. ... day. It 6. ... and 7. ... by 8. ... . I observed the activities of my class as they 9. ... their presentation.

On November 15th all the pupils arrived on time. They smartly 10. ... .



important  
hear  
become, child  
they, arrange  
control, they  
prepare  
dress

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

## Unit Three

### Shopping: The World of Money

#### I. Listening Comprehension Tests

  **Test One.** Listen to five people speaking (№7) and match their names with the opinions they express. There is one opinion you don't have to use.



#### Names:

1. Barbara
2. Dave
3. Margaret
4. Danny
5. Anna

#### Opinions:

- A. Shopping online is no fun, I prefer to buy real things, not pictures.
- B. Shopping online is good for experienced Internet users.
- C. Shopping online is not always satisfactory and safe.
- D. Shopping online helps to find cheaper goods, you can buy antique things too.
- E. If you don't like the thing you've bought, it's difficult to return it to the online shop.
- F. When you shop online, you save time and effort.



Names	1	2	3	4	5
Opinions					

  **Test Two.** Listen to the text about the *Mall of America* (№8). Decide if the following facts are true (T), false (F) or not stated (NS).

1. The *Mall of America* is the biggest shopping centre in the USA.
2. There you can find some of the famous American and English brands.
3. The theme park of the Mall has a lot of vegetation<sup>1</sup>.
4. A modern sports stadium is located in the Mall.
5. The Mall is made of brick and glass.
6. Walking in the Mall and visiting every store may take you about one day.
7. Marriage ceremonies also take place there.

<sup>1</sup> vegetation [ˌvedʒə'teɪʃ(ə)n] — растительность

Statements	1	2	3	4	5	6	7
Variants							

  **Test Three.** Listen to the synopsis<sup>1</sup> of the popular film *Confessions of a Shopaholic* (№9) and complete the following statements.

- Rebecca works in the field of \_\_\_\_\_.
  - fashion design
  - gardening
  - journalism
- Rebecca Bloomwood has money problems because \_\_\_\_\_.
  - she doesn't earn enough
  - she is fond of buying fancy outfits
  - she has to support her mother
- \_\_\_\_\_ made Rebecca Bloomwood an addicted consumer.
  - Constant sales in fancy shops
  - Lack of beautiful things in her childhood
  - Easy access to credit cards
- Rebecca is eager to buy the green scarf \_\_\_\_\_.
  - for herself
  - for her sick aunt
  - for *Alette*
- Derek Smeath is \_\_\_\_\_.
  - a debt collector
  - Rebecca's ex-boyfriend
  - a bank manager
- Rebecca gets a job in the financial magazine because she \_\_\_\_\_.
  - is an experienced journalist
  - is recommended by the *Alette* magazine
  - sends the wrong letter to the editor, Luke Brandon

<sup>1</sup> a synopsis [sɪ'nɒpsɪs] – краткое содержание

7. Rebecca's column in the financial magazine is so successful because \_\_\_\_.

- a) she used to study finance at university
- b) it covers all recent financial events
- c) it is easily understood by everyone

Statements	1	2	3	4	5	6	7
Variants							

## II. Reading Tests

**SEA** **Test One.** Read the text and complete it with the following phrases. There is one phrase you don't have to use.

### Phrases:

- a) offer high-fashion goods or prestige brands
- b) at such times
- c) and enjoy their shopping
- d) electric appliances or electronics
- e) when you purchase something for \$1
- f) popular items for shoppers
- g) the names of some well-known national department stores
- h) a wide selection of goods

### Shopping Tips

Many tourists visiting the USA on vacation enjoy shopping for bargains. American whiskey, fashion jeans, children's clothing, bath towels and fine bed linens are all 1. \_\_\_\_\_ from other countries. You can find many bargains in the US if you know where to shop and how to take advantage of the competitive sales.

Department stores are large establishments that offer 2. \_\_\_\_\_ including fashion clothing, housewares, appliances, luggage and jewellery. They normally offer good quality, well-known brands and the latest fashions. They frequently have seasonal sales with attractive discounts. 3. \_\_\_\_\_ you can get high quality or fashion goods at bargain prices.

The big department stores are typically parts of national chains, so you can find the same stores in many cities. They normally have a downtown


store in a major city with several branch stores in the surrounding suburban shopping malls. Here are 4. \_\_\_\_\_: *Lord & Taylor, Saks Fifth Avenue, Macy's, Bloomingdale's, Nordstrom's*.

*Sears* and *JCPenny's* are two large national chains with stores across the USA. They are similar to department stores but they do not 5. \_\_\_\_\_. Instead, they feature good quality goods at reasonable prices. They are particularly known for their selection of children's clothing, home appliances and domestic goods. *Sears* is famous for its selection of tools and lawn and garden products. Most states and some cities collect a sales tax on all purchases. State sales taxes usually average 4% to 8%. Some cities add an additional 2%. Remember 6. \_\_\_\_\_, you may have to pay \$1.08.

Clothing sizes in the USA are based on measurements in inches. Consult some charts with conversions to some of the European and metric standards.

If you purchase any 7. \_\_\_\_\_ in the US, remember that all electrical items are normally 110v and 60Hz. Be sure that the item is adaptable to your local electric supply. US televisions, video recorders and cell phones use different standards than most other countries.

Blanks	1	2	3	4	5	6	7
Phrases							

 **Test Two.** Match the texts with their titles. There is one title you don't have to use.

**Titles:**

1. The Best for Ladies
2. Men's Famous Logo
3. Getting Inspiration from a Film
4. The Brand of the 21st Century
5. Making Outfits for Special Occasions
6. In Cooperation with Foreign Brands
7. Changing with Time

**Top American Fashion Designers**

A. Marc Jacobs is an American fashion designer who is well known for his work with the French fashion house Louis Vuitton – he is currently the Creative Director of the French design house. However, Marc



Jacobs has produced lines of clothing out of New York which are well respected in the industry. In 2006 he started a new line of body splash fragrances. First only sold in perfume boutiques, they have become more and more popular during the recent years.

**B.** Vera Wang is also an American fashion designer who is best known for her wedding dress collections. Hers is the kind of name that gets regularly mentioned in pop culture. She is also popular in film industry because of the fact that she has made wedding dresses for a number of celebrities including Mariah Carey, Jennifer Lopez and Sharon Stone.

**C.** Calvin Klein is a brand name that has changed a lot through the years. It was first launched as a line of coats for both men and women. It became famous as a brand of jeans that were oh-so-hot. And these days when you look at a Calvin Klein billboard, you are probably going to see a super-attractive model in Calvin Klein underwear. Throughout all of these changes, Calvin Klein has remained an American brand name.

**D.** Kate Spade is one of the trendiest young designers. She was born in Middle America, working now out of New York. While working for the magazine *Mademoiselle*, she noticed that the market lacked stylish and sensible handbags, so decided to create her own line. With this in mind, Kate visited local flea markets, began researching different styles, fabrics, production costs, and created a line of handbags with classic shapes, colours, and fabrics. She's also got accessories and raincoats and make-up and even home furnishings collections.

**E.** Ralph Lauren is best known for his Polo collection. In 1970 Ralph Lauren won a special award for his male line. Around that same time he released a line of women's suits that were tailored in a classic men's style, which was when the first Polo emblem was seen. Ralph Lauren released Polo's famous short sleeve shirt in 1972. He's produced a lot of different designs that always get attention and made him a leading international designer. He is also a designer that works from America and his brand is an American brand.

**F.** Todd Oldham is a fashion designer born in Texas. What's a more American place than that? Oldham launched his first clothing line in 1989 and won a prestigious award for New Fashion Talent in 1991. He is a unique designer whose most famous work might be the line of clothing that he produced in 1995 associated with the Warner Brothers movie *Batman Forever*. In addition to his fashion design experience, he has experience in design for the home.

Texts	A	B	C	D	E	F
Titles						

**Test Three.** Read the text about compulsive shopping and complete the statements after it with the appropriate variants.

### “Shop Till You Drop” Is Tragic, Not Funny

Lucy Magda was tried and found guilty of stealing money from the place of work. During the trial the police reported that they had discovered the results of her compulsive shopping. There was so much clothing and jewellery stored at her home that they couldn't find enough space at the police station to put it.

About 6% of the North American population suffers from compulsive shopping, shopping which they find impossible to control. Anyhow, a lot of people think that compulsive shopping, or having a shopping “problem”, is socially acceptable and even comical.

Hollywood movies such as the romantic comedy *Confessions of a Shopaholic* contribute to this idea of compulsive shopping as playful and funny.

Karen Finlay, a marketing and consumer behaviour professor, says there's nothing funny about a true shopaholic. “Compulsive shopping is disruptive and badly influences family relationships,” she said. “It's really hard to imagine how sad these cases are.”

Karen Finlay remembered one woman she interviewed who had in one day bought a sweater in every colour available at a small store. Then she went out and bought trousers and accessories to go with each colour, brought them home and put them into separate boxes — nothing was ever worn. She was obsessed with gathering all the clothes and storing them away just so.

“It was part of her therapy to get rid of a lot of what she had bought, but she still had boxes and boxes. These clothes still had the tags on.”

Karen Finlay's research concerned many aspects. She believes that compulsive shoppers are influenced by big stores with oversized shopping carts and multiple shelving.

She also found that many compulsive shoppers are encouraged by using cards instead of cash, which makes shopping seemingly invisible. Shoppers simply don't feel that they give money over to pay for their purchases.

Amanda Mills, a financial therapist from Toronto, said that, unlike other addictions, a compulsion to spend money cannot be completely changed, it can only be controlled. She said this compulsion is connected with human emotions, self-esteem and the kind of childhood they had. "It's really hard to stop spending addiction. It's like food addiction: you can't get away from it, you can't stop eating and you can't get away from money."

Jerrold Mundis, the author of *How to Get Out of Debt, Stay Out of Debt and Live Prosperously*, says that compulsive shopping kills all the joy in your life.

"People in debt wake up feeling awful, they are afraid to answer their doorbells and phones for fear it may be their creditors running after them."

