

АНГЛИЙСКИЙ ЯЗЫК

Сценарии уроков

Контрольно-измерительные материалы для проверки уровня сформированности коммуникативных умений аудирования, чтения и языковых навыков обучающихся



*Методическое пособие
для учителей*

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А64

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В методическом пособии представлены сценарии уроков и материалы для проведения комплексного контроля уровня сформированности коммуникативной компетенции обучающихся на всех уровнях начальной, средней и старшей школы.

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Предисловие

В условиях современной школы возрастает значимость внутришкольного контроля для анализа, планирования и коррекционных действий в образовательном процессе. В связи с этим возникает потребность в контрольно-измерительных материалах, с помощью которых можно было бы оперативно выявить и устранить существующие несоответствия содержательного наполнения используемых УМК нормам и формам комплексного итогового контроля для достижения высоких результатов во время проведения государственной аттестации.

Предлагаемое пособие состоит из двух частей. Первая часть содержит оригинальные уроки по темам, включенным в итоговую аттестацию, но недостаточно полно освещенным в существующих УМК по английскому языку. Во вторую часть вошли контрольно-измерительные материалы для проведения внутришкольного контроля как средства оптимизации подготовки учащихся к итоговой государственной аттестации.

Все материалы соответствуют требованиям ФГОС и программным требованиям, предъявляемым к предметной области «Иностранный язык» в рамках начального общего, основного общего и среднего полного общего образования. В данных материалах учтены результаты анализа контрольно-измерительных материалов по русскому и английскому языкам. На основе результатов компаративного анализа нормативных документов, а также материалов итоговой аттестации в предметных областях «Английский язык» и «Русский язык» были составлены коммуникативно-ориентированные контрольно-измерительные материалы для осуществления внутришкольного контроля по английскому языку, позволяющие более точно оценить уро-

вень сформированности иноязычной коммуникативной компетенции и подготовить обучающихся к успешной сдаче ГИА и ЕГЭ.

При проверке тестовых заданий предлагаются следующие оценочные критерии:

- каждое верно выполненное задание в разделах «Лексика», «Грамматика» и «Чтение» оценивается в один балл;
- раздел «Письмо» предполагает следующую шкалу оценок в зависимости от типа письменного задания:

Объект оценивания	Параграф	Письмо личного характера	Эссе	Статья
Решение коммуникативной задачи (содержание)	2	2	3	3
Организация текста	2	2	3	3
Языковое оформление	2	2		
Лексика			3	3
Грамматика			3	3
Общий балл	6	6	12	12

В конце каждого теста указано максимальное количество баллов за его выполнение. При выставлении оценки учителю рекомендуется пользоваться следующей таблицей.

Процент выполнения заданий	Оценка
100—85	«5»
84—70	«4»
69—50	«3»
49 и менее	«2»

Приводимые в данном пособии тестовые задания апробированы учителями-новаторами в ходе работы экспериментальной площадки НИРО. Представленные здесь тесты могут быть использованы в качестве диагностических, развивающих и контрольных материалов при обучении английскому языку.

HAVING A PEN FRIEND

➔ LEAD-IN

❶ In pairs, answer the questions.

a) When did you last send a letter to someone? Did you send a postcard/a quick email/a text message? Who to? Why?

b) Have you ever had a pen friend? Don't you think it is old-fashioned to write letters?



❷ Look at the pictures. Describe what is happening using the words in the box to help you:

envelope
handwritten
recipient
epistolary friend
cherish
question-answer way of communication
share one's passions, values
continue the correspondence
feel warm and valued
exchange information



➤ READING

③ Read the text quickly ignoring the gaps and find out positive aspects of having a pen friend.

What It Means to Have a Pen Pal

The only association I have with the term “pen pal” is a very long lasting relationship with a person 1 ____, whom you only know from the pictures he sent you, his handwriting, and things he's written you. Both of you are planning to meet each other someday, 2 ____, or just talk, but that day is still oh-so-far-away. Perhaps one day you meet; or perhaps you don't.

Either way, you respect each other for all the warm letters you've written to each other, for that wonderful feeling you get when the postman delivers that letter, with your name written on it in that handwriting you know so well. You cherish your pen pal, 3 ____ you start feeling through the envelope to see how thick it is, because you want it to be very long and very intriguing, and as you open it you feel excitement because someone cherishes you back so much that they've written such a large essay, knowing full well that the only pair of eyes that would read it would be yours.

And who knows maybe one day your innocent scribbling turns into something more than being pen pals. Maybe you meet, maybe you become friends, maybe you become lovers. But who is to know? The indeterminacy of your relationship is what makes 4 ____ and worthwhile. In fact, the indeterminacy of all things is what makes them exciting. When you set out to read a new book, you have no idea 5 ____ — that is why you read it all the way to the end. If someone had revealed the plot to you before you even began — would you bother reading the book? Do you think you would enjoy it as much as you would if you had known nothing about the plot? Certainly not! There's a reason why revealing plot details is called spoiling it — because it spoils the pleasure of discovering it as you go. Naturally, everyone 6 ____ who has similar interests. This reduces the possibility of an unsuccessful relationship, and saves time. Even I want a pen pal 7 ____, etc. and not someone who isn't capable of even capitalizing the first letter of a sentence.

Having a pen pal is similar to having a friend 8 ____ . They are people whose letters make you feel warm and valued, and people whose insight you value yourself. It is more than a simple question-

answer way of communication. When you read his letter, it triggers another thought in you which you wish to communicate to him. And then your letter triggers another thought in him. Or something happened, good or bad, and you wish 9 _____. It can sometimes be a relationship more intimate 10 _____, because when you are writing a letter you think thoroughly about what you want to write, and only then you write it. When you talk to someone, you might remember you've forgotten to mention something which could be important. You can't put that in a postscript, can you?

4 Read the text again. Fill in gaps 1–10 with phrases a–k. There is one phrase that you do not need:

- a) have a picnic or a barbecue
- b) would like to find a pen pal
- c) or a lover
- d) with whom you've never met
- e) to share it with someone
- f) what is going to happen next
- g) than romantic love
- h) and when you get a letter
- i) something special with the letter
- j) it so exciting
- k) who likes to discuss a philosophical issue, who likes to think, who loves life

5 Complete the text about writing letters. Use the words in the box.

How does anybody find friends? In the traditional community,

- a) *exchange information*
- b) *feel excitement*
- c) *share our values and interests*
- d) *hand-written*
- e) *simple question-answer way of communication*
- f) *the envelope*

we search through our pool of neighbours and professional colleagues, of acquaintances and acquaintances of acquaintances, in order to find people who 1 _____. We then 2 _____ about one another, disclose and discuss our mutual interests, and sometimes we become friends.

Many people still enjoy making friends with pen pals and receiving old-fashioned, 3 _____ letters in the mail. They admire the 4 _____ because when they get a letter, they start feeling through 5 _____ how thick it is, and as they open it they 6 _____.

➤ SPEAKING

⑥ Work in pairs. Do you agree or disagree with the opinion below?

Pen pals don't have to be a thing of the past even with the invention of email and online networking. You can find pen pals who share your interests and also love to write. Many people still enjoy making friends with pen pals and receiving old-fashioned, hand-written letters in the mail.

Share your opinion with the class.

➤ WRITING

⑦ You have received a letter from your English-speaking pen friend Steve who writes:

...At school we are doing projects on different ways of communication. Could you tell me what kind of communication you prefer? Do you have many pen friends? Do you ever use postal mail for sending letters? As for the family news, we are going hiking this summer...

Write a letter to Steve.

In your letter:

- answer his questions;
- ask **3 questions** about his summer plans.

Write **100—140 words**.

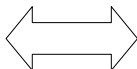
Remember the rules of letter writing.

Snail Mail vs. Email

➤ VOCABULARY AND LISTENING

➤ LEAD-IN

① Why do you think ordinary mail is called “snail mail” nowadays? Share your ideas with the class.



2 Look at the photos and match them with the words in the box.

package blog envelope email post office text message
social networks postage stamp Twitter email services mail box



3 Match 1–10 with a–j to make common collocations. Write one sentence with each collocation.

1. popular	a) mailbox
2. first class	b) text message
3. to check	c) post office
4. to read	d) social network
5. large	e) envelope
6. red	f) an email service
7. to use	g) postal stamp
8. the main	h) an email
9. prepaid	i) package
10. to send	j) a blog

1d. One of the most popular social networks is Facebook.

4 You are going to hear six people talking about writing letters. Match speakers 1–6 with statements A–G.

- A. For some people, old habits never die.
- B. Sometimes it is a mistake to write a letter.
- C. Writing letters in English is good practice.
- D. Letter writing is a waste of time.
- E. It is a waste of time making your views known.
- F. Persistence eventually gives some results.
- G. Seven together will be better than one.

Speaker	1	2	3	4	5	6
Statement						

5 Complete the sentences with the words from the box. Then listen to the speakers again and check.

<i>pals</i>	<i>making</i>	<i>accurate</i>	<i>communicate</i>	<i>exactly</i>	<i>email</i>
<i>correct</i>	<i>“snail mail”</i>	<i>reply</i>	<i>fluent</i>	<i>letter</i>	<i>writing</i>

- a) We are not really “pen” _____, as such, since we _____ via an Internet site.
- b) Very often I don’t even have a _____ address but a surprising number of my letters are delivered and some get a _____.
- c) Every letter I sent to my Granny, since my very first attempts at _____ letters, had been marked and graded.
- d) We go for old fashioned _____ because somehow it is more exciting receiving a letter than an _____.
- e) She is determined to conquer English and her letters get more _____ and _____ every time.
- f) I got a reply (probably from a secretary rather than the PM) thanking me for my _____.
- g) She said that she was _____ so she could choose _____ the right words.

➤ SPEAKING

6 Work in pairs. Discuss the following statement.

Older people think that using postal mail for sending letters is better than emailing. Younger people generally do not share this opinion.



➤ WRITING AN ARGUMENTATIVE ESSAY

⑦ Look at these two opinions.

A. It's important to keep post offices open.

B. The Internet is more useful than post offices.

Now read the nine statements below and decide if you think they support opinion A or opinion B.

1 ___ Email is very popular these days.

2 ___ Post offices are important in the community.

3 ___ Many people don't have computers.

4 ___ If you buy goods from websites, somebody has to deliver them.

5 ___ Emailing saves paper and petrol — it's good for the environment.

6 ___ Internet communication is cheap or free and it arrives immediately.

7 ___ There are more postal services than the Internet can provide.

8 ___ You can have access to the Internet at any time and any place.

9 ___ Post offices belong to the past, not the present.

⑧ Fill in the table below with your own arguments for and against the given statements.

Statements	For	Against
A. It's important to keep post offices open.		
B. The Internet is more useful than post offices.		

⑨ Two words are missing from each sentence. Write in the correct words.

1. This is not ___ easy question to decide; the issue is complicated and many factors have to ___ considered.

2. ___ is true that computers can achieve many things, but ___ all these things are good.

3. Communication is very important these days, and we have various ways ___ communicate with ___ other.

4. We are living in a time ___ great change, so it is hard to know what ___ going to happen.

10 Comment on the following statement.

Post offices should close. In the age of the Internet, they are no longer necessary.

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

EXAM TIP 

To write an essay, you need to have a number of relevant points that you wish to make. You need to organise these points carefully, so that you present your arguments in a logical order. It is important that the reader can follow your arguments.

POCKET MONEY

➔ **LEAD-IN**

1 What do the pictures show?

2 In pairs, answer the questions.

1) Do you have pocket money?

2) How do you get pocket money?

a) your parents give you

b) you earn it yourself

3) How much pocket money do you get?

4) What do you spend your money on?



➤ READING

③ Skim read the article and think about the title for it. Then, as a class, compare your titles and decide which one is best.

EXAM TIP

Matching headings

Try to identify the main point of each paragraph while you are reading. This will help you to understand what you are reading and remember what you have read.

④ Match headings *a–e* to paragraphs *1–4*. There is one heading you do not need.

- a) What should pocket money cover?
- b) Whether to give pocket money or not.
- c) Should pocket money be earned?
- d) How much pocket money to give.
- e) Save enough money to go on holiday.

Whether to give *pocket money*, at what age, and how much to give are *issues* that often concern parents. There are many ways to handle this. To a large extent it depends on family values, practices and finances.

1 _____

It can be a problem if there is not much money to spare in the family. In some families children are given what they ask for and do not get pocket money. However some parents feel their children haven't really learnt about money and how to manage it and decide to give a small amount of money to their child.

Some parents put part of children's pocket money in a *bank account* for them. Some parents give pocket money and ask the child to bank some regularly.

2 _____

Many parents believe that a certain *amount of pocket money* should be given to the child just because he/she is a member of the family. At the same time, children are expected to do some *chores* as part of their contribution to the family. If there is something they really want to buy, they can either save this pocket money and wait until they have enough or they can also do extra jobs to earn some money and buy it sooner.

The amount of pocket money to give will depend on how much you can afford and what the pocket money is expected to cover. If your child has a lot less than the “going rate” he or she may be tempted to steal. If a teenager has a lot of pocket money it can cause resentment and jealousy among the friends. However at some stage, children need to learn that all families have different amounts of money, and they will spend it differently. The pocket money a child gets usually *increases* as the child grows older and takes more *responsibility*.



In the primary school years your child may decide to save some of his/her pocket money. Let your children decide for themselves what they want to use it for but be careful not to criticise their choices even if you are not happy with them: giving pocket money and then telling your children exactly what they must use it for does not develop their sense of responsibility or *independence*. If the child is doing well with saving money for something special, you might encourage him/her in different ways. For example you might put in a certain amount for every \$5 your child saves.

5 Scan the text and answer the questions.

- 1) What's the main reason for giving pocket money?
- 2) Why can it be a problem in the family?
- 3) What are the points of view on earning pocket money?
- 4) What does the amount of pocket money depend on?
- 5) What should pocket money cover?

6 VOCABULARY

6 Explain the meaning of the words in *italics* according to how they're used in the text. Use your dictionary to check the meanings.

Example: pocket money — a small amount of money that parents give regularly to their children, usually every week or month.

7 Scan the text and find words or phrases that mean:

- 1) to control or deal with money/time/information (paragraph 1)

- 2) to think or believe that sb will do sth (paragraph 2) _____
- 3) a sum of money that is given to a person in order to help pay for something (paragraph 2) _____
- 4) to have enough money or time to be able to buy or to do something (paragraph 3) _____
- 5) a feeling of anger or unhappiness about something that you think is unfair (paragraph 3) _____
- 6) to give sb support, courage or hope (paragraph 4) _____

8 Work in pairs. Discuss the following questions.

- ✓ When should parents start to give pocket money?
- ✓ Is it good for children to deal with a bank?
- ✓ Is it good or bad to punish with money?
- ✓ What tips could be given to teenagers?