1. Lucy Magda stole from her office \_\_\_\_\_.
  - a) to buy a house
  - b) because she was a shopaholic
  - c) to get the clothes she couldn't afford
  - d) because she found it extremely exciting
2. Society often considers compulsive shopping \_\_\_\_\_.
  - a) psychologically dangerous
  - b) a funny habit
  - c) a serious crime
  - d) a silly kind of game
3. Shopaholism is likely \_\_\_\_\_.
  - a) to break family ties
  - b) to be a kind of entertainment
  - c) to have no cure
  - d) to make people consult psychologists
4. Part of the therapy of shopaholics is \_\_\_\_\_.
  - a) to make them buy more and more
  - b) to isolate them from the society for some time
  - c) to prevent them from having credit cards
  - d) to persuade them to sell or give away what they have bought
5. Compulsive shoppers or shopaholics are encouraged to buy things by \_\_\_\_\_.
  - a) their friends
  - b) attractive shop windows

- c) the fact that they can pay by card
  - d) the fact that they can take bank loans
6. Financial therapists are sure that spending addiction \_\_\_\_.
- a) may be rooted in the early years of a person's life
  - b) helps to feel the joy of life
  - c) is provoked by the society
  - d) can't be controlled

Statements	1	2	3	4	5	6
Variants						

### III. Vocabulary Tests

**Test One.** Match the adjectives and the nouns. Use the word combinations you get in the sentences below.

- |               |           |
|---------------|-----------|
| 1. immense    | a) house  |
| 2. reluctant  | b) collar |
| 3. detachable | c) manner |
| 4. stiff      | d) joke   |
| 5. ridiculous | e) guests |
| 6. dignified  | f) back   |
| 7. starched   | g) cuffs  |
| 8. detached   | h) dress  |
| 9. funny      | i) size   |

1. We were all shocked by the \_\_\_\_\_ of the plain stretching in front of us.

2. She sang one song after another to the \_\_\_\_\_ who were beginning to feel that they couldn't take it anymore.

3. They don't make shirts with \_\_\_\_\_ anymore, do they?

4. He was suffering from a \_\_\_\_\_ and couldn't join in the dance.

5. The girls kept talking about Sue's \_\_\_\_\_ and old-fashioned shoes.

6. The lady's \_\_\_\_\_ and pleasant talk made a great impression on the visitors.

7. He couldn't turn his neck because of the high \_\_\_\_\_.
8. A \_\_\_\_\_ is not joined to another house.
9. The \_\_\_\_\_ made the audience roar with laughter.

**Test Two.** Use the words from the list to complete the text.

- |              |                |
|--------------|----------------|
| a) worth     | f) fancy dress |
| b) stiff     | g) flap        |
| c) reluctant | h) detachable  |
| d) outfit    | i) starched    |
| e) dignified | j) detached    |

The next day there was a 1. \_\_\_\_\_ party at our school and every child in our class would be voting who looked the prettiest. I was very excited.

"Goldy, here is your dress," said my mum Mary. I was surprised to see the dress my mum had made for me. She was a popular designer and she had even made her wedding 2. \_\_\_\_\_ herself. Some of her dresses were 3. \_\_\_\_\_ a lot of money. The dress was made of some golden material with a beautiful 4. \_\_\_\_\_ collar and long wide sleeves that could 5. \_\_\_\_\_ in the wind. I tried it on immediately. The collar was a bit 6. \_\_\_\_\_ because it was 7. \_\_\_\_\_ but as it could be easily 8. \_\_\_\_\_ it didn't bother me. I looked like a princess, very 9. \_\_\_\_\_, and was 10. \_\_\_\_\_ to take the dress off.

The next morning my dad Tony gave me a bronze crown to wear. When I reached the school, everyone was looking at my dress and chatting about it. Guess who won most of the votes!

**Test Three.** Match the words with their definitions.

- |               |                                |
|---------------|--------------------------------|
| 1. attached   | a) stating the value of money  |
| 2. detachable | b) liking someone very much    |
| 3. dignified  | c) not willing to do something |
| 4. immense    | d) extremely large             |
| 5. ridiculous | e) easily removed              |
| 6. reluctant  | f) calm and respectful         |
| 7. worth      | g) deserving to be laughed at  |

1	2	3	4	5	6	7

**Test Four.** Use *funny*, *hilarious* or *ridiculous* instead of the words and word combinations in brackets.

1. It is (foolish) \_\_\_\_\_ to suggest going out in this storm.
2. For some reason Sue finds John's jokes (extremely funny) \_\_\_\_\_.
3. The tea tastes (strange) \_\_\_\_\_, I won't drink it.
4. The prices for the footwear here are (very low) \_\_\_\_\_, let's buy a pair of slippers.
5. Wouldn't it be (amusing) \_\_\_\_\_ if we play a trick on him?
6. The play has (extremely comic) \_\_\_\_\_ moments.

**Test Five.** Complete the phrasal verbs in the sentences with the appropriate function words.

round	over	down with	off	across
-------	------	-----------	-----	--------

1. You have to come \_\_\_\_\_ seven times before you can call yourself a rider.
2. Outside the restaurant we came \_\_\_\_\_ a man doing a fire-eating performance.
3. Jane has come \_\_\_\_\_ a bad cold. She won't go to the theatre.
4. An attack of faintness came \_\_\_\_\_ him.
5. I came \_\_\_\_\_ this old photo in the back of the drawer.
6. Why don't you come \_\_\_\_\_ and see us one evening?
7. I tried to pick up the bucket but the handle came \_\_\_\_\_ in my hand.
8. A wave of anger came \_\_\_\_\_ Tom and he started shouting at his former friend.

**Test Six.** Match up the English words and their Russian equivalents.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. come in different colours  | a) зоны отдыха                  |
| 2. get the receipt and change | b) обналичить чек               |
| 3. pay by card                | c) купить в кредит              |
| 4. make a purchase            | d) снять деньги                 |
| 5. photo services             | e) иметь разную расцветку       |
| 6. cash a check               | f) заплатить наличными          |
| 7. recreation areas           | g) фотоуслуги                   |
| 8. loan some money            | h) получить чек и сдачу         |
| 9. fit like a glove           | i) делать покупку               |
| 10. pay in cash               | j) заплатить карточкой          |
| 11. withdraw the money        | k) дать кредит (о банке)        |
| 12. buy a thing on credit     | l) прекрасно сидеть (об одежде) |

1	2	3	4	5	6	7	8	9	10	11	12

**Test Seven.** Complete the text with the derivatives of the words on the right.

In *Shopping for Pleasure*, Erika Rappaport reconstructs London's Victorian West End as an 1. ... centre. In this 2. ... of royal palaces and spacious parks and squares, a dramatic 3. ... took place that greatly changed the lives of women, shaping their experience of modernity. Rappaport shows how 4. ... came to be seen as the leisure 5. ... for middle- and upper-class women. Moving beyond the question of whether shopping promoted or limited women's 6 ... , the author explores how business practices, legal decisions, and 7. ... changes affected women. *Shopping for Pleasure* reveals the important side of the rise of 8. ... society.

- entertain  
neighbour  
transform
- shop, active
- free  
culture  
consume

1.	5.
2.	6.
3.	7.
4.	8.



## IV. Grammar Tests

**Test One.** Choose the right words to complete the sentences.

1. He published (*wide/widely*) in scientific journals.
2. What they wanted (*most/mostly*) of all from the president was a leader who would educate the country.
3. Daphne and Michael thought (*high/highly*) of the school.
4. Civilians assume (*wrong/wrongly*) that everything in the army runs smoothly.
5. Education quite (*right/rightly*) is at the foreground of the political agenda.
6. I just want to be friendly. Am I trying too (*hard/hardly*)?
7. Mr Smith's funeral will (*hard/hardly*) be on Thursday.
8. "The fish was huge," he announced spreading his arms (*wide/widely*).
9. It looks like it's spelled (*wrong/wrongly*).
10. He expects the unemployment figures to rise (*high/highly*).
11. Most of the others were so young they had (*hard/hardly*) any experience.
12. To make sure I did everything (*right/rightly*), I bought a fat instruction book.
13. Nick had (*hard/hardly*) slept at night and looked tired.
14. Her twelve pictures sold fairly well, (*most/mostly*) to friends and family.

**Test Two.** Use *it* or *they* to complete the sentences.

1. They want to make \_\_\_\_\_ a ceremonial occasion. So put your best clothes on. I have no doubt that \_\_\_\_\_ will be suitable.
2. — Buy blue pyjamas, \_\_\_\_\_ will match your eyes. — But the price is too high. Where can I get the money? — Borrow \_\_\_\_\_ from your sister.
3. He started to climb the old stairs, made of marble. \_\_\_\_\_ reminded him of ancient Rome.
4. — Where is my watch? — Have you lost \_\_\_\_\_ again?
5. At last they came to the traffic lights, looked at \_\_\_\_\_ to cross the road and headed for the tower with a big clock. \_\_\_\_\_ struck a quarter past seven, too late for museums.

6. Any funeral is sad. But \_\_\_\_\_ is an event people consider it proper to attend.

7. Have you paid attention to the girl's hair? \_\_\_\_\_ is the most beautiful hair I've ever seen.

**Test Three.** Use *which* or *what* to complete the sentences.

1. There are many diets, how do you know \_\_\_\_\_ one to choose?

2. \_\_\_\_\_ vitamin supplements do they sell in this supermarket?

3. \_\_\_\_\_ kind of poetry does he like? I'd like to give him a collection of lyrical poems for his birthday.

4. \_\_\_\_\_ do they want me to do: spend the money or save it?

5. I want to know \_\_\_\_\_ happened in Rome in the year 410.

6. \_\_\_\_\_ are the greatest sources of the conflict in the Middle East?

7. \_\_\_\_\_ of you are going to take part in the upcoming fashion show?

8. I left school at the age of 17 and didn't know \_\_\_\_\_ college to go to so I took a gap year.

**Test Four.** Use some other modal verbs instead of the underlined ones to express the same idea.

1. Could \_\_\_\_\_ I use your pen, please?

2. Could \_\_\_\_\_ you pass the pepper, please?

3. I'm not sure where she is. She may \_\_\_\_\_ be shopping, but I doubt it.

4. Jane, can \_\_\_\_\_ you sit quietly?

5. May \_\_\_\_\_ I have another cake, mum?

6. Richard can \_\_\_\_\_ be in Rome, but I'm not sure of it.

7. Can \_\_\_\_\_ you keep an eye on my luggage?

8. John might \_\_\_\_\_ join us in the morning but I'm more than sure he won't.

**Test Five.** Use *may be* or *maybe* to complete the sentences.

1. There \_\_\_\_\_ an easier way of solving the problem.
2. I \_\_\_\_\_ able to play tennis with you on Sunday.
3. The whole process takes \_\_\_\_\_ ten or fifteen minutes.
4. \_\_\_\_\_ things will improve but then again, \_\_\_\_\_ not.
5. You \_\_\_\_\_ asked to show your passport at the entrance.
6. There were \_\_\_\_\_ 200 people at the conference.
7. What you say \_\_\_\_\_ absolutely true.
8. \_\_\_\_\_ I'll come with you.
9. Hundreds, \_\_\_\_\_ thousands, were injured at the stadium.
10. The dried fruit \_\_\_\_\_ used through the winter.
11. \_\_\_\_\_ he is an honest man but we have no proof of it.