➔ GRAMMAR

A. Phrasal verbs

1 Complete the text with the prepositions *on, over, up, for, out*.

Pocket money is the money that you get to spend. It may be that your parents and caregivers give you money every now and again, or you may get a regular amount of money, for example every week or once a month.

Some families don't give pocket money regularly, they just hand 1 _____ money to their kids when they want it. Sometimes people in the family may give you money for Birthdays or Christmas. Some of it may turn 2 _____ to be pocket money — money that you can spend 3 _____ what you want.

But many families start saving accounts for kids and expect part of their pocket money to be saved. Many parents and caregivers give kids pocket money so that they:

- ✓ use the money to buy things they want;
- ✓ get used to handling money and finding out what things cost;
- ✓ are responsible 4 _____ looking after money;
- ✓ learn to save 5 _____ for things that they want;
- ✓ may learn to save part of their pocket money 6 _____ when they are older;
- ✓ have to manage the amount of pocket money that they get.

B. The first and second conditional

Grammar check

Uses

Look at the examples. Decide

a) which sentences describe situations which are possible or likely to happen (the first conditional).

b) which sentences describe situations which are imaginary or unlikely to happen (the second conditional).

1) If you do a paper round, you will earn a little extra money. _____

2) If she got some money, she would buy a new toy for her little brother. _____

3) I will need some money if we go out tonight. _____

4) If Mark got more pocket money, he would ask Kate for dinner. _____

Forms

Complete sentences 1 and 2 using the first conditional (a) or the second conditional (b).

1. To form _____ we use if + present, *will/ won't* + infinitive.

2. To form _____ we use if + past, *would/ wouldn't* + infinitive.

NB In both types of sentence the *if* clause can come before or after the main clause. When it comes before, we use a comma.

② Put the verb in brackets in the correct form to make first conditional sentences.

Managing your own money can give you lots of choices. You may choose to buy a school lunch once a week, hire a game or DVD, or negotiate that mum or dad give you fifty roubles for every fifty roubles that you save, so that you can save up for something special such as a bike.

It 1 _____ (be) difficult to manage money if you 2 _____ (not, get) a regular allowance. Even a small amount regularly will soon grow if you 3 _____ (save) hard for something.

There are lots of lessons to learn when you have pocket money. If you 4 _____ (spend) it all at once, you 5 _____ (not, have) money until your next “pay day”. If you 6 _____ (make) bad choices that 7 _____ (be) tough! You'll be more sensible next time. If you 8 _____

(break) something you 9 ____ (have) to pay back the cost of it. At last, if you 10 ____ (be saving) for something and 11 ____ (not, put) that money away first, it 12 ____ (take) a very long time to get what you want. If you 13 ____ (borrow) money, you 14 ____ (have) to pay it back.

3 Use a search engine (e. g. Google) to find and write interesting sentences beginning as follows.

If I were...

4 Complete this family discussion by using first conditionals with the words in brackets.

- MUM We've got problems and if we don't change (not, change), things will get (get) worse.
- DAD And we definitely 1 _____ (not, be) able to have a holiday if we 2 _____ (not, save) some money every month.
- DELLA With petrol so expensive, if you two 3 _____ (stop) using two cars, you 4 _____ (save) a lot of money.
- ALEX And you 5 _____ (not, need) any bus money if you 6 _____ (go) to school on your bike.
- DELLA I 7 _____ (not, be) able to use it unless someone 8 _____ (mend) the puncture.
- ALEX Perhaps I should get a Saturday job. I 9 _____ (not, need) any pocket money if I 10 _____ (earn) some of my own.

5 Read the text about Stella McCartney. Then complete the sentences with the correct form of the verbs in the box.

Stella McCartney, the fashion designer, is a daughter of Paul McCartney, a former Beatle, and Linda McCartney, an American photographer. Stella is a strict vegetarian, as her mother was, and she therefore avoids using fur or leather in her clothing.

When she was young and she wanted more pocket money, she used to work for it by washing up dishes in a restaurant in her spare time.

Stella trained as a designer and presented two collections of her clothes before she got the job of chief designer at Chloe, a Paris fashion house, in 1997. She now works with the Gucci Group and

other well-known brand names. Some people have suggested that she became successful partly because of her famous father. However, it is widely accepted that she is a highly talented designer.

Stella got married in 2003 and has got two children. Famous friends of hers, such as Madonna, Pierce Brosnan and Gwyneth Paltrow, attended the wedding.

<i>be</i>	<i>buy</i>	<i>get</i>	<i>use</i>	<i>give</i>
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1. If Stella wasn't a vegetarian, she _____ fur and leather in her designs.

2. If Stella was spoiled, her parents _____ her lots of money.

3. Stella wouldn't afford to buy things for herself if she _____ a part-time job.

4. If Stella didn't have a famous father, some people say, she _____ successful.

5. If Stella wasn't talented, Madonna _____ her clothes.

⑥ Andy is reading the job advertisements. Unfortunately he can't do much (see the box). Look at the advertisements and write sentences with *If he ... he could...*

<i>✓he can't drive</i>	<i>he doesn't like children</i>	<i>✓Andy doesn't speak Japanese</i>
<i>he can't swim</i>	<i>he doesn't have a passport</i>	<i>he doesn't like animals</i>
	<i>he can't cook</i>	

Example: *If he spoke Japanese, he could get a job at the Grand Hotel.*

1. If he could drive, he _____ at Calloway LTD.

2. _____ at Patterson Travel.

3. _____ at Fred's Cafe.

4. _____ at Crowndale School.

5. _____ at the City Zoo.

6. _____ at the Leisure Centre.

RECEPTIONIST
*required immediately at
the Grand Hotel.
Must speak Japanese.
Phone 69423*

Calloway LTD
*needs energetic young
SALES ASSISTANT.
Must have driving
licence.
Phone 33446*

**Courier needed by
PATTERSON
TRAVEL.**
*Must have passport.
Phone 44576*

ASSISTANT COOK
*needed at Fred's Cafe.
Phone 65712*

The Leisure Centre
*needs Attendant.
Starting immediately.
Must be able to swim*

The **City Zoo** requires
Assistant Keeper.
*No experience
necessary
But must like animals*

Welfare officer
required at
Crowndale School.
*Must like children.
Phone 88759*

7 Read the kids' statements about their pocket money. Choose the point that you support and explain why.

1. Helen: 'I get 200 roubles a week. It goes up with my age.'
2. Michael: 'Every week, if I get my homework done and my diary signed I get 500 roubles. I can save or spend them.'
3. Ann: 'I get 500 roubles a week for doing chores. I don't get it if I don't do the chores.'
4. Nikita: 'I get money sometimes, so I put it into my piggy bank and I use it when I need to.'
5. Kate: 'I don't save any. I spend it when I go shopping.'

8 Play the game *A million dollars*

Have you got a good memory? Make two teams. Each pupil in Team A says what he/she would do if he/she had a million dollars. It can be serious or funny. Pupils in Team B must try to remember what each pupil in Team A said. Score one point for each correctly remembered sentence. Then play the game again with Team B's sentences.

Example: *If X had a million dollars, he would buy a yacht.
If Y had a million dollars, she would go to Hollywood.*

➤ LISTENING

❶ Read the instruction to exercise 3 and answer these questions.

- 1) How many people are going to speak?
- 2) What are they going to talk about?
- 3) Do you know who's going to speak first?
- 4) What do you have to listen for?

❷ Decide which of the jobs *A–E* can be described using the words or phrases in the box below. You can use some of them more than once.

put to bed trees blow-dry get tips morning paper
wash perm fruit crates tell stories front door do a round
haircut farm serve meals bring the bill feed
pick fruit neighbourhood look after customers

- A. Babysitting
- B. Fruit picking
- C. Serving customers in a tea-room
- D. Delivering newspapers
- E. Helping in a hairdressing salon

❸ You will hear four teenagers talking about how they earn some pocket money. Decide which person does which job (*A–E*). Write the number of the speaker in the correct box. One job does not appear in the recording.

- | | |
|------------------------------------|---|
| A. Babysitting | <i>Speaker</i> <input type="checkbox"/> |
| B. Fruit picking | <i>Speaker</i> <input type="checkbox"/> |
| C. Serving customers in a tea-room | <i>Speaker</i> <input type="checkbox"/> |
| D. Delivering newspapers | <i>Speaker</i> <input type="checkbox"/> |
| E. Helping in a hairdressing salon | <i>Speaker</i> <input type="checkbox"/> |

EXAM TIP

Before you listen for the first time, make sure you read the instructions carefully. Check that you know exactly what you have to do (write something down? tick boxes? number boxes? choose an answer? etc.).

④ Listen again and decide if the statements are true or false. Correct those which are false.

<i>Speaker 1</i>	True	False
Her parents would appreciate her wish to work during a school year.		
She knows how to look after children.		
<i>Speaker 2</i>		
He has to do this kind of job because of his age.		
He has no problem with transport.		
<i>Speaker 3</i>		
He's satisfied with a job.		
He always has enough time to talk with customers.		
<i>Speaker 4</i>		
She works full-time.		
She isn't going to do the job when she leaves school.		

EXAM TIP

Listening and identifying statements you need to be able to read and listen at the same time. Try to underline the most important words in each statement before you listen. The speaker may not use the same words.

⇒ SPEAKING

⑤ Look at these questions about choosing a summer job. What word is missing in each case? Choose words from the box below.

working prefer organised done tell relevant clear

1. What kinds of jobs have you _____ before?
2. Do you have other _____ experience?
3. Well, for example, have you _____ anything at school?
4. Do you have a _____ idea of the work you would like?
5. Would you like a job _____ with people?
6. Would you _____ to be in an office environment?
7. _____ me, is there a job that you would not want?

⑥ Look at these suggestions. Choose the correct word: *a*, *b*, or *c* for each gap.

1. Why don't you try _____ to the local information office?
 - a) apply
 - b) applying
 - c) application
2. I think you _____ see if you can get a job in a shop.
 - a) should
 - b) might
 - c) would
3. What about jobs _____ you could practice your English?
 - a) where
 - b) how
 - c) which
4. It should be possible _____ you to work in a restaurant.
 - a) if
 - b) with
 - c) for
5. Look for business which needs to _____ an interpreter.
 - a) put
 - b) have
 - c) do

⑦ Your friend wants to get a job this summer and asks you for advice. Look at this list of job advertisements.

Child minder

English family living here for the summer requires a child minder for their two children (3 and 7). Use of car and meals provided. 5 days a week and some evenings.

City guide

Tourist office looking to employ guides during the summer. Official city tours last two hours and are in English. History knowledge essential.

Shop assistant

Busy store in shopping centre requires summer shop assistants. Friendly manner, smart appearance, interest in fashion, reasonable English.

Waiter

Busy city centre bistro wishes to employ seasonal waiting staff.

Good communication skills a must. Flexible hours, to include some weekends and evenings.

Hotel receptionist

Excellent opportunity for the right person to begin a career in hotel industry. 4-star hotel near airport requires reception assistant during summer.

Discuss the following points with your friend.

- ✓ Ask your friend what experience he or she has.
- ✓ Ask what kinds of work he or she would like to do.
- ✓ Ask what kinds of work he or she wouldn't like to do.
- ✓ Make suggestions about which job or jobs advertised would be suitable for your friend.

➔ WRITING AN INFORMAL LETTER

❶ Read the end of Tom's letter and Masha's reply to it. Then decide whether the statements about informal letters are true (T) or false (F).

...In Great Britain most young people want to become independent from their parents as soon as possible. Could you tell me what you and your friends think about being independent from your parents? Are you ready to leave your family immediately after you finish school? Is it easy to rent a house or an apartment for students in Russia?

As for the latest news, I have just returned from a trip to Scotland...

Best wishes,

Tom

- 1) It's normal to use contractions, like *they're* for *they are*, in informal letters. T / F
- 2) You don't need to use paragraphs in informal letters. T / F
- 3) Planning what to write is less important for informal letters than for formal letters. T / F
- 4) You should try to make informal letters as interesting as possible, for example by using a range of verbs and adjectives. T / F
- 5) The most common tense used in informal letters is the Present Continuous. T / F
- 6) You should think carefully about the reader of informal letters. T / F

② Put the number of the part of the letter in the right place in Masha's letter.

- 1) Conclusion
- 2) Date
- 3) Dear,
- 4) Country
- 5) Love,
- 6) Introduction
- 7) City/Town
- 8) Main Body

Novorossiysk()

Russia ()

3/06/2012 ()

Dear Tom, ()

Thanks for your letter. It was lovely to hear from you. ()

You asked me about independence from parents. Well, in Russia opinions are different. Personally, I don't want to live alone as I don't have enough money. And yes, it's easy to rent an apartment for everyone, but only if you have money. ()

Well, I have to go now. I promised my Mom to clean the bathroom.

Looking forward to hearing from you soon. ()

Love, ()

Masha

More useful phrases

Opening remarks:

✓ Thanks for your letter. It is always great to hear from you.
As for me, I'm really busy.

✓ Thank you for your letter. I'm sorry I didn't answer earlier,
but I was busy with my end of term exams.

✓ Thank you for your letter. It was a nice surprise to hear from
you.

Closing remarks:

✓ I hope I've been of some help. Let me know what happens.

✓ Drop me a line as soon as possible.

✓ Write soon.

3 Match the beginnings 1–8 to the endings A–H.

<p>1. Hi, Jane! <i>Sorry to hear that you're not getting on very well with your brother. Maybe I can help!</i></p>	<p>A. ____ I really hope you feel better soon. Give me a call some time! Best wishes, Sam</p>
<p>2. Dear Matt, Hi! <i>I haven't heard from you for ages so I thought I'd drop you a line!</i></p>	<p>B. ____ Anyway, that's all for now! Write and tell me your news! Love, Andy</p>
<p>3. Hi! <i>How are you? I just wanted to tell you how sorry I am about what happened last Monday.</i></p>	<p>C. ____ Well, that's about all. Thanks again for the gift, Grandma. See you soon. Love, Luke</p>
<p>4. Dear Grandma, <i>Thanks so much for the birthday present. I absolutely loved it!</i></p>	<p>D. ____ Anyway, I hope my advice helps! Write and tell me how you get on. Lots of love, Jill</p>
<p>5. Hi, Jamie! <i>Congratulations on your graduation! We are all so happy for you!</i></p>	<p>E. ____ I hope we get a chance to discuss things. Once again, I'm really sorry. Yours, Dan</p>
<p>6. Dear Mark, <i>Thanks so much for the invitation to your party. I'd love to come!</i></p>	<p>F. ____ I'd love to see pictures from the ceremony. See you soon. Beth</p>
<p>7. Dear Diana, <i>Sorry I haven't written for ages- I've been really busy studying. In fact, I'm having a real problem studying for my exams this year. You always do so well. Could you please give me a few tips?</i></p>	<p>G. ____ So, I'll see you on Friday after school at your house. I can't wait! John</p>
<p>8. Dear Tony, Hi! <i>Sorry to hear that you haven't been feeling well.</i></p>	<p>H. ____ What would you advise me to do? Please write back as soon as possible. Kathy</p>

4 Which type of letter is each pair from? Find examples of informal style.

A letter giving your news 2 B

A get-well letter _____

A letter congratulating someone _____

A reply to a party invitation _____

A letter asking for suggestions/ advice/ a thank you letter _____

A letter of apology _____

A letter home to your parents _____

A letter asking for/ giving advice _____

A letter asking for / giving information _____

5 Read this extract from a letter about pocket money. It contains six grammar mistakes. Can you find and correct them?

I believe fully that children from the age of 10 should get pocket money if they work for them. It make the child feel much responsible and gives them a taste of what life will be like when they eventually leave school and get job from their own and earn their own money! Children should be given pocket money and also they have to be taught as to how can they spend their money. Money shouldn't be given to children if they are careless.