**SFA** **Test Six.** Complete the text with the appropriate forms of the words on the right.

A lot of people do 1. ... of their grocery shopping at *Publix*. The store's motto is "Where Shopping is a Pleasure". But my mother and I find shopping there troublesome. 2. ... , I've got to find the item I need. I very often 3. ... what aisle it is in or what shelf it is on. Then I have 4. ... for my goods. It usually 5. ... that the person directly in front of me 6. ... at least 14 items or so in the basket. I turn to the person behind me for some comfort. No comfort there — she 7. ... one of the tabloid newspapers. Might there be a way 8. ... things? Yes, there might be. One solution 9. ... with the new technologies. Nowadays one can 10. ... online.



- much
- one
- not know
- pay, happen
- have
- read
- improve
- connect
- shop

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

## Unit Four

### Fascination and Challenge: The World of Science and Technology

#### I. Listening Comprehension Tests

  **Test One.** Listen to five descriptions of popular books (№10). Read the information about five students' interests. Match the names of the books and the students' names.



#### Names of the books:

1. *Orbital Resonance*
2. *I, Robot*
3. *Glory Season*
4. *The Time Machine*
5. *The Invisible<sup>1</sup> Man*

#### Students and their interests:

- A. Ann – biology and medical technologies
- B. Michael – physics and possible transference to the past and to the future
- C. Dasha – mysteries, unusual experiments
- D. Max – life on different planets and space travels
- E. Alex – modern technologies and engineering

Students	A	B	C	D	E
Books					


  **Test Two.** Listen to the text about new technologies in clothes industry (№11) and decide which of the following facts are true (T), false (F) or not stated (NS).

1. Modern technology affects all spheres of life nowadays.
2. All modern fashion designers use electronic devices.

<sup>1</sup> invisible [ɪn'vɪzəb(ə)l] – невидимый

3. Interactive dresses help customers to put them on.
4. The dresses are made from different kinds of metals.
5. The interactive dresses are similar to robots.
6. The moving dresses are considered to be works of art.

Statements	1	2	3	4	5	6
Variants						

 **SEA** **Test Three.** Listen to the text (№12) and complete the statements choosing the appropriate variants.

1. The Dutch architect Mr Knoester wants to \_\_\_\_ by constructing a recycled plastic island.
  - a) become famous
  - b) invent new material
  - c) clean the ocean
  
2. He postponed his plan of working in the Pacific area because it was \_\_\_\_\_.
  - a) difficult to get the material
  - b) too expensive
  - c) impossible to reach the middle of the ocean
  
3. Floating parks and villas will \_\_\_\_\_.
  - a) attract many tourists
  - b) clean the North Sea
  - c) turn the North Sea into a waste dump
  
4. Knoester's work requires assistance from \_\_\_\_\_.
  - a) biologists
  - b) the Navy
  - c) the government
  
5. The floating villas will use \_\_\_\_\_.
  - a) environmentally friendly energy
  - b) nuclear power
  - c) energy from onshore oil

6. The problem with the recycled island is whether people \_\_\_\_.
- will find enough material
  - will agree to inhabit it
  - will find it safe to live there

Statements	1	2	3	4	5	6
Variants						

## II. Reading Tests

**Test One.** Read the text and complete it with the following phrases. There is one phrase you don't have to use.

- capture the moisture from the air
- all they have to do
- to join the school
- to one of the five tanks
- making a rich water source
- is hard to believe
- some underground reserve

A team of brilliant engineering students from Peru's University of Engineering and Technology have transformed an ordinary billboard<sup>1</sup> into a water station. This great invention is a brilliant way to convince more students 1. \_\_\_\_\_ by demonstrating the cool things engineers can do to solve real-life problems and give some hope to the citizens of Lima. The problem is that this city receives less than 0.5 inches of rainfall during the year. The best part of the project is that the water is not drawn up from 2. \_\_\_\_\_ but made from "thin air" – literally. That's because while Lima may not get much rain, its atmospheric humidity can get as high as 98%, 3. \_\_\_\_\_. Five generators fitted inside the billboard 4. \_\_\_\_\_ and transform it into water. A built-in air and carbon filter makes the water safe to consume. Once ready, the water is transferred 5. \_\_\_\_\_ that sit on top of the billboard. When residents want some fresh water, 6. \_\_\_\_\_ is turn on the tap and the liquid is transported from

<sup>1</sup> a billboard ['bɪl,bɔ:(r)d] – рекламный щит

the storage tanks to their bottles – an unheard-of luxury in this desert city. Since the billboard was put up about three months ago, it has produced over 9500 litres of water! Engineers sure are cool!

Blanks	1	2	3	4	5	6
Phrases						

**SFA** **Test Two.** Match the paragraphs of the text with their titles. There is one title you don't have to use.

**Titles:**

1. Keeping in Touch
2. Creating Monsters
3. The Greatest of Inventions
4. Choosing Time and Place to Do Your Job
5. Technological Illnesses
6. Constant Technological Progress
7. Distant Schooling

**Advantages and Disadvantages of Modern Technologies**

**A.** Technology has taken unimaginable steps over the past couple of decades, affording people all around the world possibility, flexibility and, above all things, convenience in their everyday communication and general lifestyle. It is ever-changing. Whether you're sending a love letter, making a purchase, running a business, researching a problem, buying a house, getting in touch with your old college friend or booking a flight to a distant island, it all comes down to one simple thing: the click of a mouse. It's difficult to imagine where technology will take us in the future.

**B.** It's possible in today's world to reconnect with high school and college friends within a few minutes. Before the Internet came to be, it was nearly impossible to know what was happening to them. Unless you ran into them by chance, you had no idea where they were. Nowadays, in this growing culture of social networking, it's nearly impossible not to know what they've had for dinner, not to mention where life has taken them. No matter how many miles stand between you, social networking has allowed both old and new friends to communicate with each other from moment to moment.



**C.** The possibility of working from home in your pyjamas or from the beach in your bathing suit may be one of the most attractive advantages modern technology can offer. It saves you a long journey to the office, a lot of money you spend on petrol and the inevitable stress of hitting rush hour traffic, but it buys you more time in the day to spend on more important matters like family and friends. The Internet also gives an opportunity to find a suitable job. You send your resume to hundreds of companies, then wait and choose.

**D.** Getting an education is as simple these days as turning on your notebook and taking classes online. Although it's not your traditional classroom with students seated at desks and a professor lecturing in front of them, it is a very effective alternative to a good education. Even though you may be curled up on your sofa with a hot mug of tea and your cat on your lap, you are, in fact, in the modern learning environment, earning your degree from home. Even high school classes are being offered online for students seeking summer school and degree programmes.

**E.** Technology is closely connected with our health. A good example is the phenomenon of shut-ins in Japan, one of the side effects of technology. People addicted to the Internet shut themselves in at home. They are unable to socialize adequately and have serious psychological problems. Thus technology can affect people's psychological adjustment. Physical diseases can also result from technology. Physical symptoms such as eye strain and obesity can be the result of prolonged computer use.

**F.** Technology can be used by scientists to create terrible destructive forces. Many of the weapons used in war are based upon modern technology. Chemical weapons cause illnesses and different health problems in the civilian population for decades after a war is over. Technology may damage the environment. Weapons of destruction such as bombs destroy people and their homes and also the surrounding environment. For example, much of the Afghani forest has been destroyed by bombing as well as the habitat of native wildlife.

Texts	A	B	C	D	E	F
Titles						



**Test Three.** Read the text and complete the statements after it with the appropriate variants.

### Meet Frank, the World's First Bionic Man

While scientists have built many artificial organs individually, they have never before put them together to create an entire human body. Frank, the world's first fully functional bionic robot has just changed that. It is now on display at the National Air and Space Museum in Washington, D.C.

The bionic man, whose face is modelled after a University of Zurich psychologist Bertolt Meyer who led the project, is six and half feet tall, weighs 170 pounds and can sit, stand and walk with the help of an external skeleton that is used to help people with injuries in the back. While the appearance of the bionic man is certainly interesting, it is as they say what's on the inside that matters. In Frank's case there is plenty, starting from most technologically advanced robotic arms and legs to a functioning heart that pumps oxygen and artificial blood around his body. He also has a lung and a kidney, he can sense objects around him and he can hear. All in all, Frank has about 60–70% functionality of a normal human. He is still missing some key parts like a digestive system, a liver, skin and most importantly, a brain!

Richard Walker, the leading roboticist at London-based *Shadow Robot Company* responsible for creating the bionic man, says that Frank was built to demonstrate the progress in science and technology for the sake of people who have lost their limbs or part of their face and maybe even an organ. Frank, who was first shown at London's Science Museum in February 2013, soon made his way across the Atlantic neatly packed up in two suitcases. After meeting with his fans in New York, the bionic man flew to the National Air and Space Museum, where he will be on display for a few months for all to admire, before heading back to England.

1. A bionic man means a man \_\_\_\_\_.
  - a) of flesh and blood
  - b) created through cloning
  - c) who has artificial electronic parts
  - d) from a different planet
2. Frank, the new type of robot, was made \_\_\_\_\_.
  - a) to help people about the house
  - b) to help children to learn

- c) to entertain people in a museum  
 d) to give hope to people with physical problems
3. Frank \_\_\_\_ to be able to function like a normal man.  
 a) has all the organs of a human being  
 b) has a mind of an adult  
 c) can't think and make decisions  
 d) can't smell and see
4. The first bionic man can \_\_\_\_.  
 a) love as he has a heart  
 b) hear with the help of special devices  
 c) feel pain  
 d) be 100% a real man
5. The creation of a bionic robot is \_\_\_\_.  
 a) a scientific breakthrough  
 b) a psychological experiment  
 c) an unexpected discovery  
 d) part of a space test
6. Frank, the bionic robot, is an exhibit at a \_\_\_\_.  
 a) toy show  
 b) science museum  
 c) robot show  
 d) university museum

Statements	1	2	3	4	5	6
Variants						

### III. Vocabulary Tests

**Test One.** Use the words from the box in their appropriate forms to complete the sentences.

require	variety	nervous	desire	equipment	case
bother	worn out	insist	express	supplies	
indifferent	record	advantage	predict	various	

1. Being tall is an \_\_\_\_\_ for a basketball player. 2. In \_\_\_\_\_ anything happens, call me right away. 3. A lot of people are rather \_\_\_\_\_ about taking exams. 4. Tomorrow's weather report \_\_\_\_\_ rain. 5. The football game was so exciting that the football fans were \_\_\_\_\_ to the rain that was pouring down. 6. The cold, hungry traveller had a great \_\_\_\_\_ for a hot meal. 7. I \_\_\_\_\_ that my answer was right. 8. Don't \_\_\_\_\_ to make lunch for me: I've eaten. 9. All human beings \_\_\_\_\_ food and sleep. 10. We have bought the \_\_\_\_\_ for our camping trip. 11. During our trip we stayed in \_\_\_\_\_ towns. 12. The students bought a tent, sleeping bags and other camping \_\_\_\_\_. 13. This artist's paintings of plants and animals \_\_\_\_\_ a love of nature. 14. It's time to replace those \_\_\_\_\_ shoes. 15. I \_\_\_\_\_ my feelings about my new school in my diary. 16. A job that has no \_\_\_\_\_ can become boring.

**Test Two.** Match the words with their definitions.

- |            |  |
|------------|--|
| 1. bother  | a) say very firmly that something must be done           |
| 2. express | b) write down an account of something that has happened  |
| 3. imitate | c) say what you think will happen in the future          |
| 4. insist  | d) provide something or somebody with something          |
| 5. predict | e) need something  |
| 6. record  | f) copy something or somebody                            |
| 7. require | g) make someone feel worried or annoyed                  |
| 8. supply  | h) show a feeling or give information by one's behaviour |

1	2	3	4	5	6	7	8

**Test Three.** Use your topical vocabulary to paraphrase the underlined words and word combinations.

1. It is difficult for the cosmonauts to stay alive \_\_\_\_\_ in open space.

2. When a spacecraft is sent into orbit \_\_\_\_\_, it should end up spinning around the Earth quickly enough not to be pulled back in by the Earth's gravity.

3. In the near future, solar panels will be more efficient and also a lot cheaper thanks to the advanced study of the subject \_\_\_\_\_ by Nanyang Technological University scientists.

4. My favourite subject is the scientific study of the stars, planets and other objects of the universe \_\_\_\_\_.

5. Among ten greatest achievements \_\_\_\_\_ that sound like science fiction is the production \_\_\_\_\_ of the bionic eye.

6. Watching underwater creatures on the Discovery Channel is a relaxing thing to do but scuba diving gives a chance to thoroughly examine \_\_\_\_\_ the underwater world yourself.

7. Different processes are used to make \_\_\_\_\_ different materials reused.

8. Astronauts should be provided \_\_\_\_\_ with gadgets and tools specially designed for use in space.

9. Over the past 50 years, thousands of satellites have been sent into space on missions to collect data about the Earth and many scientific accomplishments have resulted from the space-based watching \_\_\_\_\_.

10. The new product was checked \_\_\_\_\_ in 1998 and they started selling \_\_\_\_\_ it in 1999.

**Test Four.** Complete the sentences with the words from the box.

to	off	around	through
----	-----	--------	---------

1. He is a poor liar, anyone can see \_\_\_\_\_ him.

2. All the parents were at the railway station seeing their children \_\_\_\_\_ to the camp.

3. I don't know his name but I've seen him \_\_\_\_\_ quite a lot.

4. Who is seeing \_\_\_\_\_ the arrangements for the wedding?

5. Children are quick to see \_\_\_\_\_ a teacher's manner to his true character.

6. You must see \_\_\_\_\_ your spelling, it's really not good enough.

7. Ben had planned a steak dinner for himself after seeing Jackie \_\_\_\_\_ at the airport.

8. You ought to have your eyes seen \_\_\_\_\_ by a doctor.

**Test Five.** Use *invent*, *discover* or their derivatives in the right forms to complete the sentences.

1. The \_\_\_\_\_ of penicillin by Alexander Flemming has helped to treat many diseases.

2. The \_\_\_\_\_ of the telephone is Alexander Graham Bell.

3. Thomas Newcomen \_\_\_\_\_ the atmospheric steam engine in 1712.

4. Scientists \_\_\_\_\_ that this disease is carried by rats.

5. Some scientists distrust the myth of Columbus as the heroic \_\_\_\_\_ of the Americas 500 years ago.

6. The spinning wheel is the Chinese \_\_\_\_\_.

7. The \_\_\_\_\_ campers kept their food cool by putting it in a closed jar in the river.

8. Electricity was an all-important \_\_\_\_\_.

**Test Six.** Choose the right function words to complete the sentences below.

1. Beware (*of/off*) the traffic when you cross the street. 2. Dogs must be kept (*of/off*) the beach. 3. Some people are nervous (*about/because of*) flying and prefer travelling by train or by car. 4. What is required (*from/of*) you is to water the plants regularly. 5. (*In/Under*) case of rain, we will go to the movies rather than play tennis in the park. 6. The doctor insisted (*on/that*) the girl staying in bed for two or three days. 7. Jane's only advantage (*of/over*) me is that she can speak French as well as English. 8. If the music is getting (*in/on*) your nerves, I'll turn it off. 9. If I were you, I wouldn't bother (*about/with*) calling John back: he doesn't expect you to call him. 10. These lakes supply our city (*of/with*) fresh water. 11. We all knew about Lucy's desire (*for/of*) new clothes. 12. Don't take advantage (*for/of*) your friend's willingness to be helpful.



**Test Seven.** Read the text and complete it with the derivatives of the words on the right.

### Technology and Medicine

Technology touches a 1. ... of aspects of the modern world. Whether it is automobiles and airplanes or insurance and health care, 2. ... progress can change the way things work. Modern technology has changed the way the 3. ... field is organized. Patient files are now kept on computers. This 4. ... saves time and leads to faster access to 5. ... . Medicine has been going on well for a long period of time with the help of modern technology.

Doctors use new 6. ... instead of worn-out one which effectively cures people. The 7. ... of X-ray lets doctors see inside a patient without making an 8. ... and helps doctors to treat some 9. ... at an early stage. The 10. ... of penicillin saved many lives. But there are medicines that influence a range of mental functions as well as our 11. ... system. Doctors must see the 12. ... !

vary

technology

medicine  
remarkable  
inform

equip  
discover  
operate  
ill, invent

nerve, differ

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

**Test Eight.** Use *beside* or *besides* to complete the sentences.

- I think Ann has many good qualities \_\_\_\_\_ being beautiful.
- On the table \_\_\_\_\_ an empty plate was a pile of books.
- I moved from behind the table to sit \_\_\_\_\_ Jane.
- I've read all the books on the list and a few others \_\_\_\_\_.

5. Did you talk to anyone \_\_\_\_\_ John?
6. We found a picnic area \_\_\_\_\_ the river.
7. I don't want to go; \_\_\_\_\_ I have work to do.
8. You can put that book \_\_\_\_\_ the lamp on the table.

#### IV. Grammar Tests

**Test One.** Choose the appropriate verbs (*can/can't, have, may, must, ought, should*) to complete the text:

Dr Kemp had continued writing in his study until the shots aroused him. It must have been about an hour after this that the front-door bell rang. He heard the servant answer the door, but nobody came. "Only a runaway ring, sir," she said. Then he had an odd impression that he had heard a low voice say, "Good heavens! Kemp! Kemp, you 1. \_\_\_\_\_ help me!" said the Voice. "Eh?" said Kemp, with his mouth open. "Keep your nerve," said the Voice. "I'm an Invisible Man, I'm Griffin but now invisible. I don't want to hurt you, but if you behave like an idiot I'll 2. \_\_\_\_\_ to. 3. \_\_\_\_\_ I have something to eat before I tell you my story? I've had no sleep for near three days. I 4. \_\_\_\_\_ fall asleep soon. Believe me, Kemp, I have made a discovery. I meant to keep it to myself. But I 5. \_\_\_\_\_. But now I see that I 6. \_\_\_\_\_ have a partner. And you 7. \_\_\_\_\_ play this role. We 8. \_\_\_\_\_ do such things! But tomorrow. Now, Kemp, I feel as though I 9. \_\_\_\_\_ sleep or die."

"He is invisible!" Kemp said to himself. "And he's upstairs free as the air. What on earth 10. \_\_\_\_\_ I to do? I think I 11. \_\_\_\_\_ inform the police."

**Test Two.** Complete the sentences choosing the appropriate words.

1. Even an old car is better than \_\_\_\_ at all.
  - a) nor
  - b) neither
  - c) none
2. John is one of those people that you \_\_\_\_ love or hate.
  - a) not
  - b) neither
  - c) either



3. In fact, two roads lead there. \_\_\_\_ road is very good.  
a) No  
b) Neither  
c) None
4. There's coffee or tea, you can have \_\_\_\_.  
a) either  
b) neither  
c) any
5. She had \_\_\_\_ of her mother's beauty.  
a) any  
b) none  
c) neither
6. He \_\_\_\_ drinks, nor smokes, nor eats meat.  
a) either  
b) not  
c) neither
7. They had a number of videos but \_\_\_\_ that we felt like watching.  
a) no  
b) none  
c) neither
8. I must say I didn't like \_\_\_\_ of the three songs she sang at the party.  
a) either  
b) none  
c) any

**Test Three.** Put the words in the right order to make sentences.

1. better, at, work, the library, in, I, the evening.
- 
- 

2. we, France, for, generally, go, our, to, holidays.
- 
-

3. always, silly, asking, he, questions, is.

---

---

4. warmly, the scientist, went out of, and, immediately, thanked, the man, the room.

---

---

5. he, their laboratory, cleverly, into, had planned, unnoticed, to get.

---

---

6. at, home, finally, we, midnight, arrived.