6 Look at the instructions for exercise 7. Make notes under the following headings about jobs for teenagers.

Jobs for teenagers	Problems

7 You have received a letter from your English-speaking pen friend Tom who writes:

...I need some money to go on holiday with my friends at the end of August. Do you think I should find a job? Have you or any of your friends done summer jobs? I'm thinking of working as a waiter for a few weeks. Do you think it's a good idea? What other jobs do you think I could do? And what do you think the problems might be? Let me know what you think.

Write soon.

Love,

Tom

Write a letter to Tom and answer his questions.

Write 80—100 words. Remember the rules of letter writing.

КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОММУНИКАТИВНЫХ УМЕНИЙ АУДИРОВАНИЯ, ЧТЕНИЯ И ЯЗЫКОВЫХ НАВЫКОВ ОБУЧАЮЩИХСЯ

Контрольно-измерительные материалы для 2-го класса

Вариант 1

Уровень А

I. Прослушай текст и соедини две части:

- | | |
|-------------------|---|
| 1. Foxy Loxy | a) helps his father and mother. |
| 2. Jen-the-Hen | b) likes to swim in the lake. |
| 3. Chuck-the-Duck | c) likes to eat seeds. |
| 4. Chicken Licken | d) wants to eat chicks, ducks and hens. |

II. Прочитай текст. Найди утверждения, которые соответствуют содержанию текста, и отметь ответ.

1. Chicken Licken is a good son who helps his mother.
2. It's evening now.
3. A ball falls on the chick's head.

4. Chicken Licken says that the sky is falling down.
5. Chicken Licken hasn't got friends.
6. Foxy Loxy eats the friends for dinner.

Chicken Licken is a nice funny little chick. He has got a father and a mother. He lives on a farm. His mother has a lot of work to do. So she gets up at five in the morning every day. Her son usually helps her.

It is morning now. Chicken Licken is doing morning exercises under an oak-tree. An acorn falls — FLOP — on his head. Chicken Licken is afraid. He cries, 'Help! The sky is falling down! I want to tell the king about it.' But he doesn't know where the king lives. He walks and walks and walks.

Then he sees his friend Chuck-the-Duck. She is swimming in the lake. She can swim very well. 'The sky is falling! I want to tell the king about it! Let's go to the king together!' says Chicken Licken to Chuck-the-Duck. They walk and walk and walk.

Then they see their friend Jen-the-Hen. She is having breakfast. 'The sky is falling! We want to tell the king about it! Let's go to the king together!' say Chicken Licken and Chuck-the-Duck to Jen-the-Hen. They walk and walk and walk.

Then they see Foxy Loxy. Foxy Loxy is a big red fox. He wants to eat very much now, but he is very tricky. 'Aha!' smiles Foxy Loxy, 'I know where the King lives. Come with me, my friends!' And Chicken Licken, Chuck-the-Duck and Jen-the-Hen go and go behind Foxy Loxy to Foxy Loxy's house. They come to the fox's house just in time for dinner.

Chicken Licken is very clever. He cries: 'Oh, oh, oh! The fox wants to eat us!' Chuck-the-Duck and Jen-the-Hen are afraid of the fox. 'Oh, oh, oh, let's run away!' they cry. The three friends run away from Foxy Loxy's house.

They run to tell the king that the sky is falling down.

a farm — ферма

walk — идти пешком

an oak-tree — дуб

an acorn — желудь

the sky — небо

fall down — падать

the King — король

tricky — хитрый

III. Найди слова, в которых буква «i» читается [i], и отметь ответ.

1. Chicken
2. Live
3. Five
4. Big
5. Nice
6. Swim
7. Little

Уровень В

I. Выбери верный вариант и отметь ответ:

1. Chicken Licken usually _____.
a) goes to school
b) helps his mother
c) plays football
2. The chick is doing morning exercises _____ an oak-tree.
a) under
b) in
c) on
3. Chicken Licken has got _____ friends.
a) one
b) two
c) three
4. Chuck-the-Duck and Jen-the-Hen _____ to the King with the chick.
a) don't go
b) can't go
c) go
5. Foxy Loxy is _____.
a) nice
b) good
c) tricky

II. Расставь предложения в логической последовательности, так, как они стоят в тексте.

1. An acorn falls — FLOP — on his head.
2. Then they see their friend Jen-the-Hen.
3. Chicken Licken is a nice funny little chick.
4. Chuck-the-Duck is swimming in the lake.
5. Foxy Loxy wants to eat very much, but he is very tricky.
6. The three friends run away from Foxy Loxy's house.

III. Напиши, что ты узнал о героях этой сказки, заполнив таблицу:

Герой сказки	Имя	Что он (она) делает
The Chicken		
The Duck		
The Hen		

Уровень С

Письменно ответь на вопрос: Why does Foxy Loxy tell the three friends to go with him to his house?

Вариант 2

Уровень А

I. Прслушай текст и соедини две части:

- | | |
|---------------|---------------------------------|
| 1. The hare | a) wants to eat up the animals. |
| 2. The monkey | b) wants to have friends. |
| 3. Gaston | c) can jump. |
| 4. The bear | d) likes to play. |

II. Прочитай текст. Найди утверждения, которые соответствуют содержанию текста, и отметь их.

Gaston and His Friends

Gaston is a big elephant. He lives in the forest. Gaston has not got friends. He wants to have friends very much.

It is morning now. Gaston is walking through the forest. He wants to find friends.

He sees a monkey. The monkey is jumping. 'Be my friend,' says the elephant.

The monkey says, 'You are very big. You cannot jump.'

The elephant sees a hare. The hare likes to play. He is playing now. Gaston says, 'Let's play together.'

But the hare says, 'You are very big. You can't play with me!'

Then the elephant sees a frog. 'Be my friend!' he says. 'I can't! You are very big. You can't be my friend,' says the frog.

The elephant is upset. He sees a fox. 'Be my friend!' Gaston says. The fox says, 'Sorry, Gaston, you are very big.'

Then the elephant sees all the animals. They are running away.
A bear wants to eat very much. He can eat the animals.

Gaston wants to help. He sees the bear and says, 'Please, bear, do not eat up these animals.'

'But I want to eat them!' says the bear.

The elephant gives the bear a kick. The bear runs away. The animals are happy.

They thank the elephant.

They say, 'Gaston, be our friend!'

elephant — слон

forest — лес

walk through — идти пешком через

find — находить

be upset — быть расстроенным

give a kick — ударить ногой

thank — благодарить

1. Gaston has not got friends.
2. Gaston is not very big.
3. It's morning now.
4. The monkey can jump.
5. The hare doesn't like to play.
6. The bear doesn't want to eat.

III. Найди слова, в которых буква «i» читается [i], и отметь ответ.

1. In
2. Like
3. Big
4. Live
5. With
6. Kick
7. It

Уровень В

I. Выбери верный вариант и отметь ответ.

1. Gaston wants to have _____.
 - a) friends
 - b) parents
 - c) toys

2. The hare likes _____ .
 - a) to play
 - b) to jump
 - c) to run
3. Gaston is _____ big.
 - a) not
 - b) very
 - c) not very
4. The bear _____ eat up the animals.
 - a) wants to
 - b) can't
 - c) doesn't want to
5. Gaston _____ the animals
 - a) can't help
 - b) wants to help
 - c) doesn't want to help

II. Расставь предложения по порядку в соответствии с текстом.

1. Gaston sees a hare.
2. The bear wants to eat up the animals.
3. Gaston is a big elephant.
4. Gaston wants to have friends.
5. Gaston sees a fox.
6. Gaston helps the animals.

III. Напиши, что ты узнал о героях этой сказки, и заполни таблицу:

Герой сказки	Что он делает
Gaston	
The hare	
The bear	

Уровень С

Письменно ответь на вопрос: Why do the animals want Gaston to be their friend?

Контрольно-измерительные материалы для 3-го класса

Вариант 1

Уровень А

I. Прослушай первую часть сказки *Ugly Duckling*. В предложениях 1—6 подчеркни слово, которое соответствует содержанию текста.

1. It was autumn/summer.
2. The sixth/the tenth egg didn't break.
3. A big white/grey duckling came out.
4. 'Let's go and visit the cat/the hen,' said mother duck.
5. The ugly duckling was very sad/happy.
6. 'Look! This duckling is silly! He has got short/long legs!' said the hen.

Ugly — гадкий

break (broke) — разбиваться

beak — клюв

insects — насекомые

swan — лебедь

shy — робкий

II. Прочитай текст и выполни предложенные задания.

Ugly Duckling

It was summer. Mother duck had six eggs. Five eggs broke and five yellow ducklings came out. But the sixth egg didn't break. 'Oh, dear! This egg is very big,' said mother duck. Later, the sixth egg broke. A big grey duckling came out. 'Oh, no! This duckling is ugly!' shouted mother duck.

'Come on, ducklings. Let's go and visit the hen,' said mother duck. She looked at the ugly duckling and she said, 'Walk behind your brothers and sisters. I don't want anybody to see you. You're ugly!' The ugly duckling was sad. The hen, who lived in an old woman's house, saw the ducklings. She saw the ugly duckling, too. The hen laughed. 'Look! That duckling is silly!' said the hen. 'He has got short legs. He's grey. His beak is silly. He's an ugly duckling!' Everybody laughed. The cat laughed at the duckling, too. The ugly duckling was very sad.

The next day, the ugly duckling left the house. He was crying because nobody liked him. He walked and walked. He saw some insects.

'Hello!' he said. But the insects didn't talk to the ugly duckling. Later he saw some birds. 'You're funny! We like you,' they said. There was a loud noise. 'It's a big dog!' the birds shouted. They flew away. The ugly duckling was afraid. He hid in the grass. The big dog ran into the grass. It saw the ugly duckling. It smelled the ugly duckling, but it went away. 'The dog doesn't like me because I'm ugly,' said the ugly duckling.

Now it was autumn. It was cold. The ugly duckling walked and walked. He looked at the sky and he saw some white birds. They were beautiful. The ugly duckling liked the white birds. 'Hello!' he shouted.

But the white birds didn't hear the ugly duckling. They were flying in the sky. The ugly duckling wanted to fly, but his wings were small. Now it was winter. It was very cold and there was lots of snow. The ugly duckling was tired and he was hungry. One day, the ugly duckling saw a man. The man wanted to catch the ugly duckling. 'Come here, little bird. I want to eat you,' said the man. The ugly duckling jumped. Wow! He could fly!

Now it was sunny. It was spring. The white birds came back. The ugly duckling wanted to talk to the white birds. He wanted some friends. 'Hello. I'm ugly, but, please, be my friends,' he said. The white birds smiled. They liked the ugly duckling. 'Hello, little brother,' said the white birds. 'Brother? I'm not your brother,' said the ugly duckling. 'You're beautiful and I'm ugly.' 'You aren't ugly. Look at your face in the water,' said the white birds. The ugly duckling looked in the water. He saw his face. He was very surprised. He wasn't ugly. He was a beautiful white bird! The ugly duckling was a swan! Three children saw the swans. 'Look! Look!' they cried. 'There's a new swan. He's very beautiful.' The new swan was shy. He hid his face under his wing. The children gave the swans some bread. Now the new swan smiled. 'I'm a swan!' he shouted. He had lots of friends. He was very happy.

III. Соедини слово и картинку:

1.



4.



a) dog

2.



5.



b) duckling

3.



6.



c) house

d) swan

e) beak

f) grass

Уровень В

IV. Прочитай предложения и определи, правдивы они или нет. Подчеркни «Т», если ты согласен с утверждением, и «F», если не согласен.

1. Mother duck had six eggs. T / F
2. The insects talked to the ugly duckling. T / F
3. The big dog didn't see the ugly duckling. T / F
4. The white birds heard the ugly duckling. T / F
5. The man wanted to eat the ugly duckling. T / F
6. The new swan was shy. T / F

V. Прочитай предложения. Постарайся понять, какое слово пропущено в каждом из них. Впиши нужное слово, выбрав его из рамки.

<i>bread</i>	<i>cat</i>	<i>friends</i>	<i>grey</i>	<i>insects</i>	<i>small</i>	<i>spring</i>	<i>woman</i>
--------------	------------	----------------	-------------	----------------	--------------	---------------	--------------

1. The sixth egg broke. A big _____ duckling came out.
2. The ugly duckling saw some _____.
3. An old _____ lived in a house.
4. The _____ and the hen were bad.
5. The ugly duckling wanted to fly, but his wings were _____.
6. It was _____. The white birds came back.
7. The children gave the swans some _____.
8. The new swan got lots of _____.

Уровень С

VI. Заполни кроссворд. Предложения 1–6 помогут тебе выбрать нужные слова.

1. The ugly duckling was a _____.
2. The ugly duckling was _____ because nobody liked him.
3. It was very cold and there was lots of _____.
4. The white birds were _____.
5. The new swan hid his _____ under his wing.
6. The ugly duckling was tired and he was _____.

		1		W			
2				I			
		3		N			
4				T			
	5			E			
6				R			

Вариант 2

Уровень А

I. Майкл и Джил гостят у друга. Прослушай телефонный разговор Майкла с мамой. Выбери правильный ответ на вопрос.

- How are Mike and Jill?
 - They are so-so.
 - They are fine.
 - They are tired.
- What is there in Mike's room?
 - There is a new bed.
 - There is a new wardrobe.
 - There is a new computer.
- Is it warm in the room?
 - Yes, it is warm in the room.
 - Yes, it is hot in the room.
 - Yes, it is cold in the room.
- What's the weather like today?
 - It's cold and windy.
 - It's warm and sunny.
 - It's cool and rainy.
- What will Mike do in an hour?
 - He will play computer games.
 - He will read books.
 - He will have a picnic.

II. Прочитай текст. Выбери правильные ответы на вопросы.

One Wednesday morning Finy Fox and Shiny Fox, the two little brothers, were walking to school. They walked slowly for 10 minutes, then Shiny said, 'Be quick or we shall be late for school! It's half past

eight!' But Finy said, 'I don't want to go to school today. We are already late. We can have so much fun in the forest. We can go home when we hear the boys coming home from school.' Shiny said this was a good idea.