---

---

**Test Four.** Choose the appropriate words to complete the sentences.

1. Only (*wealthy/the wealthy*) can afford to travel abroad.
2. (*Blind/The blind*) and sighted children should attend the same school.
3. The hospital requires nurses who can care for (*sick/the sick*) and dying.
4. Up to 60% of (*unemployed/the unemployed*) were women.
5. (*Old/The old*) people have one advantage compared with (*young/the young*). They have been (*young/the young*) themselves and (*young/the young*) people have never been (*old/the old*).
6. The theatre has very good access for (*disabled/the disabled*).

**Test Five.** Choose the appropriate modal verbs to complete the sentences.

1. Sir, don't you know that when flying you (*have to/must*) show your passport?
2. I (*have to/must*) be at the meeting at 6 p.m. so I can't join you for dinner.
3. There are many guests in the house, George will (*have to/must*) sleep on the sofa.
4. People (*have to/must*) realize there are limits to what we can do.

5. We (*have to/must*) defend the freedom that our parents fought for.
6. I (*have to/must*) leave early to collect the children from school.
7. You (*have to/must*) come to see us again some time.
8. It looks like rain. We'll (*have to/must*) find a taxi.
9. All pupils (*have to/must*) hand in their school projects on time.
10. You (*have to/must*) wear the uniform at our school.

**SEA** **Test Six.** Complete the text with the appropriate forms of the words on the right.

### The Heart-Saving Medicine

Around one in four people who 1. ... for heart failure don't live much 2. ... than a year. But a new drug 3. ... Serelaxin 4. ... the possibility of survival by as much as 37%. National and international regulations require that new medicines must 5. ... on animals before being licensed for use. Around five 6. ... animals including 7. ... , rats, 8. ... ; chickens, etc. are used across the EU<sup>1</sup> for this purpose each year. Serelaxin's life-saving potential is really great, and the FDA<sup>2</sup> called it a "breakthrough therapy", 9. ... it on a 10. ... track for approval in hospitals.

hospitalize  
long, call  
increase  
  
test  
million  
mouse, fish  
  
put, fast

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

**Test Seven.** Use one of the verbs (*must, have to, should*) in the negative to complete the sentences.

1. You \_\_\_\_\_ stay out so long in cold weather.
2. Children \_\_\_\_\_ pay to go into the museum.

<sup>1</sup> EU – European Union



<sup>2</sup> the FDA – The Food and Drug Administration in the US

3. You \_\_\_\_\_ use the office phone for private talk.
4. You \_\_\_\_\_ come if you don't want to.
5. I know you are a careful driver but you \_\_\_\_\_ drive so fast.
6. I'm glad we \_\_\_\_\_ get up early tomorrow.
7. We \_\_\_\_\_ forget her birthday. If we do, it will upset her greatly.
8. The doctor \_\_\_\_\_ allow the patient to be put at risk.
9. You \_\_\_\_\_ keep to this diet, it may do you harm.
10. Paul \_\_\_\_\_ pay tax because he is a buyer, not a seller.
11. Schoolchildren \_\_\_\_\_ wear jewellery when at school.
12. Why \_\_\_\_\_ I say what I think?

## Unit Five

### Going to Places: The World of Travelling

#### I. Listening Comprehension Tests

  **Test One.** Listen to what five people say about travelling (№13). Match their names with their statements. There is one statement you don't have to use.



#### Speakers:

1. Doris
2. Brenda
3. Julian
4. William
5. May

#### Statements:

- A. Have patience<sup>1</sup> while travelling.
- B. It's convenient to travel light.
- C. Keep a diary while travelling.
- D. It's preferable to know foreign languages when you travel abroad.
- E. Take serious precautions<sup>2</sup> to get your luggage back on arrival.
- F. Try and manage your own luggage without any help.

Speakers	1	2	3	4	5
Statements					

  **Test Two.** Listen to what modern tourists think of Britain (№14). Decide which of the following facts are true (T), false (F) or not stated (NS).

1. Tourists visit various parts of the United Kingdom.
2. Modern tourists never travel to Northern Ireland.
3. All tourists think that the UK is a rather cold country.
4. Brazilians would like to go anywhere but Great Britain for their holidays.



<sup>1</sup> patience [ˈpeɪʃ(ə)ns] — терпение, спокойствие

<sup>2</sup> precautions [prɪˈkəʊʃənz] — меры предосторожности

5. Some tourists find the UK a more friendly country than they thought it was.

6. For many tourists Britain is the country where people like sports and have a monarch.

Statements	1	2	3	4	5	6
Variants						

  **Test Three.** Listen to the interview (№15) and complete the statements with the appropriate variants.

- A lot of visitors to the UK are interested in \_\_\_\_.
  - its history
  - its geography
  - its political and economic life
- Scotland was united with England \_\_\_\_.
  - together with Wales
  - before Wales and England became one country
  - after Wales and England became one country
- The United Kingdom as the name of the country appeared in \_\_\_\_.
  - the 18th century
  - the 19th century
  - the 20th century
- Great Britain and the whole of Ireland used to be one country for \_\_\_\_.
  - a little more than a century
  - a little less than a century
  - exactly one hundred years
- Over 46 million people live \_\_\_\_.
  - in the UK
  - on the coasts of England
  - on the territory of the largest part of the UK

6. Any place in England is \_\_\_\_.
- 120 kilometres from the sea
  - more than 120 kilometres from the sea
  - not more than 120 kilometres from the sea

Statements	1	2	3	4	5	6
Variants						

## II. Reading Tests

**Test One.** Read the texts and match them with the titles. There is one title you don't have to use.

### Titles:

- How to Travel Fairly Cheap
- A Part of England That "Is Not England"
- The Method of Travelling Widely Used by the First Settlers in America
- The Fastest Method of Travelling
- Britain Today
- A Comfortable Way of Travelling That Gives You Independence

**A.** What images spring to mind when you lie back and think of England? Is this the country you would like to visit? And what country do the majority of tourists expect to find on the British Isles? Is it cool Britannia, a contented modern country, or is it a country that still can't get used to the loss of its empire? The latest United Nations' report on "quality of life" in Europe puts Britain in a top ten, along with Belgium, the Netherlands and Sweden.

**B.** If you are young, fearless and desperate to go travelling, even on a limited budget, then hitchhiking is just the method of travelling for you. It is a completely unique way of travelling. It is not a guided tour when you are placed into a coach full of other tourists and then taken round famous historic sites. You can go and do whatever you decide and you have an enormous amount of freedom. Another advantage of it is the price.

**C.** America B.C. (Before the Car) was a much different place than it was after all those Fords became available to millions of Americans. Today the United States has two-fifths of all passenger cars in the world: over 121 million. The US has developed an enormous modern transportation system and an extensive network of roads and highways. This system enables Americans to travel freely and comfortably wherever they want.

**D.** East of the Mississippi the USA is very much “a nation of rivers”. This fact can surprise visitors from other countries as the information about rivers in America in their schoolbooks is rather short. Only such rivers as the Missouri, Ohio and Columbia are usually mentioned. Yet waterways have always been in use from the earliest colonial days. Travel by water was the favourite means of transportation. It explains the fact that most of America’s largest cities first grew around ocean harbours, along rivers, or later, by canals.

**E.** Many tourists visit Cornwall, the famous peninsula in the south-west of England. It is a popular area for travellers and it is really worth seeing. The place is full of quaint things. There are stone crosses everywhere, ancient upright stones. In Cornwall, you can see the sea on the left, on the right and before you. There is hardly a place there where you couldn’t see the sea from. Here visitors are in a different England. And the Cornishmen say it is not England – it is Cornwall. You can distinguish the Cornish from the English at first glance: the former are very tanned by the sun and the wind, and have dark hair. The ancient language is nearly forgotten. Yet a lot of geographical names do not sound English: Trebethehick, Trequisquite, Trelawney.

Texts	A	B	C	D	E
Titles					

**SEA** **Test Two.** Read the text and complete it with the following phrases:

- |                          |                                   |
|--------------------------|-----------------------------------|
| a) will-be travellers    | e) to keep your clothes dry       |
| b) very keen on travel   | f) as comfortable as life at home |
| c) being bored at home   | g) guidebooks to help you         |
| d) robbed poor countries | h) have a hat with holes in it    |



The richer Victorians were 1. \_\_\_\_ and exploration. They travelled the world to stop themselves from 2. \_\_\_\_\_. They ruined African wildlife to bring back lion skin rugs, and they 3. \_\_\_\_ of their historical treasures to fill British museums. Most travellers had servants to make life abroad 4. \_\_\_\_\_. But if you were brave enough to face foreign parks alone, there were 5. \_\_\_\_\_.

The Victorian scientist, Francis Galton, published a book in 1855 called "The Art of Travel". In the book he gave advice to 6. \_\_\_\_\_. Here are some remarkable pieces:

"If you feel unwell as you travel in foreign countries, drop a little gunpowder into a glass of warm, soapy water and drink it. It will tickle the throat, but clear the system.

If you want 7. \_\_\_\_ in a tropical storm, take them off and sit on them until the rain stops.

If you want to stop your brain from overheating with hard work, 8. \_\_\_\_ to let your air circulate."

Blanks	1	2	3	4	5	6	7	8
Phrases								

**SELA** **Test Three.** Read the text and complete the statements after it with the appropriate variants.

### The Second Great American Revolution in Transportation

The USA is often referred to as "the country with the car culture". Some people even speak about America B.C. (Before the Car) and America after the car revolution. The effect of the first revolution in transportation in America was really great.

But the distances to be travelled in America and the time necessary to do so remained a few major problems for the country for a long time. Then in the middle of the 20th century, a second transportation revolution took place. Airplanes became a major factor in mass transportation. Since the end of the last century the number of airplanes and the amount of flying has grown enormously. In some ways, this revolution is

similar to the first one which was brought about by the car. Flying in the United States is now very common for any American.

One reason is the enormous distances that have to be covered in order to get from one place to the other. Another reason is that it is quite inexpensive in America. Often it is cheaper to fly than to go by car, bus or train. Nowadays it is clear that the airplane has really become a means of mass transportation and average Americans who are now able to fly across the country to visit friends and relatives are all for this method of travelling. So the second Great American Revolution in transportation has won.

1. The phrase *America B.C.* \_\_\_\_.
  - a) stands for America Before Christ
  - b) can be understood by different people differently
  - c) for some Americans means America before the car revolution
2. After the first revolution in transportation the USA \_\_\_\_.
  - a) didn't have any problems in this sphere
  - b) still had lots of problems in this sphere
  - c) had some problems in this sphere
3. Nowadays travelling by plane is \_\_\_\_ for US citizens.
  - a) not a usual thing
  - b) quite a usual thing
  - c) hardly a usual thing
4. The airplane has become a means of mass transportation here in the US as \_\_\_\_.
  - a) the population of the country is really large
  - b) the country extends many kilometres from east to west
  - c) one can travel fast over vast territories and air tickets are relatively cheap

Statements	1	2	3	4
Variants				

### III. Vocabulary Tests

**Test One.** Use the words from the box in their appropriate forms to complete the sentences.

annual	bare	clatter	confuse	couple	embrace
flow	groan	nightmare	reunion	rough	sink
	tear	thrill	tremble	wrinkled	

1. Jane was so much excited that she burst into \_\_\_\_\_.
2. The Volga \_\_\_\_\_ into the Caspian Sea.
3. John was not wearing any boots and his \_\_\_\_\_ feet soon became cold.
4. — What's your \_\_\_\_\_ salary? — About 50 000 dollars a year.
5. From the kitchen I could hear a loud \_\_\_\_\_ of dishes.
6. Nick tried to explain the situation, his voice \_\_\_\_\_ with emotion.
7. Her hands were \_\_\_\_\_ with constant washing.
8. His words \_\_\_\_\_ me, I didn't know what to say.
9. The situation on the roads that night was every driver's worst \_\_\_\_\_.
10. The pain was very strong, the soldier lay and \_\_\_\_\_ loudly.
11. We were going to spend our holidays in Italy. Everybody was \_\_\_\_\_ by the news.
12. The old lady's \_\_\_\_\_ face still looked attractive. I couldn't help admiring her.
13. The *Titanic*, as everybody thought, was an unsinkable ship, yet it \_\_\_\_\_ in the middle of the Atlantic Ocean in 1912.
14. We usually hold a school \_\_\_\_\_ every September, but this year we decided to meet in October.
15. I'm short of money, I've got only a \_\_\_\_\_ of dollars.
16. Why should I \_\_\_\_\_ the lady? I hardly know her. Can I just say hello?

**Test Two.** Complete the sentences with the appropriate function words (*at, into, of, on, to, with*).

1. The heavy box sank \_\_\_\_\_ the bottom \_\_\_\_\_ the river at once.
2. Where does the Severn flow \_\_\_\_\_?
3. Richard confused me \_\_\_\_\_ his question.
4. The boy was groaning \_\_\_\_\_ pain while the doctor was giving an injection to him.
5. The old man was trembling \_\_\_\_\_ rage and anger.
6. The tears \_\_\_\_\_ gratitude appeared on his wrinkled face.
7. — When will you arrive \_\_\_\_\_ your destination? — At midnight, I think.
8. Everybody was thrilled \_\_\_\_\_ the story and wanted to listen \_\_\_\_\_ its end.
9. The hailstones clattered \_\_\_\_\_ the roof rather loudly. I couldn't fall asleep.
10. Don't confuse the word "quiet" \_\_\_\_\_ the word "quite".

**Test Three.** Choose the appropriate words to complete the following sentences.

1. In the suite next to ours an elderly (*couple/pair*) were having a party.
2. It was a long (*trip/voyage*) across the Baltic Sea.
3. He is becoming (*quite/quiet*) with age.
4. It rained a lot, but (*altogether/together*) that was a good trip.
5. Columbus's (*trips/travels*) to Central America have made the sail-or famous.
6. I'd (*rather/better*) have a cup of coffee than a cup of tea.
7. All the children (*besides/except*) Kim agreed to visit the picture gallery. Kim said he had already been there.
8. All (*ill/sick*) people were sent to the hospital.
9. Who are you (*waiting/awaiting*) for?
10. Jenny is (*quite/quiet*) a grown up person now.
11. The (*journey/voyage*) from Moscow to St. Petersburg on a Sapsan train was extremely comfortable and very convenient.
12. If we do the job (*altogether/together*), we are sure to finish it on time.

13. A warm welcome is (*awaiting/waiting*) you at home.  
 14. You'd (*better/rather*) stay at home. You are coming down with a cold.  
 15. Where is my other (*couple/pair*) of jeans?  
 16. Is any other pupil (*besides/except*) Tom going to take part in the competition? We should give at least three names.

**Test Four.** Match the words and word combinations with their definitions.

- |                             |  |
|-----------------------------|--|
| 1. a through train          | a) a train/carriage with beds for sleeping through the night   |
| 2. a sleeper                | b) a small hotel that provides a place to sleep for the night and breakfast the next morning for a fixed price |
| 3. a return ticket          | c) to arrange in advance to have a ticket  |
| 4. a direct flight          | d) a set of expensive rooms in a hotel   |
| 5. a smoker                 | e) a train that allows a continuous journey without the necessity to change                                    |
| 6. a motel                  | f) to report one's arrival to a hotel  |
| 7. bed and breakfast        | g) a railway carriage where smoking is allowed   |
| 8. a suite                  | h) a flight from one point to another without turning aside  |
| 9. to check in a hotel      | i) to leave a hotel after paying a bill  |
| 10. to book a ticket        | j) a ticket for a trip from one place to another and back again  |
| 11. to check out of a hotel | k) a hotel for travelling motorists  |

1	2	3	4	5	6	7	8	9	10	11

**Test Five.** Complete the phrasal verbs in the sentences with the appropriate function words.

_____ at      in      off      on      out
---

1. I would like you to drop \_\_\_\_\_ and have a talk with my little son.

2. Victor is a really good athlete — he hasn't dropped \_\_\_\_\_ of the game, and has become the winner.

3. Could you drop me \_\_\_\_\_ at the corner? I'm meeting my brother there.

4. I'd been looking for the book for some time when I suddenly dropped \_\_\_\_\_ it in my local bookshop.

5. I would like you to drop my jacket \_\_\_\_\_ the cleaner's.

6. Who has dropped \_\_\_\_\_ of the tournament?

7. When I returned home yesterday, my younger sister dropped \_\_\_\_\_ me saying that I had done something to her computer.

8. On my way home I dropped \_\_\_\_\_ the post office.

**SEA** **Test Six.** Complete the text with the derivatives of the words on the right.

### Hitchhiking

Julia and me are experienced 1. ... . We don't think it is a 2. ... way of travelling. You 3. ... shouldn't get into a car with someone you don't like the look of. You wave them off and they go. Sometimes you don't feel 4. ... when people don't speak English. Then you 5. ... refuse. But in most 6. ... countries they do speak English. Though in Spain they prefer to speak 7. ... . The country made the biggest 8. ... on me, especially Barcelona. It was the first time I saw Gaudi's 9. ... and it was really 10. ... .

hitchhike  
danger, simple  
  
comfort  
polite, Europe  
Spain  
impress  
architect  
amaze

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

## IV. Grammar Tests

**Test One.** Match the two parts of the sentences to complete them.

A.

1. Either English or
2. Both teachers and
3. Neither his son nor
4. Neither she nor
5. Both the Internet and
6. Both my mother and
7. Either their parents or
8. Either a wolf or
9. Neither you nor

B.

- a) dictionaries can supply you with these facts.
- b) her husband gave their agreement.
- c) their grandparents will be at home.
- d) your friends will be able to help us.
- e) Spanish is spoken here.
- f) my sister are interested in cooking.
- g) a lizard is a mammal.
- h) his daughter was at the funeral.
- i) pupils will take part in the conference.

1	2	3	4	5	6	7	8	9

**Test Two.** Choose the appropriate words to complete the sentences.

1. (*The hungry/Hungry*) should be helped, at least they should be fed.
2. (*The rich/Rich*) are getting richer.
3. (*Poor/The poor*) Uncle Henry! He is sure to lose his job.
4. He is sixty but he feels absolutely (*the young/young*).
5. I don't think Jack is (*old/the old*) enough to understand such things.
6. It is not politically correct to use such words as (*old/the old*) and elderly to characterize senior citizens.
7. Little Johnny is (*the deaf/deaf*) in one ear.
8. Colin was (*the deaf/deaf*) and (*the dumb/dumb*) from birth.
9. There are some special schools in the area for (*the deaf/deaf*) and (*the dumb/dumb*).
10. The government has helped (*the rich/rich*) but done nothing to improve the condition of (*the poor/poor*).

**Test Three.** Use the appropriate forms of the verbs *to be (to)* and *need* to complete the sentences.

1. — Must I pay right now?  
— No, you \_\_\_\_\_. You can do it later.
2. The tablets \_\_\_\_\_ be taken three times a day.
3. Sarah \_\_\_\_\_ do her homework before she goes to her dance class.
4. The President \_\_\_\_\_ visit Italy last week.
5. I don't think he \_\_\_\_\_ to explain the situation, we quite understand the problem.
6. How awful, she says she \_\_\_\_\_ me anymore!
7. Dogs \_\_\_\_\_ be kept off the grass.
8. I know she \_\_\_\_\_ your help.

**Test Four.** Choose the appropriate forms to complete the sentences.

1. You could (*have given/give*) me a call. Why didn't you do it?
2. I should (*have worn/wear*) a warm jacket. It's awfully cold outside.
3. Children should (*have helped/help*) their parents. I would rather say they must.
4. I needn't (*have explained/explain*) anything to them, I'm sure they understand it.
5. She needn't (*have bought/buy*) so much food. Only few people have come.
6. You shouldn't (*have said/say*) such unpleasant things to her. Now she is offended.
7. You shouldn't (*have shouted/shout*) at little children. You may frighten them.
8. You should (*have come/come*) a bit earlier. Now we are late for the bus.

**Test Five.** Use the appropriate words to complete the sentences.

1. It is getting (*cold/coldly*). Let's close the window.
2. The music sounds (*loud/loudly*). I can't hear what Polly is saying.
3. The lilac smells (*nice/nicely*). I love this smell.
4. The old gentleman greeted us (*cold/coldly*).
5. Jane looked at us (*sad/sadly*) and refused to answer.



- When Julia heard the news, she felt (*sad/sadly*).
- They often laugh so (*loud/loudly*).
- The cake doesn't taste (*pleasant/pleasantly*).
- Jim turned pale. He was (*awful/awfully*) frightened.
- After two weeks on the beach she felt (*wonderful/wonderfully*).