So the foxes ran to the river. What a good time they had! They laughed a lot, they swam in the river, they danced with little bears and sang songs with the birds. The foxes didn't think at all about their classroom, their desks, pens, pencils, their books and their lessons. Wednesday was their longest school day — they had Maths, English, Handicraft, Art, and Nature Study on their timetable. All the subjects were very important. But the foxes didn't want to study. They didn't want to work. They wanted to play outdoors.

1. Where were the two little brothers walking?
 - a) To the park.
 - b) To school.
 - c) To the shop.
2. Who missed the lessons?
 - a) Finy Fox.
 - b) Shiny Fox.
 - c) Finy Fox and Shiny Fox.
3. Where did they run?
 - a) To the cinema.
 - b) To the river.
 - c) To the market.
4. What did they sing songs with?
 - a) The birds.
 - b) The parrots.
 - c) The cats.
5. What did they want to do?
 - a) To read books.
 - b) To do homework.
 - c) To play outdoors.

Уровень В

III. Прочитай текст. Постарайся понять, какие слова в нем пропущены. Впиши в каждый пропуск нужное слово, выбрав его из рамки. Первое слово уже вставлено.

<i>opened</i>	<i>tree</i>	<i>afternoon</i>	<i>got up</i>	<i>had</i>	<i>white</i>	<i>presents</i>	<i>ran</i>
---------------	-------------	------------------	---------------	------------	--------------	-----------------	------------

On the 25th of December we got up early. It was still dark. I 1 _____ to my mother and looked under the Christmas 2 _____. Santa Claus with his bag was not there but his 3 _____ were. They were under the Christmas tree in coloured boxes. I 4 _____ my present — a beautiful doll with large blue eyes. She wore a 5 _____ dress. I also got a book.

Late in the 6 _____ we had a traditional dinner of turkey with vegetables and salads. We also 7 _____ biscuits and fruit. During the day we watched Christmas TV and played with our new toys.

IV. Восстанови рассказ. Раскрой скобки и поставь глаголы в нужном времени. Первый уже вставлен.

My name is Jane. I like to do many things, but I 1 _____ (like) to travel with my family most of all.

Last Friday we 2 _____ (take) a trip to Brighton. Brighton is a nice place not far from London. It's easy to get there by train or by car. Our family 3 _____ (have) not got a car. So, we 4 _____ (go) to the railway station by bus and 5 _____ (travel) to Brighton by train. It 6 _____ (take) us an hour to get there. We 7 _____ (have) a wonderful time in Brighton.

I often 8 _____ (go) to different cities and sometimes I 9 _____ (go) to other countries, too. Last year I 10 _____ (be) in America, in India and in Russia. I 11 _____ (travel) to France next month. I think that my trip 12 _____ (be) lucky.

Контрольно-измерительные материалы для 4-го класса

Вариант 1

I. Прослушай запись и определи, правдивы эти утверждения или нет. Подчеркни «Т», если ты согласен с утверждением, или «F», если с ним не согласен.

1. Bill's parents were at the cinema with Mary. *T / F*
2. Bill was happy because he was home alone. *T / F*
3. Bill wanted to invite Nick and Peter to his place. *T / F*
4. Bill's cat was at home. *T / F*

II. Прослушай четыре диалога и ответь на четыре вопроса. Запиши ответы на вопросы в отведенные пропуски.

1. What's Kate's hobby? — _____
2. When did George and his father want to go to the football match? — _____
3. How did Paul get to school yesterday? — _____
4. What colour is Ann's sweater? — _____

III. Прочитай текст. Выбери и отметь галочкой правильный ответ на вопрос, данный после текста.

Today is Maria's birthday. She is getting ready to go to school. She has a big breakfast with her family and then she walks out the door. 'No one remembered my birthday! I can't believe they forgot about it!' she thinks. She is very sad.

At school nobody remembers her birthday. Her friends ask her to play, but she stays in the classroom. She wants to be alone. 'Last year they remembered my birthday, but not this year!' she says. Then she starts to cry.

Her teacher walks into the classroom. 'What's wrong, Maria? Why aren't you playing with your friends?' she asks. 'I don't want to go outside,' Maria says. Maria tells her that she's sad because everyone forgot about her birthday. Her teacher kisses her and tells her that she shouldn't be sad because her friends and family love her.

After school Maria takes the bus back home. She opens the front door, but the room is very dark, so she turns on the lights. Suddenly she hears: "Surprise! Happy birthday!" from all her friends and family

in the room. Maria is so happy! 'I thought you forgot!' she says. 'This is the best birthday! Thank you!'

Where does Maria's birthday party take place?

- a) at school
- b) at her house
- c) outside

IV. Прочитай текст. Постарайся определить, какие слова пропущены. Заполни пропуски в тексте, используя приведенные в рамке слова.

<i>idea</i>	<i>clever</i>	<i>newspaper</i>	<i>decided</i>	<i>can</i>	<i>picked</i>
-------------	---------------	------------------	----------------	------------	---------------

One afternoon Betty and Jane decided to go into the woods to have a picnic. They took their dog Spot with them. Spot was a 1 _____ little dog and could do many tricks. Spot loved carrying things, and so Jane gave him a small box with dog biscuits to carry. The girls carried the food basket. They ate, played with Spot and 2 _____ flowers. When it started to get dark, the girls decided to go home. They went one way, then another, but they couldn't find the way out of the woods.

'3 _____ you show us the way?' Jane asked Spot. Spot wagged his tail. He didn't understand that they were lost.

'I have an 4 _____.' said Betty. 'I think Spot can help us.'

She took a piece of string out of her pocket and tied it around Spot's neck. Then she took an old 5 _____ from the bottom of the basket. She folded it up and gave it to Spot. 'Take this to Daddy,' she said.

Spot began to smell the ground, and before long the girls were out of the woods and back home thanks to Spot.

V. Закончи текст о том, что Полли делает в субботу. Поставь глаголы в скобках в нужном времени.

Polly usually spends (spend) Saturday morning at home. She always 1 _____ (take) her dog for a walk and then she 2 _____ (help) her mum with the shopping. In the afternoon she 3 _____ (visit) her grandparents and in the evening she 4 _____ (like) surfing the Net.

Last Saturday, though, Polly 5 _____ (spend) the day with her

friends. They 6 _____ (go) shopping and then they 7 _____ (see) a funny comedy. After the film they 8 _____ (eat) pizza. They 9 _____ (have) a great time.

VI. Напиши письмо своему другу по переписке о твоём домашнем животном. Закончи приведенные ниже предложения.

Dear _____,

I'm writing to tell you about my new _____

It's a _____

Its name is _____

It has got _____

Its favourite food is _____

It likes to _____

I hope to hear _____

Yours,
_____.

Вариант 2

I. Прослушай запись и определи, правдивы эти утверждения или нет. Подчеркни «Т», если согласен с утверждением, и «F», если с ним не согласен.

1. Betsy's parents were at the cinema with Sam. *T / F*
2. Betsy was afraid because she was home alone. *T / F*
3. Nancy came to see Betsy. *T / F*
4. Betsy's dog was outdoors. *T / F*

II. Прослушай четыре диалога и ответь на четыре вопроса. Запиши ответы на вопросы в отведенные пропуски.

1. What's Mike's hobby? — _____
2. When did Polly and her mother want to go to the theatre? — _____
3. How did George get to school yesterday? — _____
4. What colour is John's bag? — _____

III. Прочитай текст. Выбери и отметь галочкой правильный ответ на вопрос, данный после текста.

It was the first day of winter holidays. It was a beautiful day. The

trees were white with snow. Bill and his friend went for a walk to the park. There was a lot of snow. Bill said, 'Let's make a snowman, Peter!' 'Oh! That's a good idea,' Peter said.

They made three big snowballs. The first snowball was very big. The second was smaller than the first one. The third was the smallest. The smallest snowball was the "head." Then they took three sticks: one for a "mouth" and two small sticks for "eyes".

Bill had an idea. 'We can make the nose out of a big carrot.' They ran home, took a big carrot and an old pot. The boys put the pot on the snowman's head and made the 'nose' out of the carrot. The snowman was ready. How funny it was! The friends were happy. They had a lot of fun.

What did the children use to make a nose for a snowman?

- a) a stick
- b) a carrot
- c) a pot

IV. Прочитай текст. Постарайся определить, какие слова пропущены. Заполни пропуски в тексте, используя приведенные в рамке слова.

<i>school</i>	<i>met</i>	<i>door</i>	<i>hour</i>	<i>sandwich</i>	<i>puppies</i>
---------------	------------	-------------	-------------	-----------------	----------------

It was early in the morning and Sandy was ready to go to school. She locked the door, put the key in the pocket and ran to school. On the way to school she 1 _____ some friends. They saw a nice brown dog with four little funny 2 _____. The friends decided to play with them. Sandy had a 3 _____ with cheese and gave it to the dog. The children played with the dogs for an 4 _____ and forgot about school. When they came to 5 _____ the first lesson was over.

V. Закончи электронное письмо Мэри ее подруге Джейн. Поставь глаголы в скобках в нужном времени.

Dear Jane,

How are you? How is (be) your new school? I 1 _____ (write) to tell you about my birthday party next week. Can you come? It's next Saturday at eight o'clock. I am really excited! I usually 2 _____ (have) my party in my living room, but next week I 3 _____ (have) it in the garden! Right now my mother 4 _____

(decorate) the garden and my sister 5 _____ (help) her. My mum usually 6 _____ (make) the cake, but next week I 7 _____ (make) it! My brother 8 _____ (buy) a lot of tasty things tomorrow. I hope everybody 9 _____ (like) my birthday party next week!

What about you? Please, write back soon and tell me about your classmates.

Love,
Mary

VI. Напиши своему другу по переписке письмо, расскажи ему о твоём однокласснике. Закончи приведенные ниже предложения.

Dear _____,

I'm writing to tell you about my new classmate. He is a very nice boy.

His name is _____

He lives in _____

His favourite subject is _____

My new classmate has two hobbies: _____

After school he usually _____

In the evening he sometimes _____

I hope to hear _____

Yours,

_____.

Контрольно-измерительные материалы для 5-го класса

☞ USE OF ENGLISH

I. Choose the correct form of the word.

1. The fox *live/lives* in the forest.
2. The cat is afraid of *many/much* birds and animals.
3. I will follow *he/him*.
4. The fox *is/are* afraid of the lion.
5. All the animals *are/am* afraid of him.
6. The man is the *stronger/strongest*.
7. The woman must be *good/better* than the man.
8. The animals *see/sees* the lion.
9. The cat looks *at/on* the woman.
10. A man comes *in/to* the forest.

☞ READING

I. Read the story and decide if the sentences are true (T) or false (F).

- | | |
|--|-----|
| 1) Many animals and birds are afraid of the cat. | T/F |
| 2) The lion comes and the fox runs away. | T/F |
| 3) A man with a dog comes to the forest. | T/F |
| 4) The cat runs away from the man. | T/F |
| 5) The kitchen is small and dirty. | T/F |

Why the Cat Is Always In the Kitchen

A little grey cat lives in the forest. She is very weak and she is afraid of the forest.

The cat is afraid of many animals and birds. So she wants to have a good friend who will protect her.

Suddenly she sees a fox and thinks, 'This must be the strongest animal. I will follow him and he will protect me.' And the cat follows the fox. But then a lion comes and the fox runs away. He is afraid of the lion.

The cat looks at the lion and thinks, 'This must be the strongest animal. Even the fox is afraid of him. So I will follow the lion and he

will protect me.' And the cat follows the lion. When the animals and the birds see the lion, they all run away as quickly as they can. They are afraid of the lion. And the cat thinks, 'Yes, the lion is the strongest animal. All the animals and the birds are afraid of him. The lion will protect me.'

Then a man with a gun comes to the forest and the lion runs away from the man. The cat looks at the man and thinks, 'The man is stronger than the lion. He can kill the lion. I will follow him and he will protect me.' So the cat follows the man and comes to his house.

When they come home, they see a woman. The woman says to the man, 'Wash your hands and go to the kitchen. We will have dinner.' The cat looks at the woman and thinks, 'She makes dinner, she feeds the man. So the woman must be better than the man. I'll follow her and she will protect me.' The cat follows the woman and comes to the kitchen. The cat likes the kitchen. It is a nice big kitchen and she stays there. That is why the cat is always in the kitchen.

II. Read the story again and put the sentences in the correct order.

- _____ a) The cat likes the kitchen.
- _____ b) The cat follows the lion.
- _____ c) The cat is afraid of many animals and birds.
- _____ d) When they come home, they see a woman.
- _____ e) And the cat follows the fox.
- _____ f) The cat follows the man and comes to his house.

III. Match the questions with the answers.

1. Where does the cat live?	a) Yes, she does.
2. Why does the cat want to find a friend?	b) In the forest.
3. Who is the fox afraid of?	c) A woman.
4. Why can the man kill the lion?	d) He has got a gun.
5. Does the cat find a friend at last?	e) The lion.
6. Who will protect the cat?	f) To protect her.

⇒ WRITING

Write your friend a short letter about your pet (30 words).

Контрольно-измерительные материалы для 6-го класса

☉ USE OF ENGLISH

I. Read Simon's letter and put the verbs in brackets into the past simple, the present perfect or the present simple.

Dear Derek,

Here is the information you asked for about the British Royal family.

Queen Elizabeth II 1 _____ (be) on the throne for 60 years. That's as long as Queen Victoria: she 2 _____ (be) Queen for almost 60 years. Anyway, Elizabeth 3 _____ (become) Queen in 1952, which was five years after she 4 _____ (marry) the Duke of Edinburgh. They 5 _____ (have) three sons and a daughter. The oldest 6 _____ (be) Prince Charles, or the Prince of Wales as they 7 _____ (call) him now. He 8 _____ (go) to school in Scotland and to university of Cambridge.

His marriage to Diana 9 _____ (go) wrong and then she died. Tragic! But not long ago he 10 _____ (remarry). He and his new wife 11 _____ (know) each other for a long time.

Well, that's all I've got time for now. Write again if there's anything else you want to know.

Best wishes,
Simon

II. Read the story below. Complete the gaps (1–8) with the best form of the word at the end of the line.

When Allan got to the airport, the airport official said, 'I'm sorry, sir, but your plane 1 _____ off. You will have to take the next flight. You 2 _____ in New York at about midnight.'

**TAKE
ARRIVE**

Allan was very upset. 'I must be in New York at 6 pm. I have a job interview there. I can't miss it. It's the 3 _____ job in the world. Thousands of men and 4 _____ dream of such a job.'