**Test Six.** Complete the sentences with the appropriate words.

- The \_\_\_\_\_ live in Denmark. They speak \_\_\_\_\_.
- The \_\_\_\_\_ live in Holland. They speak \_\_\_\_\_.
- The \_\_\_\_\_ live in Portugal. They speak \_\_\_\_\_.
- The \_\_\_\_\_ live in Switzerland. They speak Italian, French and \_\_\_\_\_.
- The \_\_\_\_\_ live in Japan. They speak \_\_\_\_\_.
- The \_\_\_\_\_ live in Canada. Their official languages are \_\_\_\_\_ and \_\_\_\_\_.
- \_\_\_\_\_ people live in Ireland. They are often bilingual. They speak \_\_\_\_\_ and \_\_\_\_\_.
- Where do Norwegians live? They live in \_\_\_\_\_ and they speak \_\_\_\_\_.



**Test Seven.** Complete the text using the appropriate forms of the words on the right.

### The Most Unusual Adventures in the World

Discover the 1. ... travel destinations on Earth. The 2. ... one is the 3. ... inhabited place on 4. ... planet. It is the small Russian town of Oymyakon. At the beginning of the 5. ... century it 6. ... only as a location for political exiles. Nowadays, average winter temperatures 7. ... about  $-50^{\circ}\text{C}$ , the ground 8. ... all year round.



The 9. ... destination is the 10. ... place on Earth. It is the Atacama Desert in Chile. From October 1903 to January 1918, the desert 11. ... so much as one drop of rain, making it the 12. ... rainless period of time in the world's recorded history.

extreme  
one, cold, we  
late, use  
be, freeze  
two, dry  
not see  
long

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

## Newspapers and Television: The World of Mass Media



### I. Listening Comprehension Tests

  **Test One.** Listen to five dialogues (№16). Match the dialogues with their titles. There is one title you don't have to use.

**Titles:**

1. Giving Impressions
2. Changing Habits
3. Planning the Evening
4. Unusual Evening
5. The Film Not to See
6. Likes and Dislikes


Dialogues	A	B	C	D	E
Titles					

  **Test Two.** Listen to the article about James Cameron's trip to the Mariana Trench<sup>1</sup> (№17) and decide which of the following facts are true (T), false (F) or not stated (NS).

1. James Cameron's most famous film is *Titanic*.
2. The Pacific Ocean is larger than the rest of the oceans on the Earth.
3. James Cameron's trip to the bottom of the Mariana Trench lasted seven hours.
4. James Cameron reached the bottom of the Mariana Trench on a March Sunday.
5. James Cameron intends to come back to the Mariana Trench in the future.
6. There was a long pause in the process of the Mariana Trench exploration.

<sup>1</sup> The Mariana Trench — Марианская впадина, океанический глубоководный жёлоб в западной части Тихого океана, самый глубокий из известных на Земле.

Statements	1	2	3	4	5	6
Variants						

 **Test Three.** Listen to the text about Crufts Dog Show (№18) and complete the statements using the appropriate variants.

- Charles Cruft, who organized the dog show \_\_\_\_\_.
  - trained dogs
  - organized exhibitions
  - sold dog food
- Nowadays Crufts Show takes place \_\_\_\_\_.
  - annually
  - once in 4 years
  - from time to time
- Crufts is \_\_\_\_\_.
  - a national event
  - an international event
  - an event for England only
- During the show visitors can \_\_\_\_\_.
  - take part in different competitions
  - choose and buy a dog
  - get some specialist advice
- The club for young dog lovers is organized \_\_\_\_\_.
  - to develop children's interest in dogs
  - to send children to a summer camp
  - to help children train their dogs

Statements	1	2	3	4	5
Variants					

## II. Reading Tests



**Test One.** Match the parts of the text with their titles. There is one title you don't have to use.

### Titles:

1. TV and Crime
2. Turn It Off
3. TV Is Bad for Health
4. TV and Depression
5. Not Good for the Brain

### Television

**A.** Each year, both kids and adults in the US spend more time glued to the TV set than doing anything else, except for sleeping!

People have worried about the effects of TV ever since the 1940s, when television became popular. Studies show that too much TV watching leads to such problems as bad eating habits, lack of exercise, obesity and depression. TV also raises stress levels. More than one in eight American kids today is overweight. Sitting in front of the telly for long hours is one reason. The steady stream of commercials advertising sugary soda, chocolate and fast food is another.

**B.** Lots of people believe that TV programmes could be better. They would prefer to see fewer soap operas and crime series, and more history, drama and science. One reason for the poor quality is that the TV companies make most of their money by selling advertising. Advertisers pay more money for time during popular shows, especially in the evenings when the audiences are biggest.

"If we show serious programmes," say the TV companies, "the advertisements will look meaningless and silly, and that won't please the advertisers."

**C.** Not long ago, a new study published in the journal *Science* gave fresh evidence of a connection between TV watching and violence. Psychologist Jeffrey J. Johnson and his team followed children in 707 families for 17 years. The researchers found that kids who watched more than one hour of TV a day were more likely than other kids to take part in aggressive and violent behaviour as they grew older.

**D.** The "beautiful people" syndrome is what happens when you watch too much TV. You begin to believe, or expect, ordinary people to act,

behave and look like TV stars. After watching hours and hours of beautiful, skinny and wealthy people on TV you realize that your life isn't as wonderful as it should be.

What is the result of the "beautiful people" syndrome? A lot of unhappy citizens.

Texts	A	B	C	D
Titles				

**SEA** Test Two. Read the text and complete it with the following phrases.

- a) 47 times annually
- b) an iPad version
- c) an American magazine
- d) on the cultural life of New York
- e) has used the Internet
- f) its commentaries on popular culture

### The New Yorker

The *New Yorker* is 1. \_\_\_\_\_. It started in 1925 as a weekly magazine. Nowadays the magazine is published 2. \_\_\_\_\_. There you can find essays, criticism, fiction, satire, cartoons, commentary and poetry. Although its reviews often focus 3. \_\_\_\_\_, the *New Yorker* has a wide audience outside of New York. It is well known for its illustrated covers, 4. \_\_\_\_\_ and its attention to modern fiction. Since the late 1990s, the *New Yorker* 5. \_\_\_\_\_ to publish current and archived material. Subscribers have access to the full current issue online, as well as a complete archive of back issues viewable as they were originally printed. More recently, 6. \_\_\_\_\_ of the current issue of the magazine has been released.

Blanks	1	2	3	4	5	6
Phrases						



**Test Three.** Read the text and complete the statements after it with the appropriate variants.

### American Newspapers

When it comes to American newspapers, a lot of people outside the United States think of the *International Herald Tribune* which is on the daily reading list of many world leaders. However, the *Herald Tribune* is not really an American paper. It is published in Paris and printed simultaneously in Paris, London, Zurich, Hongkong, Singapore, The Hague, Marseille and Miami as an international digest of news. Most of it is taken from its much larger parents, the *New York Times* and the *Washington Post*. Many people in America have never heard of it. And few Americans read it.

There are lots of American newspapers (daily, Sunday, weekly) published in the USA. Most of the daily ones are published rain or shine, on Christmas, Thanksgiving or the Fourth of July (Independence Day). The daily newspapers in the US sell over 63 million copies a day. The Sunday papers are usually much larger than regular editions. The record for a Sunday paper is held by the *New York Times*. One issue on a Sunday in 1987 contained 1612 pages and weighed 12 pounds. Reading the Sunday paper is an American tradition. For some people it is an alternative to going to church. Getting through all the sections can take most of the day, leaving just enough time for the leisurely<sup>1</sup> Sunday dinner.

1. The *International Herald Tribune* is \_\_\_\_\_.
  - a) not practically read outside the US
  - b) not practically read by average Americans
  - c) more read in Paris than in The Hague, Marseille or Miami
2. The *International Herald Tribune* is \_\_\_\_\_.
  - a) a typical American newspaper
  - b) read by lots of country leaders all over the world
  - c) published in various world cities
3. American daily newspapers are \_\_\_\_\_.
  - a) sold in great numbers
  - b) much thicker than American newspapers published every week
  - c) not published on National American holidays

<sup>1</sup> leisurely ['leɪʒə(r)li] = зд. без спешки

4. Some Americans have a habit of reading Sunday newspapers

- a) in churches
- b) during their Sunday dinners
- c) instead of going to church on Sunday

Statements	1	2	3	4
Variants				

### III. Vocabulary Tests

**Test One.** Use the adjectives from the box to complete the sentences.

distant	fierce	gifted	idle	illiterate	incapable
	marvellous	obvious	passionate	wasteful	

1. I think the child is seriously ill. He is \_\_\_\_\_ to concentrate on anything.

2. I must admit I'm really computer \_\_\_\_\_, though it sounds strange nowadays.

3. He gave a \_\_\_\_\_ speech today about the need for a new art school in the locality.

4. Rebecca spends so much money on clothes and jewellery. I think she is a very \_\_\_\_\_ person.

5. George is a very \_\_\_\_\_ musician. He can play several different instruments and does it perfectly well.

6. I didn't believe anything he said. All those stories of his were \_\_\_\_\_ lies.

7. I felt admiration and pleasure and became really proud of my daughter. All her ideas were extremely good and unusually clever, they were really \_\_\_\_\_.

8. Don't worry. I have not been \_\_\_\_\_ while you were away. I've done some washing and ironing and I've made soup and the main course (dish).



9. The house is guarded by a \_\_\_\_\_ dog that is really violent and likely to attack.

10. Those \_\_\_\_\_ lands, the faraway lands have always been extremely interesting for the young explorer.

**Test Two.** Complete the sentences with the appropriate function words (*about, at, for, in, into, of, out, to*).

1. I'm sure Jack is incapable \_\_\_\_\_ lying: he is a very honest man. 2. The pupils were so absorbed \_\_\_\_\_ writing the test that they didn't notice the Headmaster enter the classroom. 3. Dear Joan, I'm enclosing \_\_\_\_\_ this letter the photo of my family on holiday in Spain. 4. I'm afraid that \_\_\_\_\_ this point I'm unable to make a decision. I need more time. 5. My friend Sally has a real gift \_\_\_\_\_ languages. She already speaks two and is learning the third one. 6. We all have the happiest memories \_\_\_\_\_ our trip to Italy. 7. They have a vacancy \_\_\_\_\_ a nursery schoolteacher here. If I were you, I would apply for it. 8. The children decided to take a swim and headed \_\_\_\_\_ the beach. 9. I'm sorry if I don't sound very complimentary \_\_\_\_\_ this poem. I don't like it. 10. "Can you see that weathercock?" asked Oliver pointing \_\_\_\_\_ the top of the roof. 11. Could you please point \_\_\_\_\_ two or three museums in your city that are worth visiting?

**Test Three.** Use the prefixes from the box to make adjectives of the opposite meanings.

un-	in-	ir-	im-	il-
-----	-----	-----	-----	-----

- |                |                |
|----------------|----------------|
| 1. capable     | 6. expensive   |
| 2. polite      | 7. interesting |
| 3. legal       | 8. moral       |
| 4. responsible | 9. friendly    |
| 5. rewarding   | 10. dependent  |

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

**Test Four.** Read the definitions of some English words. All the words come from the topical vocabulary (Unit Six). What are the words?

1. A newspaper or magazine that is published once a week — a \_\_\_\_\_.
2. An article giving your opinion of a book, play, art exhibition etc. — a \_\_\_\_\_.
3. A series of drawings in a magazine or newspaper that tell a funny story — a \_\_\_\_\_.
4. A newspaper with fairly small pages mostly containing stories about famous people and not much serious news — a \_\_\_\_\_.
5. A television or radio series about the imaginary lives of a group of people — a \_\_\_\_\_.
6. Someone whose job is to be in charge of a newspaper or magazine — an \_\_\_\_\_.
7. Someone who reads the news in the news programme — a \_\_\_\_\_.
8. A journalist who is not permanently employed by a particular company but sells their services to more than one company — a \_\_\_\_\_.
9. Political, social and economic events that are happening now and are discussed in news programmes and newspapers — \_\_\_\_\_.
10. An advertisement on television or radio — a \_\_\_\_\_.
11. The title of a newspaper story that is printed in large letters — a \_\_\_\_\_.
12. A shop selling newspapers and magazines — a \_\_\_\_\_.

**Test Five.** Complete the phrasal verbs in the sentences with the appropriate function words from the box.

in      off      on      out

1. The soldiers somehow managed to hold \_\_\_\_\_ the enemy's attack. 2. The child held his hand \_\_\_\_\_ and I put a coin into it. 3. Hold \_\_\_\_\_ a minute, I'll just get a pen. 4. Do you think they will be able to hold \_\_\_\_\_ making their decision until Monday? 5. It was slippery, so I had to hold \_\_\_\_\_ to the branches of the tree not to fall down. 6. It was not easy to hold \_\_\_\_\_ my anger but I did it. 7. Hold \_\_\_\_\_ to the seat in front when we go round the corner. 8. The girl was trying desperately to hold \_\_\_\_\_ her tears. 9. Hold \_\_\_\_\_! You forgot your bag! 10. I held \_\_\_\_\_ my cup to be refilled.

**Test Six.** Choose the appropriate words to complete the sentences.

**A.** 1. They haven't (*offered/suggested*) me the job yet, but I hope they will. 2. Mike is always ready to (*offer/suggest*) me his help. 3. This hotel (*offers/suggests*) great comfort at low prices. 4. I (*offer/suggest*) we have dinner first and then watch some nice film. 5. The doctor (*offered/suggested*) staying in bed for two or three days. 6. I can (*offer/suggest*) several ways that may help to improve our work. 7. A lot of people have (*offered/suggested*) us very useful advice. 8. This university (*offers/suggests*) a course of modern languages.

**B.** 1. At that time we didn't know much about the (*Arab/Arabic/Arabian*) world. 2. We use two systems of numerals: Roman and (*Arab/Arabic/Arabian*). 3. Have you ever thought of learning (*Arab/Arabic/Arabian*)? This language can help you in the future. 4. This is one of the tales from the (*Arab/Arabic/Arabian*) *Nights*. 5. Syria is one of the (*Arab/Arabic/Arabian*) countries. 6. The (*Arab/Arabic/Arabian*) desert is situated in Africa. 7. I read in the newspapers about the meeting of (*Arab/Arabic/Arabian*) leaders. 8. Jane is studying (*Arab/Arabic/Arabian*) in one of Moscow universities.

**SEA** **Test Seven.** Complete the text with the derivatives of the words on the right.

## Retiring to Internet

(article from a magazine)

Pop star George Michael is retiring from the music 1. ... to become an Internet-only 2. ... . The 3. ... says he will never make another album for sale in record shops because he doesn't need the money and is tired of being 4. ... . Instead his 5. ... is to put all future songs on the Internet for free. Fans will be invited to make 6. ... for downloading<sup>1</sup> the tracks, which multi-millionaire Michael will give to charity. Thus his songs will 7. ... be 8. ... .

busy, art, sing

fame, intend

donate

real, expensive

1.	5.
2.	6.
3.	7.
4.	8.

### IV. Grammar Tests

**Test One.** Choose the appropriate function words (*about, for, from, in, of, to*) to complete the sentences.

1. Nobody can prevent us \_\_\_\_\_ going on this fantastic trip.
2. Is there anyone interested \_\_\_\_\_ getting this job? We have a vacancy here.
3. We were tired and looked forward \_\_\_\_\_ setting down and resting our legs.
4. Mike said he wasn't going to apologize \_\_\_\_\_ something he hadn't done.
5. Why do you object \_\_\_\_\_ visiting the art gallery? I guarantee you'll enjoy it.
6. These children are used \_\_\_\_\_ helping their parents about the house.
7. You can blame me \_\_\_\_\_ not telling the truth but I'm not guilty \_\_\_\_\_ lying.
8. The girl complained \_\_\_\_\_ the other children ignoring her.
9. To be honest, I don't believe \_\_\_\_\_ people changing their views so radically.
10. John knew that if he didn't succeed \_\_\_\_\_ finding the necessary information, his partners would never forgive him.

<sup>1</sup> to download [ˌdaʊnˈləʊd] – загрузить, скачать

**Test Two.** Choose the appropriate verb forms to complete the sentences.

1. My friend suggested (*to play/playing*) the new computer game.  
 2. Some time ago they used (*to go/going*) to the theatre every month.  
 3. I clearly remember (*to meet/meeting*) them in the schoolyard after classes.  
 4. Ben always stops (*to say/saying*) hello to his neighbour on his way to school.  
 5. We regret (*to inform/informing*) you that our school trip has been cancelled.  
 6. My parents always allowed me (*to bring/bringing*) friends to our house. They said they enjoyed meeting them.  
 7. Please stop (*to call/calling*) me by this silly name.  
 8. I'm sure you will regret (*not to join/not joining*) us for the party.  
 9. Please remember (*to complete/completing*) this form before you cross the border of the country.  
 10. Have you forgotten (*to speak/speaking*) to Jane about the change in the timetable? Now I understand why she hasn't come.  
 11. They don't mind (*to help/helping*) us at all.  
 12. Ann offered (*to read/reading*) a book to the patient and he gladly agreed.

**Test Three.** Some of these sentences have mistakes. Write them correctly.

1. Tina has laid the table so beautifully. Let's say thank you to her.  
 2. The boy wasn't let to play football that day; he wasn't quite well.  
 3. Remember that your father doesn't allow you to touch his computer.  
 4. I was laying on the beach when the rain began.  
 5. No one will let me go there alone, I know it.  
 6. Children shouldn't be let to play in the street; it's dangerous.  
 7. Please lie down, the doctor will examine you.  
 8. The dog laid the ball near my feet.  
 9. The city lies on one of the largest rivers in the country.  
 10. Tortoises lie eggs in the sand.

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**Test Four.** Complete the sentences with the particle *to* where necessary.

1. The new film is very interesting \_\_\_\_\_ watch. It's the best film I've watched recently. 2. Why \_\_\_\_\_ ask me all these questions? Can't you find answers to them yourself? 3. The best idea is probably \_\_\_\_\_ leave as soon as we can: it's getting late. 4. Lucy says she can't afford \_\_\_\_\_ have a seaside holiday this summer. 5. Why not \_\_\_\_\_ tell them the truth? Honesty is the best policy. 6. Why \_\_\_\_\_ try and complete the work today? You'll have time tomorrow. 7. Please tell me where \_\_\_\_\_ put these chairs. Where do you want them? 8. Why \_\_\_\_\_ make the same mistake again? I thought you had learned your lesson. 9. There's nothing \_\_\_\_\_ watch on TV today. 10. Why \_\_\_\_\_ forget all the good things they have done for us?

**Test Five.** Complete the sentences with *(not) used to* or *(not) to be/get used to* in their appropriate forms.

1. Lisa \_\_\_\_\_ working in the garden. She has never done it in her whole life. 2. The children \_\_\_\_\_ get up before sunrise and go fishing in one of the nearby lakes. 3. My father \_\_\_\_\_ travel to work by a local train, but now he drives to his office. 4. When did you \_\_\_\_\_ speaking English with an American accent? 5. I never drink black coffee, I \_\_\_\_\_ it. 6. When Ian was younger, he \_\_\_\_\_ play a lot of football. But now he is too old for this game. 7. When I lived at the sea, I \_\_\_\_\_ swimming every day before breakfast. 8. Their family \_\_\_\_\_ rent a small summer cottage in a nice little village. 9. When John was in his teens, he \_\_\_\_\_ have a dog, which he was really fond of. 10. Children should \_\_\_\_\_ eating vegetables which are good for their health.



**Test Six.** Complete the text with the appropriate forms of the words on the right.

Most people don't realize that television just 1. ... as much a part of their life as going to work, eating or sleeping. We all know that it is 2. ... to relax at home than to go to the theatre, especially after a hard working day. TV brings us entertainment and information. 3. ... wait for their bedtime 4. ... in the evening and their fairy tale on Sunday morning. People can 5. ... the channel that they want 6. ... .

At the same time a lot of people in Great Britain take a daily newspaper. Newspapers can 7. ... into the quality papers, popular papers and local papers.

One of the 8. ... kinds of media is the Internet. Over 80% of e-mail messages on the Internet 9. ... in English. In the last 30 years, the Internet 10. ... dramatically. In the 1980s, there were only 200 computers 11. ... to the Net. Now there are about 50 12. ... and this growth is clearly going to continue.

- become
- convenient
- child, story
- choose, watch
- divide
- young
- write
- grow
- connect, million

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

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