**GOOD
WOMAN**

The airport lady 5 _____ nothing and turned to another passenger. Allan wanted to ask her about other possible options, but she looked very busy so he stepped aside. Allan didn't know what to do. He realised that he 6 _____ to call the company manager and tell him that he would not come. For the 7 _____ time in his life Allan felt really disappointed. There probably wouldn't be a second chance for 8 _____. He pulled out his notebook. The time of the interview was written there: 6pm, Tuesday. Allan looked at his digital watch and read: 2pm, Monday.

SAY

HAVE

ONE

HE

➔ READING

I. Read the text and answer the questions.

London

London is the capital of Great Britain. It is a very old city. It is two thousand years old. London is not only the capital of the country but also a huge port. London is situated upon both banks of the Thames. There are 17 bridges across the river. The population of London is about 9 million people. London has three parts: the City of London, the West End and the East End.

The City of London is the oldest part of London. You can see narrow streets and pavements there. There are many offices, firms and banks in this part of London. The City of London is the financial centre of the United Kingdom.

The West End is the centre of London. There are many sights in the West End. They are, for example, the Houses of Parliament with Big Ben. It is interesting that the clock Big Ben came into service in 1859. Big Ben is the biggest clock bell in Britain. It weighs 13.5 tons.

Another interesting place is Westminster Abbey, which was founded in 1050. It is situated in the centre of London. Many great Englishmen were buried in the Abbey: Newton, Darwin and others.

The official London residence of the Queen is Buckingham Palace. It was built in the 18th century.

There are many nice squares in London. Trafalgar Square is one of them and it is in the centre of the West End. One can see a statue of Lord Nelson in the middle of this square.

There are many museums, libraries and galleries in London. The Tate Gallery is one of the well-known galleries in London. Henry Tate was a sugar manufacturer. He was fond of paintings and collected many pictures. The British Museum is a very interesting place in London. It was founded in 1753. The library of this museum has a lot of books.

The East End of London is the district for working people. There are many factories, workshops and docks there.

There are many cars and buses in London. There is the Tube (the Underground) in London, too. It is a good one.

One can say that the City is the money of London, the West End is the goods of London and the East End is the hands of London.

bury — хоронить

huge — огромный

pavement — тротуар

population — население

workshop — мастерская, цех

What is the capital of Great Britain? 1 _____

How big is the population of London? 2 _____

Name three main parts of London? 3 _____, 4 _____,
5 _____

What is the center of London? 6 _____

Who were buried in Westminster Abbey? 7 _____,
8 _____

Where is Trafalgar Square? 9 _____

What is the British Museum famous for? 10 _____

Where is the official London residence of the Queen?

11 _____

II. Match headings A — G with texts 1—6. There is one extra heading you do not need.

A. INFORMATION

B. TRANSPORT

C. PEOPLE

D. CLIMATE

E. TELEVISION

F. FOOD

G. RADIO

1. Ireland is located on an island. Winters in Ireland are not cold and rivers do not freeze. The summer months of June, July and

August are mild. However, the weather is changeable. If you are going to visit Ireland in summer, do not forget to take an umbrella and warm clothes.

2. Most buses in big cities in Ireland have conductors who collect the money, but in small places passengers pay the driver. The trains in Ireland are not cheap, but they usually leave on time. Taxies are easy to get although they are rather expensive in comparison with other countries.

3. Irish farmhouse cheeses are very popular gift items. Other products to delight tourists are Irish salmon, netted in autumn, oysters and hand-made chocolates.

4. The best place to learn how to get a room in a hotel or change money is your nearest Tourist office. In Dublin city-centre the Tourist office is situated at 14 Upper O'Connell Street, beside the Savoy cinema.

5. Ireland has two national stations, RTE 1 and Network 2. You can watch different programmes. Most popular are music programmes, political news, country news and sports. People can also enjoy watching drama, films etc.

6. It is impossible to make any statement about the characteristics of the Irish, but they are known for their humour, hospitality, kindness. The Irish know how to have a good time and very often they get enjoyment in the pub to the accompaniment of Irish folk music.

1	2	3	4	5	6

➔ WRITING

Your friend wants to know about your last trip abroad. Write a short letter (50–60 words) describing it.

Максимальное количество баллов за тест — 42

Контрольно-измерительные материалы для 7-го класса

Вариант 1

☞ READING

I. Read the story by Arthur C. Clarke ignoring the gaps and decide which title suits best.

- a) THE SECRET
- b) THE MOON RESEARCH CENTRE
- c) AN UNUSUAL HAMSTER

Henry Cooper was a journalist. He was on his second visit to the Moon, away from the crowded Earth. He 1 _____ (know) something was strange. People 2 _____ (not want) to talk to him. Cooper decided to find out the secret. He telephoned the Police Chief, Chandra, an old friend of his.

'You know everything that 3 _____ (happen) on the Moon, Chandra. So, why 4 _____ people _____ (try) to hide things from me?'

'No idea,' Chandra said. 'I'll start asking some questions.'

The Police Chief promised to find out about the secret. Two weeks later they met. They left the city in a Moon car and drove towards the research centre. Cooper could see the Earth, low in the southern sky. Finally, they came to a large modern building and went in. It was Sunday morning and the research centre was empty. They went into a big laboratory in the centre of the building. It was full of different plants and small animals from the Earth. Waiting there was a short, grey-haired man. He looked very worried and unhappy.

'Dr Hastings,' said Chandra. 'This is Mr Cooper. He is a journalist from the Earth.'

Dr Hastings took out a small brown animal from a container.

'5 _____ you _____ (know) what this is?' Dr Hastings asked.

'Of course,' said Cooper. 'A hamster — used in laboratories everywhere.'

'Yes,' said Hastings. 'But this hamster is five years old.'

'Well? What's strange about that?'

'Hamsters only 6 _____ (live) for two years. And we have some here that are nearly ten years old.'

'So you 7 _____ (find) a way to make life longer!'

'Oh, no,' Hastings said. 'We haven't found it. The Moon has given it to us. On the Earth,' he went on, 'we live with gravity. Everything we do is hard work for our bodies. But here on the Moon, a body has to do only a sixth of that work.'

'I see,' said Cooper. 'Ten years for a hamster... And how long for a human?'

'On the Moon,' said Hastings, 'a human 8 _____ (live) at least two hundred years.'

'And you want to keep it a secret!'

'Don't you understand? Think of all people on the Earth. Six billion people on the small, crowded planet. And now we find that we can live for two hundred years. Imagine what they're going to think about that news! This is your problem now, Mr. Journalist; you've asked for it, and you 9 _____ (get) it. Tell me, please, how you are going to tell them.'

Cooper opened his mouth, then closed it again. In the corner of the room, one of the baby animals began to cry.

II. Read the story again. Put the sentences about the story in the correct order. The first has been done for you.

____ a) Two weeks later, Chandra and Cooper went to a research centre. They met a scientist there called Dr Hastings. He showed them a hamster.

____ b) In the end, Cooper learned the secret, but he couldn't tell anyone on the Earth about it!

1 c) Henry Cooper was a journalist visiting the Moon. He knew there was something strange and wanted to find out what was happening on the Moon.

____ d) Then Dr Hastings told him the secret. Humans live for two hundred years on the Moon.

____ e) He phoned a friend, the Police Chief, and asked him to help him find out the secret.

____ f) First, he told Cooper that hamsters lived five times more on the Moon than on the Earth because there was less gravity.

III. Read the story again, then study questions 1 – 4 and circle the correct answer: a, b, or c.

1. Why did Cooper call his friend, the Police Chief?

- a) They haven't met for a long time.
- b) He wanted to ask Chandra to help him.
- c) He wanted to interview him.

2. What was the research centre for?
 - a) They studied rocks.
 - b) They studied hamsters.
 - c) They studied life on the Moon.
3. Why did animals live longer on the Moon?
 - a) There was less pollution.
 - b) There was low gravity there.
 - c) It wasn't crowded.
4. Why didn't Dr Hastings want to tell people on the Earth the secret?
 - a) There were six billion people.
 - b) He wanted to live 200 years.
 - c) A lot of people would like to come to the Moon.

☉ USE OF ENGLISH

I. Read the text again and complete it with the proper tense forms of the verbs in brackets.

II. Find the opposites to the adjectives in bold.

Cooper could see the Earth, **1) low** in the southern sky. He knew something was **2) strange**. Finally, they came to a **3) large 4) modern** building and went in. It was Sunday morning and the research centre was **5) empty**. Waiting there was a **6) short**, grey-haired man. He looked very **7) worried** and **8) unhappy**. 'Everything we do is **9) hard** work for our bodies.' 'So you've found a way to make life **10) long!**'

- | | |
|------------------|-----------------|
| _____ a) calm | _____ f) normal |
| _____ b) crowded | _____ g) old |
| _____ c) easy | _____ h) short |
| _____ d) excited | _____ i) small |
| _____ e) high | _____ j) tall |

☉ WRITING

Your friend wants to know what you think about life in the future. Write a short letter (50—60 words) with your ideas. Do you think people will really live 200 years in the future and why? Do you think people will live on the Moon or other planets?

Максимальное количество баллов за тест — 35

Вариант 2

➔ READING

I. Read the text ignoring the gaps. Choose the ways olive oil can be used that are mentioned in the text.

as a cooking oil	to clean floors
in suntan lotions	to lower the risk of serious diseases
in hair conditioners	to heal stomach disorders
in soaps	to treat minor wounds/illnesses
to provide heat	to remove paint
to fix squeaky doors	to treat burns
to polish diamonds	to preserve fish and cheese

Miracle Oil

Did you know that there is 1 ___ fruit juice that you can cook with, wash with and preserve things with? It has been used for thousands of years in countries such as Greece, Italy and Spain. What is it? It's olive oil, of course, and it's fast becoming the most popular oil in the world.

Although people in Mediterranean countries have been using olive oil for over 4,000 years, it has only recently become popular in 2 ___ other parts of the world. In fact, people beyond 3 ___ Mediterranean once saw olive oil as little more than exotic but expensive luxury. However, recent studies linking 4 ___ olive oil-rich diet with low rates of heart disease have made the rest of the world sit up and take notice. As 5 ___ result, more and more people have come to realise 6 ___ many olive oil nutritional benefits giving up other oils.

As well as tasting delicious and being 7 ___ healthiest cooking oil available, olive oil has many other uses. It is 8 ___ major ingredient in 9 ___ many cosmetics, hair conditioners and soaps. It also has 10 ___ wide variety of less known uses, such as fixing squeaky doors and even polishing diamonds. It's also 11 ___ preservative, and will keep fish and cheese fresh for years.

Perhaps more important, though, is olive oil's value as 12 ___ medicine. Not only can eating olive oil lower 13 ___ risk of serious diseases, such as cancer and heart disease, it can also have 14 ___ healing effect on many stomach disorders. On top of this,

Mediterranean people have traditionally used it to treat minor wounds and illnesses. This could explain why people in Mediterranean countries tend to live longer.

So 15 ____ next time you go shopping, don't forget to add olive oil to your list. It will make your food taste better and your life last longer!

II. Fill in the gaps in the text with the correct article *a/an, the* where necessary.

III. Read the article again, then study questions 1–4 and circle the correct answer *A, B, C, D*.

1. Olive oil
 - A. is not well-known.
 - B. is gaining popularity.
 - C. is a fruit.
 - D. is used only in the Mediterranean.
2. The people of the Mediterranean
 - A. have been using olive oil for a very long time.
 - B. think olive oil is too expensive.
 - C. have recently discovered olive oil.
 - D. have a high rate of heart disease.
3. Olive oil is not used
 - A. to wash with.
 - B. to cook with.
 - C. to polish wood.
 - D. to keep food fresh.
4. Olive oil can
 - A. cure heart disease.
 - B. heal serious injuries.
 - C. cause stomach problems.
 - D. help you live longer.

IV. Fill in the correct word from the list to make phrases from the text.

<i>Mediterranean</i>	<i>take</i>	<i>stomach</i>	<i>lower</i>	<i>treat</i>
<i>squeaky</i>	<i>oil-rich</i>	<i>heart</i>	<i>healing</i>	<i>nutritional</i>

1 _____ people
2 _____ wounds
3 an _____ diet
4 _____ disease
5 _____ benefits

6 to _____ the risk
7 to _____ notice
8 _____ disorders
9 _____ doors
10 _____ effect

➔ WRITING

Write an article for a popular teenage magazine about black chocolate in 120–150 words. Use the ideas from the text.

Максимальное количество баллов за тест — 41

Контрольно-измерительные материалы для 8-го класса

Вариант 1

➔ READING

I. Read the story about sharing a flat with other young people ignoring the gaps. Choose the best heading in 1–8 for each paragraph A – G. Use each heading only once. There is one heading you do not need to use. Write the correct number in the table below.

1. TOO MANY INSECTS
2. OTHER SIDES OF SHARING A FLAT
3. LOOKING FOR A NON-SMOKING FEMALE
4. THE MOST IMPORTANT PROBLEM
5. LIVING WITH BOXES
6. BAD LUCK
7. A MORNING QUEUE
8. THE WORST WAY TO FIND NEIGHBOURS

A	B	C	D	E	F	G

II. Read paragraphs A and B. For each gap 1–7, select the best word or phrase (*a*, *b*, *c* or *d*) to complete the text.

Room to Let

A. You might think that sharing 1 _____ with other young people is a good idea. But there is one major problem: how 2 _____ the right people? I've had at least 25 3 _____, so I should know. It seemed the sensible thing to do when I 4 _____ to London. Missing 5 _____ my old friends and worried about feeling lonely, I moved in with 13 other people so that I would always have 6 _____ to talk to. I did — my bed was on the landing.

B. Then there was the bathroom rota. Accommodating 14 people before breakfast needed a military style operation. We started taking turns at 5.30 and 7 _____ person to join the household got the first turn. The only advantage was that he or she also got all the hot water.

- | | | | |
|------------------|--------------|----------------|----------------|
| 1 a) the flat | b) a flat | c) flat | d) home |
| 2 a) have chosen | b) choose | c) to choose | d) will choose |
| 3 a) relatives | b) friends | c) classmates | d) flatmates |
| 4 a) moves | b) has moved | c) would move | d) moved |
| 5 a) of | b) — | c) about | d) for |
| 6 a) someone | b) anyone | c) anybody | d) everybody |
| 7 a) the last | b) the least | c) the lastest | d) the latest |

C. Sadly, the owners threw us out and I had to find a new home fast, which is why I ended up with Gina the circus performer. When I first met her, she was hanging upside-down above the stairs. She seemed nice though, and the elegant old building was ideal. While we were sipping herbal tea and she was questioning me about my diet and political beliefs, I noticed she had lots of great books I wanted to read. However, things went sour the day I moved in when Gina refused to let me get rid of an army of ants that had moved into my room. She said that killing was against her religion. So was cleaning the bath. As if that wasn't enough, she left a note on the fridge, where we usually left messages about phone calls and milk, stating her intention to murder me with poison. I moved out in the middle of the night. After that I ended up with some student doctors and was happy enough until we all caught a mysterious illness.

III. Read paragraphs D and E. Make a suitable word from the prompt at the end of each line to fill in gaps 1—9 so the sentence is grammatically correct. Write the words you have made in the gaps.

D. It was at this point I broke my self-made rule.

After 1 _____ a student house with two friends in Oxford I 2 _____ I would never again put a friendship to the phone-bill test. But of course I couldn't afford a one-bedroom flat in 3 _____ London so I agreed to get a place with a very neat and tidy friend from school.

SHARE
DECIDE

CENTRE

E. The house we 4 _____ had three bedrooms, a 5 _____ -machine and a nice little garden. We moved at once. I got the 6 _____ bedroom because I wasn't going out with anyone, but my new flatmates promised we would swap round within six months. That was 18 months ago. I'm still in the small room and my belongings are still in 7 _____ on the landing, though one of the 8 _____ girls has been 9 _____ by a banker.

FIND
WASH
SMALL

BOX
ORIGIN
REPLACE

F. What we had advertised for was a female non-smoking professional, but anyone who looked even slightly interesting had always found a better place by the time we decided that they wouldn't steal our boyfriends. The banker got in by promising that being male hadn't made him incapable of washing dishes and cleaning. He lied, of course.

G. There are, though, advantages to the flat-sharing life. If you can forgive them for drinking the last of your milk, you get captive shoulders to cry on. If you can forget about the ring around the bath, your CD collection instantly gets three times bigger — though you won't want to listen to most of it. You get three minds to remember to put out the rubbish. Three ways to split the rent. And, unlike a partner, your flatmates won't care if you wear those old clothes all weekend. In fact, on a good day I wouldn't be without mine. Unless I could afford a place of my own.

IV. Read the story again, then choose the best answer: *a, b, c* or *d* for each question 1–7.

1. Why did the writer share a flat when she moved to London?
 - a) She went there with friends.
 - b) She wanted to have company.
 - c) There were twenty-five people to talk to.
 - d) She had a big room all to herself.
2. The newest person in the flat had to
 - a) get up very early.
 - b) wash with cold water.
 - c) go without breakfast.
 - d) wash after breakfast.
3. She moved in with Gina because
 - a) she wanted to live in a modern flat.
 - b) she was in a hurry to find somewhere to live.
 - c) Gina worked in a circus.
 - d) Gina didn't ask her any personal questions.
4. She moved out because Gina
 - a) refused to pay the telephone bill.
 - b) was cruel to animals.
 - c) was always cleaning the bath.
 - d) threatened to kill her.
5. Why did she move in with her friend?
 - a) Living alone would be too expensive.
 - b) The one-bedroom flat was big enough for two.

- c) They had already shared a flat in Oxford.
 - d) She had decided only to live with friends.
6. Why is she still in the smallest bedroom?
- a) Her flatmates broke their promise.
 - b) It is part of the agreement she made.
 - c) She now has a boyfriend.
 - d) It is big enough for her things.
7. One reason she likes flat sharing is that
- a) it is better than owning a flat.
 - b) someone else will clean the bath.
 - c) it is much cheaper than living alone.
 - d) flatmates encourage each other to dress well.

⇒ WRITING

This is a part of a letter from an English-speaking friend.

...I'd like to find out more about your plans. Are you planning to share a flat with your new friends when you finish school? What can you do about the house? How often do you want to have a party in your flat? I'd love to know everything!

Best wishes,

Alex

Write back to Alex answering his questions. Write 100—120 words. Remember the rules of letter writing.

Максимальное количество баллов за тест — 36

Вариант 2

⇒ READING

I. Read the article about Howard Hughes. Make it complete with a suitable word from the prompt in brackets 1—9. Write the words you have made in the gaps.

Howard Hughes was born in 1905 in Houston, Texas. His father started the Hughes Tool Company. He was a workaholic and made a lot of money. He bought everything he wanted. He even gave money to schools so Howard could get into them. From his father, Howard learned to be a successful but ruthless businessman. Hughes's mother,

Allene, also had a big influence on his life. Howard was her only child. She protected him and gave him everything. Unfortunately, Allene had mental problems. She was afraid of germs and diseases. She was obsessed with Howard's health, and he became obsessed with it too.

Allene died when Howard was 16 years old. Two years later his father died. Hughes inherited Hughes Tool Company. Then he married Ella Rice. He and Ella moved to Los Angeles, California. It was there that Howard Hughes began to become a legend.

Hughes began to invest his money in movies. He became an important 1 _____ (produce) soon after he moved to California. He worked hard, but he also played hard. He 2 _____ (become) obsessed with power and control. When he couldn't get something 3 _____ (legal), he gave money to politicians and businessmen so they would help him. He owned a lot of businesses, 4 _____ (include) airplane companies, a movie studio, Las Vegas hotels, gold and silver mines, and radio and television stations. Once he 5 _____ (buy) a television studio so he could watch movies all night. He also bought a hotel because he wanted to stay in his 6 _____ (favour) room for a weekend. Hughes loved the wild Hollywood life and dated many 7 _____ (fame) movie stars. Of course, his money ended very quickly. He asked every woman to marry him on the 8 _____ (one) date. Hughes used people for his pleasure and didn't treat them very 9 _____ (good), so he had no real friends.

II. Read the article again and say which sentences 1—7 are True (a), False (b) or the information is Not stated (c).

1. Howard Hughes was born in 1905 in Canada.
a) True b) False c) Not stated
2. From his father, Howard learned to be a successful but rude businessman.
a) True b) False c) Not stated
3. Hughes loved the wild Hollywood life and dated many famous movie stars.
a) True b) False c) Not stated
4. He set many flying records of his time, including the fastest flight around the world.
a) True b) False c) Not stated
5. All his life he used his money to control his business in California.
a) True b) False c) Not stated

6. When he couldn't get something legally, he gave money to politicians and businessmen so they would help him.

a) *True* b) *False* c) *Not stated*

7. Hughes had bought everything in his life, except happiness.

a) *True* b) *False* c) *Not stated*

III. Put the sentences below in the right order, according to the text.

1. Hughes began to invest his money in movies.
2. His father died.
3. Howard Hughes spent his childhood in Houston, Texas.
4. He married Ella Rice.
5. Allene died when Howard was 16 years old.
6. Once Hughes bought a television studio so he could watch movies all night.
7. He and Ella moved to Los Angeles, California.

➔ USE OF ENGLISH

Choose a suitable word from the list in the right column to fill in gaps 1–15 so the sentence is grammatically correct. Write the words you have chosen in the gaps. You can use one word once only. There are some words you do not need.

Money Isn't Everything

Sometimes the world can seem like it's split into people who 1 _____ money and people who don't. Every time we turn 2 _____ the TV, there are companies who are trying to get us to buy things. If you don't have 3 _____ money to buy things that other people have, it can 4 _____ you feel that you don't belong. It can feel embarrassing. Maybe you can't have 5 _____ latest trainers, go to the movies or go on holiday.

Then again, if you're the 6 _____ with the cash and your friends think you've got plenty 7 _____ money, that can 8 _____ bad news too. You 9 _____ like to buy them things, but you don't want 10 _____ look like you're showing off.

Or maybe they 11 _____ asking to borrow money and you don't like to say no. Either way, money can sometimes 12 _____ friends to fight and fall out.

as
be
but
cause
enough
for
have
keep
make
may
of
on
one
or
take

Money is cool when it lets you get the things that you want 13 _____ it isn't everything. In the long run, it's 14 _____ friendships that will keep you going through life.

*the
there
to
what
your*

When things aren't going well, 15 _____ you want to celebrate something, your friends will be there.

➤ WRITING

Read the letter from a friend and reply to it. Write about 60–80 words.

...and it was a really interesting lesson. We all had to talk about what things we'd really like to have in the future. Some of the class said they wanted to be rich and have things like big houses and swimming pools. Other people said they weren't interested in material things and wanted to have good friends and an interesting job. What about you? What would you like to have if you had lots of money? What would make you really happy in future? What kind of life would you really like to have? I'd love to hear all about it.

Hope to hear from you soon.

Best wishes,

Sarah

Максимальное количество баллов за тест — 44

Контрольно-измерительные материалы для 9-го класса

Вариант 1

➔ READING

I. Read the text *Different Strokes* ignoring the gaps and choose the best heading for each part of the text.

- | | |
|--------------------|-----------|
| A. TRADITION | Part ____ |
| B. CLASS | Part ____ |
| C. SENSE OF HUMOUR | Part ____ |
| D. HONESTY | Part ____ |
| E. GIVING GIFTS | Part ____ |

II. Read part of the text. Make a suitable word from the prompt at the end of each line to fill in gaps 1—8 so the sentence is grammatically correct. Write the words you have made in the gaps.

Different Strokes

Part 1

Americans are 1 _____ when it comes to giving gifts. Almost any occasion is an excuse to give a present. Christmas, birthdays, weddings, 2 _____, the birth of a child, a new neighbour moving in, someone leaving, or the 3 _____ of a new pet.

Americans will usually open their gifts in the presence of the 4 _____. And on opening them, they'll say things such as, 'Oh, that's great. You're so kind', or 'Oh, I wanted that so much'.

The Brits are 5 _____, of course. Giving gifts isn't so popular, and in certain parts of Britain, 6 _____ in the north, it is 7 _____. On being presented with a gift, Brits have a 8 _____ sense of suspicion. 'What's this?' they may ask, 'It's not my birthday. What are you after?'

GENEROSITY

**GRADUATE
ARRIVE**

GIVE

DIFFER

**PARTICULAR
KNOW
NATURE**

III. Read part 2 and put the missing sentences (A – E) into the correct places of the text (1–5).

Part 2

Americans are generally straightforward when it comes to expressing themselves. 1 _____. If they're feeling ill, they'll let you know. And if they don't like a film, they'll be frank about it.

The British, on the other hand, prefer to use something known as understatement. This consists of saying that something good or bad isn't as good or bad as it really is — they “understate” the facts. So, if the weather is really bad and it's 50° below zero, 2 _____; and if they've just had a serious surgical operation and they're feeling ill, they'll tell you they're “just a bit under the weather”; and 3 _____, they'll say it “wasn't bad”.

There are also extreme cases, such as the artillery officer 4 _____ and who asked his sergeant if he could “kindly look for the leg”; or the English gentleman who was involved in a car accident and who lost his right hand. 5 _____, 'Oh, I mustn't grumble. At least I've got the use of my left hand.'

- A. they'll tell you that “it's just a bit cold”
- B. if they see a really boring film
- C. If the weather is bad, they'll tell you it's bad.
- D. On being asked how he felt, he replied
- E. who lost his leg in the Battle of Waterloo

Part 3

Americans like to think that everyone in America is equal; and that anyone can live the American dream. This is partly true. Just look at their presidents and politicians: one president was a Hollywood actor (Ronald Reagan); and the ex-governor of California is an ex-weightlifter (Arnold Schwarzenegger). In theory, there's no such thing as a class system in America. Just about everyone likes to think they are middle class, and that even a plumber can have a son who's a university professor.

However, this is a myth, and Americans have their own upper classes (the Kennedys and the Vanderbilts), and lower classes (white trash, hillbillies, and marginalised groups).

In Britain, the class system is much more evident. And people are proud of the class they belong to, each group having its own accent, way of dressing, and residential zone.

Part 4

Americans like tradition, but they aren't sentimental about it. After all, they can go to Europe for things like that. They are much more practical, and admire things for their functionality. If it isn't serving any practical purpose, it doesn't deserve to exist, and it's time to pull it down.

In Britain, things are different, and for the Brits, tradition represents continuity, and it must be preserved at all costs. In the past they have fought to defend the pound, red telephone boxes, the pint, and imperial measurements (miles, feet, inches, etc). It's not practical, but it's British. And this is why judges still wear 18th-century wigs, and there are Lords and Ladies.

IV. Read the next part of the text. Make a suitable form of the word from the prompt at the end of each line to fill in gaps 1–10 so the sentence is grammatically correct. Write the words you have made in the gaps.

Part 5

American humour is based entirely on jokes about lawyers. In American society this profession 1 _____, and there are literally thousands of lawyer jokes. Here's a typical one.

HATE

A funeral procession 2 _____ by and it's being led by a man 3 _____ beside a lion. Behind the coffin there is a line of around 200 people. A bystander asks, 'Hey, what's going on?'

PASS

WALK

And the guy at the front says, 'My lion 4 _____ my lawyer, and this is the 5 _____ funeral.'

EAT

LAWYER

'Hey,' says the bystander, 'Could I borrow your lion? I've got a lawyer, I'd like to have him eaten.'

'Sorry,' says the man, 6 _____ to the 200 people behind the coffin. 'You 7 _____ to get to the end of the line — those guys are waiting for the same thing.'

POINT

HAVE

The British sense of humour is 8 _____ than the American one. It's based on sarcasm, irony and misunderstandings. Here's an

SOPHISTICATED

example of this type of humour from a popular British comedy series 9 _____ “Blackadder”. In this scene, Blackadder, an aristocrat at the court of King George III, 10 _____ to the prince of England. This English prince isn't very clever, unlike our current ones.

CALL

TALK

Prince: Some fellow said that I had the wit and sophistication of a donkey.

Blackadder: Oh, an absurd suggestion, sir.

Prince: You're right, it is absurd.

Blackadder: Unless, of course, it was a particularly stupid donkey.

V. Read parts 3, 4 and 5 again and choose the best answer (a, b, or c).

1. Americans like to think that
 - a) everyone in America can become a president.
 - b) everyone in America has the same rights.
 - c) everyone in America can dream.
2. Ronald Reagan was
 - a) a rock singer.
 - b) a Hollywood actor.
 - c) a famous TV host.
3. Even a plumber likes to think that
 - a) he is middle class.
 - b) he can be a professor in the future.
 - c) he is the best one.
4. Every class in Britain has
 - a) its own language and territory.
 - b) its own accent and dress-code.
 - c) its own life-style.
5. Americans think that
 - a) to follow traditions is a waste of time.
 - b) everything should be functional and practical.
 - c) they are too sentimental.
6. The Brits
 - a) are proud of their traditions.
 - b) prefer to change their traditions every century.
 - c) like to adopt traditions of other countries.
7. Americans usually joke
 - a) about themselves.
 - b) about mother-in-laws.
 - c) about lawyers.

8. Sarcasm, irony and misunderstanding
- a) are the base of the American sense of humour.
 - b) are the base of the British sense of humour.
 - c) are absent in both American and British jokes.

⇒ WRITING

Read the statement and the questions below.

People think that every nation has its own features.

What do you think about it? How do the Russians differ from the British and the Americans?

Write an essay (150—200 words), expressing your opinion.

Максимальное количество баллов за тест — 48

Вариант 2

⇒ USE OF ENGLISH

I. Look at these sentences. Choose the correct word: a, b, or c for each gap.

1. Why don't you try ___ to the local tourist's information office?
 - a) apply
 - b) applying
 - c) applicaton
2. I think you ___ see if you can get a job in a shop.
 - a) should
 - b) might
 - c) would
3. What about jobs ___ you could practise your English?
 - a) where
 - b) how
 - c) which
4. It should be possible ___ you to work in a restaurant.
 - a) if
 - b) with
 - c) for
5. Look for businesses which need to ___ an interpreter.
 - a) put
 - b) have
 - c) do

II. Match words and phrases 1–10 with their definitions a–j.

- 1 apply
- 2 starting salary
- 3 curriculum vitae (CV)(BrE)/resume(AmE)
- 4 permanent job
- 5 interview
- 6 temporary job
- 7 qualification
- 8 working conditions
- 9 experience
- 10 part-time job

- _____ a) *a job which will end on a specific day*
_____ b) *training or exams needed for a job*
_____ c) *working less than the normal working week*
_____ d) *to ask questions to find out if someone is right for a job*
_____ e) *a job which you can expect to do for a long time*
_____ f) *the amount of money you are paid when you start working*
_____ g) *knowledge you get from doing a job for a long time*
_____ h) *situation in which you work*
_____ i) *to ask for a job in writing*
_____ j) *a short history of your education and where you have worked*

so far

III. Read the following advice from a career consultant, and fill in gaps 1–8 with a suitable word or phrase from the list. Use each word or phrase only once. There is one word or phrase that you do not need.

- a) *why not* b) *for* c) *this kind of* d) *those* e) *being*
f) *except* g) *something* h) *even* i) *to*

Get It Right

Katy Smith, career consultant, has a few tricks up her sleeve for 1 _____ looking for a job. Go on and get it right!

Read recruitment sections in newspapers and on the Internet. A good permanent job with a promise of long-term employment can be difficult to find, so 2 _____ take a temporary job, 3 _____ if it is only for a few month. Every day in most local newspapers there are attractive advertisements for both full-time and part-time jobs, so don't miss them! When you've decided to apply 4 _____ a job, send your application with a CV as soon as possible. Don't forget to list all your qualifications (degrees and diplomas) and any previous experience you have with 5 _____ work. At the interview don't be

afraid 6 _____ ask about working conditions (e.g. hours or holidays) but wait for the interviewer to mention the question of a starting salary. Money is a delicate issue and 7 _____ greedy will not get you a job.

Dress for success! Put on smart clothes and wear 8 _____ bright to boost your confidence at the interview.

IV. Read these pairs of sentences from job application letters. In each case, decide which alternative: *a* or *b*, you think is more appropriate.

1. a) I am writing in reference to your advertisement for tourist guides.
b) I am writing because I saw your advertisement.
2. a) There are many reasons why I would be great at the job.
b) I feel I would be suitable for the position for a number of reasons.
3. a) I have achieved high marks in my English language exams.
b) My English language ability is unbelievable.
4. a) I can say everything I want to say.
b) I believe that I have good communication skills.
5. a) I am a major expert on our town's history.
b) I have always taken a keen interest in the history of our town.
6. a) I would like to develop my career.
b) My present job is rubbish.

➔ WRITING

You have received a letter from your English-speaking friend Tom who writes:

...I have seen a job advertisement in a paper: our Tourist Agency is inviting young people to work as tourists' guides. You know, our town is growing in popularity with foreign tourists, so they need guides to show them around. Friendly manners, good English and knowledge of the history of our city are required. Do you think I fit the description? Anyway, I am planning to apply to work part-time as holidays are near and I don't have any other plans.

And what are your plans for the summer? Are you thinking of working part-time?

*Best wishes,
Tom*

Write a letter to Tom answering his questions in 100—140 words.

Максимальное количество баллов за тест — 35

Контрольно-измерительные материалы для 10-го класса

☞ READING

I. Read the article about the climber Annabelle Bond ignoring the gaps and match the headings (1–7) to the paragraphs (A – F). There's one extra heading. Write the correct number in the table below.

1. A CHALLENGE
2. A WORTHY CAUSE
3. HOME, SWEET HOME
4. A RECORD BREAKER
5. AMBITIONS
6. THE BACKGROUND
7. EXPERTS' EVALUATION

A	B	C	D	E	F

II. Read the article again and say whether sentences 1–10 are true (T) or false (F).

1. Ms Bond has become famous as a record breaker in female climbing. T / F
2. She didn't have any accidents on her journey. T / F
3. Only four men in the world have climbed the peaks faster than Annabelle. T / F
4. Her grandmother, Christine, was among the first women to start climbing in the 1920-s. T / F
5. Annabelle has always wanted to be a climber like her grandmother. T / F
6. Everest inspired Ms Bond to climb the highest peak in each of the 7 continents. T / F
7. Climbing the highest peaks was the most difficult thing on her journey. T / F
8. She completed the climbs on her own. T / F
9. According to some experts, Ms Bond chose the most difficult peaks. T / F
10. Male climbers are not jealous of Ms Bond. T / F

Amazing Feats

A. In this week's edition of Amazing Feats we 1 _____ (report) on the extraordinary achievement of the climber, Annabelle Bond. It 2 _____ (take) a huge physical effort, and a considerable amount of money, but Annabelle just 3 _____ (fly) back to her home in London after 4 _____ (become) the fastest woman ever to climb the 5 _____ (high) mountain in each of the seven continents. The feat took her to Nepal and Tanzania, Argentina, Alaska and Antarctica, Australia and Russia, with the odd avalanche in between. The summits 6 _____ (scale) in 360 days. Not only is this the fastest time ever for a woman but it's also the 7 _____ (four) fastest for a climber of either sex. According to Annabelle, the 8 _____ (good) experience of all was seeing the top of Everest.

B. Annabelle Bond is the daughter of Sir John Bond, the head of the bank HSBC. She was born in Singapore in 1969 and grew up in Jakarta and Hong Kong, coming to Europe at the age of eight to attend boarding school, first in England and then in Switzerland. Her grandmother, Christine, was a pioneering female climber in the 1920 s. Returning to Hong Kong in 1991, Ms Bond spent the next eight years working as an estate agent. It was then that she started running mountain half-marathons and setting records, fitting her training in between her appointments with clients. Initially, she had been the kind of person who didn't think that she could run for more than an hour. However, she finally decided that buying and selling houses was not what she really wanted to do and in 2000, she left the estate agent's where she'd been working and headed for San Valley, Idaho, to ski and climb.

C. A trip to Everest base camp, where she fell madly in love with the dramatic scenery, further whetted her appetite for climbing and she decided to attempt to climb the highest peak in each of the seven continents: Mount Everest in Asia, Mount Elbrus in Europe, Aconcagua in South America, Mount McKinley in North America, Kilimanjaro in Africa, Mount Kosciuszko in Australia and Vinson Massif in Antarctica. Ms Bond was twice admitted to hospital with frostbite and said she felt lucky to survive Everest after two climbers who joined their party died on the descent. In Ms Bond's view, however, the biggest problem had been keeping to the schedule, as each mountain had to be climbed in the right season. It was also extremely hard to stay fit and healthy while living on little other than freeze-dried food.

D. She said the ascents had raised £850,000 for the Eve Foundation, a charity that was set up in memory of a friend who died of cancer. With the money she raised she was also able to pay for the education of the children of her Sherpas in Nepal. She is swift to point out that it has all been something of a team achievement, the climbs being completed with the guides from New Zealand Adventure Company and filmed by a cameraman.

E. However, fellow climbers agree that getting up Everest is a feat in itself. Tom Prentice, the author and former editor of Climber magazine, said that it was a fantastic achievement for everyone to have climbed the seven highest summits on all the continents. He added, however, that there were many much harder peaks than some of the summits on the list. Ms Bond is aware that she has had 'mixed reviews' in the climbing world but she's been impressed by the lack of chauvinism she has encountered and said everyone had been very supportive.

F. When she returned to London, she said she was happy to be back but was feeling a bit jetlagged. The pleasures of life back in London for Ms Bond are those of home comforts like a shower and a loo, and seeing family and friends again after nearly a year living mainly in tents. So, what's next for Annabelle Bond? She's in demand as a celebrity speaker, but says she isn't quite sure what she will be doing in the future. Although she says she certainly isn't rushing off to climb any mountains, she nevertheless wants to do something that will push her to the limit again. Watch this space.

➤ USE OF ENGLISH

I. Read paragraph A again. Make a suitable word from the prompt in brackets to fill in gaps 1–8 so the sentence is grammatically correct. Write the words you have made in the gaps.

II. Match the highlighted words in the following sentences (1–10) with their meanings (a–j):

1. The feat took her to Nepal and Tanzania, Argentina, Alaska and Antarctica, Australia and Russia, with the odd *avalanche* in between.

2. She scaled the *summits* in 360 days.

3. Returning to Hong Kong in 1991, Ms Bond spent the next eight years working as an *estate agent*.

4. **Initially**, she had been the kind of person who didn't think that she could run for more than an hour.

5. A trip to Everest base camp, where she fell madly in love with the dramatic scenery, further **whetted her appetite** for climbing and she decided to attempt to climb the highest peak in each of the seven continents.

6. In Ms Bond's view, however, the biggest problem had been keeping to the **schedule**, as each mountain had to be climbed in the right season.

7. She said the **ascents** had raised £850,000 for the Eve Foundation.

8. However, fellow climbers agree that getting up Everest is a **feat** in itself.

9. Ms Bond is aware that she has had 'mixed reviews' in the climbing world but she's been impressed by the lack of **chauvinism** she has encountered and said everyone had been very supportive.

10. When she returned to London, she said she was happy to be back but was feeling a bit **jetlagged**.

- a) *an action that needs skills, strength or courage*
- b) *to increase your desire for or interest in smth*
- c) *at the beginning*
- d) *the highest point of smth*
- e) *a plan that lists all the work that you have to do and when you must do each thing*
- f) *being tired and slightly confused after a long plane journey*
- g) *a mass of snow, ice and rock that falls down the side of a mountain*
- h) *the belief held by some men that men are more important and intelligent than women*
- i) *the act of climbing or moving up, an upward journey*
- j) *a person whose job is to sell houses and land*

⇒ WRITING

Ms Bond risked her life to scale the highest summits. Do you think women should do extreme sport and break such records? Why? Write a paragraph (100—140 words) to express your opinion and give your reasons.

Контрольно-измерительные материалы для II-го класса

Вариант 1

☞ USE OF ENGLISH

I. Read the text and use the verbs in brackets in the correct form.

One of the most common problems people face when they try to get their affairs in order, to finish up their jobs and get into that blessed state in which they can solve problems as they come rather than have them 1 _____ (pile) up while they 2 _____ (do) something else, is that they realize that they 3 _____ (swamp) with a vast variety of jobs which need 4 _____ (complete). Some of those jobs have deadlines that 5 _____ (near) closer by the minute. Others are jobs which demand that they 6 _____ (do) right now and any delay may immobilize you completely. Both of these incapacitate your ability to go about doing your tasks systematically and pick them off one by one. The fact that by the day you get more and more tasks which need to be done one way or another makes it practically impossible to think that these tasks should be done one by one. For this reason we often take up what 7 _____ (call) multitasking.

We begin doing all things at the same time. Or at least we attempt to do them all at the same time. Maybe we decide to sit down and be systematic about everything, so we come up with a plan. Three hours of task 1, two hours of task 2, three hours of task n , where n is the number of tasks; follow this plan for m days and all our affairs will be in order. Then we 8 _____ (reach) that blessed state I 9 _____ (talk) about earlier.

However, there is a problem. It doesn't have to be us; we can have all the motivation in the world to go through with the plan. However, something completely unexpected happens, and we have to sort out a new problem. We lose 5 hours solving it. We think constantly about our plan and how we don't have time for dealing with these unexpected matters and that we, in fact, have more important problems. In any case, our plan 10 _____ (ruin).

II. Match phrasal verbs *a–e* with their meanings 1–5. Use them in sentences of your own.

a) come up with	1. доводить до конца
b) finish up	2. накапливать
c) pile up	3. избавляться
d) pick off	4. придумывать
e) take up	5. начинать

➔ READING

I. Read the text carefully and fill in gaps 1–7 with phrases *a–g*.

- a) *the execution of the current process into memory*
- b) *which have a deadline*
- c) *reading the previously saved data back into registers*
- d) *it would be nice if you simply jotted down task A as being incomplete*
- e) *stack them up and get ready to rumble!*
- f) *then back again, then to the third one, etc.*
- g) *of multitasking comes from*

We can't move everything a day ahead because we planned to finish most of those jobs by the time they need to be done. We spend the rest of the days working only on those jobs 1 _____. All the other things are on hold.

By the time the deadlines are over, we already have more things with deadlines on our hands. We sit, plan, and think nothing — NOTHING — will stop us this time.

We think that somewhere must be that magic plan that will resolve us of this constant cycle and give us more control. Is multitasking really possible for man? To answer this, let me turn to computers, which is where the concept 2 _____. How do computers do it? Computers are excellent at multitasking. Just opening your browser involves the creation of a multitude of processes in the computer which the user is not aware of. Also, the CPU (central processing unit) will constantly switch from executing one program to another, 3 _____. Each time the computer does this switching, it does something that is called "saving context." Saving context means placing all the data concerning 4 _____. When the CPU decides to resume the execution of a certain process, it simply reads the previously saved context, and it's all ready to continue with instruction execution.

Switching processes in a computer literally saves the state of the CPU at that point in the execution of the process. This means writing the contents of several internal registers into memory. Reading context means 5 _____. When the computer does that, it “knows” which instruction in the process is next in line for execution, and it “remembers” all the information which was vital to that process' execution.

Finally, here's a couple of technical advice about prioritasking. If while you're doing task A you're interrupted by a higher priority task B, 6 _____. Stack your incomplete tasks. Each time you complete a task, simply fetch a task from the top of the stack and continue doing it.

I like to come up with the title of each thing I need to do, which is informative to an extent, and when I stack it I write that title on a piece of paper and just put it on a pile which serves as a stack. So, what are you waiting for? Make the list of things you need to do, prioritize them, 7 _____!

➔ WRITING

How do you cope with the situation when you have lots of things with deadlines on your hands?

Write a short paragraph (80—100 words) answering the question.

Максимальное количество баллов за текст — 28

Вариант 2

➔ USE OF ENGLISH

I. Read the first part of the text *Earth, 3000* and complete it with the correct form of the word in brackets.

Earth, 3000

The professor's head felt heavy and his neck hurt.

He looked around and saw he 1 _____ (sit) on something like a white rubber carpet. A bubble-car floating in the air several inches above the carpet pulled up beside him. He saw that all the buildings around him 2 _____ (make) of mirrors and glass. 'This must be the future,' he thought.

A woman 3 _____ (wear) a white plastic suit and strange shoes got out of the car and asked him if he was all right. Her name was Glynis, and she was a doctor. James didn't know what year it was, and when he heard it was the year 3000, he 4 _____ (can) hardly believe it. He told Glynis he was from the 21st century. She thought perhaps he had hurt himself, and asked him to come to her office for an examination.

Glynis found nothing wrong with him. As she 5 _____ (examine) James he noticed that her skin and hair were completely different from his. Hers was so shiny and perfect that it didn't look real.

James explained what 6 _____ (happen) to him, and he asked if any sort of time machine 7 _____ (develop) so that he could get home. Glynis said there wasn't one, but she suggested they 8 _____ (look up) his name on the computer to see what information it might have on him. They found that the computer only had information on him up to the day he 9 _____ (begin) travelling through time. Next to that day it said "presumed dead".

He couldn't understand it. Did that mean he never made it back to the present? Would he always be travelling through time? He asked Glynis if she could take him to his home town. Perhaps he could find where Dr Applebaum used 10 _____ (live). Maybe there was a secret passage under his house. Glynis looked at him sadly.

II. Read the second part of the story. Make a suitable word from the prompt at the end of each line to fill in gaps 1—9 so the sentence is grammatically correct. Write the words you have made in the gaps.

'That's 1 _____,' she said. 'The world as you **POSSIBLE** knew it has been destroyed.'

Glynis drove him to a place where he could view the old world. During the drive, she told him what had happened. The sun had melted most of the ice in the earth's polar areas, causing worldwide 2 _____. The earth's temperature had risen, and thousands of people had died. Finally, in 2300, the world 3 _____ had helped build glass shields around the 4 _____ areas of the earth to protect people from the sun and the water. **FLOOD**
GOVERN
HIGH

'Perhaps that's why our hair and skin are so different', Glynis said. 'We no longer have 5 _____ sunlight or air.' **NATURE**

She took him to the edge of the glass shield where

he could see miles and miles of water. There were video 6 _____ set up along a walkway which showed the Statue of Liberty, the Eiffel Tower, Big Ben and the Acropolis, all underwater.

SCREEN

There was a large circular hole full of water nearby. There were pipes taking water out of it to a 7 _____ factory. Every few minutes, the water was sucked out, and then refilled from below. Glynis explained that this was how they got water from outside and changed it into clean, 8 _____ water. James went close to the edge to look down into it.

NEAR

USE

'Professor! Don't!' Glynis screamed.

But it was too late. The water was sucked out, and the force on the air around it pulled him inside. When the bottom opened, he was pulled from the future world, underwater, to the old world where he used 9 _____.

LIVE

➤ READING

I. Read the full text, then study questions 1–9 and circle the correct answer:

1. When James heard it was the year 3000 he was
 - a) thrilled.
 - b) amazed.
 - c) horrified.
 - d) sad.
2. The information on the computer stated that James
 - a) was alive.
 - b) had left the country.
 - c) had been found dead.
 - d) was thought to have died.
3. The old world was underwater because
 - a) there had been an earthquake.
 - b) the sea level had risen.
 - c) there had been a rainstorm.
 - d) the earth's temperature had dropped.
4. A large hole in the surface of the new world was used to
 - a) take water to a nearby factory.
 - b) send water to the old world.

- c) refill the pipes with water.
- d) communicate with the old world.
- 5. What did the professor see when he looked around?
 - a) A mirror
 - b) A bubble-car
 - c) A strange animal
 - d) A cruel king
- 6. What was Glynis wearing?
 - a) An old-fashion dress
 - b) A man's suit
 - c) A circus costume
 - d) A plastic suit
- 7. How had the old world been destroyed?
 - a) There was a snowstorm.
 - b) There was bad pollution.
 - c) There was a worldwide flooding.
 - d) A comet hit the Earth.
- 8. Why was Glynis' skin different from the professor's?
 - a) Hers was green.
 - b) Hers was ugly.
 - c) Hers was shiny and perfect.
 - d) Hers was wrinkled.
- 9. How did the professor return to the old world?
 - a) By plane.
 - b) He was pulled inside a water pipe.
 - c) He used a time machine.
 - d) He jumped from a cliff.

II. Choose a statement that best conveys the main idea of the text:

- 1. Life in 3000 is better than in the 21st century.
- 2. East or West Home is Best.
- 3. People of the future differed from people in the past.

➔ WRITING

Moscow State University announced a contest of essays for future journalists on the topic *What Is the Future of the Earth?*

The winner of the contest is automatically enlisted as student of the university. Write an essay in 200—240 words.

КЛЮЧИ К МАТЕРИАЛАМ

HAVING A PEN FRIEND

(с. 5)

➔ READING

③ Possible answers: a very long lasting relationship; wonderful feeling you get when the postman delivers that letter; someone cherishes you back; letters make you feel warm and valued.

④ 1d 2a 3h 4j 5f 6b 7k 8c 9e 10g

⑤ 1c 2a 3d 4e 5f 6b

➔ VOCABULARY AND LISTENING

- ②
1. mail box
 2. blog
 3. email
 4. text message
 5. email services
 6. postage stamp
 7. package
 8. social networks
 9. post office
 10. envelope
 11. Twitter

③ 2g 3h 4j 5i 6a 7f 8c 9e 10b

④ 1G 2F 3A 4C 5E 6B

➤ TRANSCRIPT

Speaker 1

I have 6 pen pals in 6 countries! We are not really “pen” pals, as such, since we communicate via an Internet site. We “chat” regularly about all our news but we are now involved in writing a novel. Each of us in turn adds 200 fresh words for the next to follow on from. We have no idea how the story will finish but we are having lots of fun developing the story and believe we are creating a bestseller!

Speaker 2

I write to film stars, pop singers, TV celebrities and even royalty! The letters are basically the same explaining that I collect letters as a hobby. Very often I don't even have a correct address but a surprising number of my letters are delivered and some get a reply. Usually they are printed “fan mail responses” but very occasionally (1 in a 100) I get a real hand written reply. My most treasured is from J.K. Rowling.

Speaker 3

After birthdays and Christmas, I always write thank you letters for any gifts I have received. What I didn't realise was that every letter I sent to my Granny, since my very first attempts at making letters, had been marked and graded! My Granny is a retired English teacher. It turns out that every letter she gets she checks for bad grammar and spelling mistakes, marks them in red ink and gives them a grade!

Speaker 4

I have a pen pal, Katya, who lives in the Siberian city of Novosibirsk. We go for old fashioned “snail mail” because somehow it is more exciting receiving a letter than an email. It is more personal holding and reading some pages over which my friend has worked so hard. And it is hard for her — but she is determined to conquer English and her letters get more fluent and accurate every time.

Speaker 5

I wrote to the Prime Minister because I feel that the government should be doing more to combat global warming. I got a reply (probably from a secretary rather than the PM) thanking me for my letter. It said that the government agreed with me and “well done” for taking an interest. But I felt politely ignored. Perhaps it was stupid to believe that the words of a 16 year old girl would ever be taken seriously.

Speaker 6

I got a “goodbye” letter from my girl friend. She said that she was writing so she could choose exactly the right words. She wanted me to understand that she liked me as a friend but it wasn't a good time for her with exams coming up. We should, she said, move on. But I thought she should have met me. I would have preferred to talk about it, agreed together and split up amicably.

- ⑤ a) pals, communicate
- b) correct, reply
- c) making
- d) “snail mail”, email
- e) fluent, accurate
- f) letter
- g) writing, exactly

➡ **WRITING AN ARGUMENTATIVE ESSAY**

⑦ Possible answers: 1B 2A 3A 4A 5B 6B 7A
8B 9B

- ⑨ 1) an, be 2) It, not 3) to, each 4) of, is

POCKET MONEY

(c. 12)

➡ **READING**

④ 1b 2c 3d 4a

⑤ Possible answers:

1. Parents want their children to learn how to manage money.
2. It can be a problem if there is not much money to spare in the family.
3. Many parents believe that a certain amount of pocket money should be given to the child because he/she is a member of the family. At the same time children are expected to do some chores as part of their contribution to the family.
4. The amount of money to give will depend on how much you can afford and what the pocket money is expected to cover.
5. Students' answers.

➔ VOCABULARY

⑥ *pocket money* — a small amount of money that parents give regularly to their children, usually every week or month

issue — an important topic that people are discussing or arguing about

a bank account — an arrangement that sb has with a bank, etc. to keep money there, take some out, etc.

amount of money — a sum of money

chores — tasks that you do regularly

to increase — become or to make sth greater in amount, number, value, etc.

responsibility — a duty to deal with or take care of sb/sth;

independence — the freedom to organize your own life, make your own decisions.

- ⑦ 1) *manage* 2) *expect* 3) *contribution* 4) *afford* 5) *resentment*
6) *encourage*

➔ GRAMMAR

A. Phrasal verbs

- ① 1 over 2 out 3 on 4 for 5 up 6 for

B. Grammar check

Uses 1a 2b 3a 4b

Forms 1a 2b

- ② 1 will be 2 don't get 3 save 4 spend 5 won't have 6 make
7 will be 8 break 9 will have 10 are saving 11 don't put
12 will take 13 borrow 14 will have

- ④ 1 won't be 6 go
2 don't save 7 won't be
3 stop 8 mends
4 will save 9 won't need
5 won't need 10 earn

- ⑤ 1 would use
2 would give
3 didn't get
4 wouldn't be
5 wouldn't buy

- ⑥ 1 could get a job
2 If he had a passport, he could get a job

- 3 If he could cook, he could get a job
- 4 If he liked children, he could get a job
- 5 If he liked animals, he could get a job
- 6 If he could swim, he could get a job

➔ LISTENING

- ① 1) four
2) how they earn some pocket money
3) no
4) the task here is to find out what job each speaker does
- ② A. put to bed, wash, tell stories, feed, look after
B. trees, fruit crates, farm, pick fruit
C. get tips, customers, serve meals, bring the bill
D. morning paper, front door, do a round, neighbourhood
E. blow-dry, get tips, customers, wash, haircut, perm
- ③ A—1; B — doesn't appear in the recording; C — 3; D — 2;
E — 4.
- ④

<i>Speaker 1</i>	True	False
Her parents would appreciate her wish to work during a school year.		✓
She knows how to look after children.	✓	
<i>Speaker 2</i>		
He has to do this kind of job because of his age.	✓	
He has no problem with transport.	✓	
<i>Speaker 3</i>		
He's satisfied with a job.	✓	
He always has enough time to talk with customers.		✓
<i>Speaker 4</i>		
She works full-time.		✓
She isn't going to do the job when she leaves school.		✓

➔ TRANSCRIPT

Speaker 1

I have to think about school first of all, because my parents wouldn't let me work if my grades suffered, so I only work during the holidays.

Last year I had a five-year-old to look after three times a week. I had to feed her and then put her to bed. She was all right; a bit difficult sometimes, but I liked to play with her and tell her stories.

Speaker 2

It doesn't pay too well, but I'm too young to do any other job. I do a round of about twenty houses in the neighbourhood on my bike. It's only a minute to stop and leave the stuff at the front door, but still, I have to get up around six if I want to finish in time for the school bus. The only problem is when there's very heavy rain or when it's really cold.

Speaker 3

It's a nice place and it's always full, so you really have to be quick. I work for five hours on Saturday afternoons and earn £15 plus tips. It's not bad, and I like the job because I meet a lot of people all the time. Of course, I have no time to stop at a table and chat, but that doesn't seem to be a problem. Sometimes you can have a really nasty customer, but that's very rare.

Speaker 4

I work on Saturdays from 8 in the morning till 5. I'm on my feet all day, and it can be tiring, but I really enjoy it here. Of course I'm not allowed to do the cutting, but I help with perming and blow-drying and I do the washing myself. I'd love to do the job when I leave school.

➔ SPEAKING

⑤ 1. done 2. relevant 3. organised 4. clear 5. working
6. prefer 7. Tell

⑥ 1b 2a 3a 4c 5b

⑦ Tips: There is quite a lot to do in this task, so it's important to think carefully about it all before you start. You need to understand the five jobs advertised.

You need to think how to ask correct questions, e.g. 'What kind of work experience do you have?' and so on. You should be ready to ask follow-up questions 'Why is that?', 'Could you tell me more about that?' Relate your partner's experience and interests to one or more of the jobs advertised.

➤ WRITING AN INFORMAL LETTER

① 1T 2F 3T 4T 5F 6F

②

Novorossiysk(7)

Russia(4)

3/06/2012(2)

Dear Tom, (3)

Thanks for your letter. It was lovely to hear from you. (6)

You asked me about independence from parents. Well, in Russia opinions are different. Personally, I don't want to live alone as I don't have enough money. And yes, it's easy to rent an apartment for everyone, but only if you have money. (8)

Well, I have to go now. I promised my Mom to clean the bathroom.

Looking forward to hearing from you soon. (1)

Love, (5)

Masha

③—④

1D — a letter asking for/ giving advice

2B — a letter giving your news

3E — a letter of apology

4C — a letter asking for suggestions/ advice/ a thank you letter

5F — a letter congratulating someone

6G — a reply to a party invitation

7H — a letter asking for/ giving advice

8A — a get-well letter

Examples of informal style: *informal beginning:* Hi!; *informal ending:* lots of love; *every day vocabulary:* I've been really busy, thanks; *short forms:* I've, I'd, etc.

⑤ I believe fully that children from the age of 10 should get pocket money if they work for **it**. It **makes** the child feel **more** responsible and gives them a taste of what life will be like when they eventually leave school and get **a job of** their own and earn their own money! Children should be given pocket money and also they have to be taught as to how **they can spend** their money. Money shouldn't be given to children if they are careless.

**Контрольно-измерительные материалы
для 2-го класса**

Вариант 1 (с. 27)

Уровень А

I. 1d 2c 3b 4a

Текст на аудирование

Chicken Licken is a nice funny little chick. He has got a father and a mother. He lives on a farm. His mother has a lot of work to do. So she gets up at five in the morning every day. Her son usually helps her.

Chicken Licken has got two friends, a duck and a hen. The duck's name is Chuck, or Chuck-the-Duck. She likes to swim. The hen's name is Jen, or Jen-the-Hen. She likes to eat seeds. Chicken Licken likes his friends very much.

The mother and the father say to Chicken Licken, 'In the house there lives a fox. His name is Foxy Loxy. Foxy Loxy wants to eat chicks, ducks and hens.'

They are afraid of the fox.

II. 1, 4

III. 1, 2, 4, 6, 7

Уровень В

I. 1b 2a 3b 4c 5c

II. 3, 1, 4, 2, 5, 6

III. Licken. He is doing morning exercises under an oak-tree.
Chuck. She is swimming in the lake.
Jen. She is having breakfast.

Уровень С

Foxy Loxy tells the three friends to go with him to his house because he wants to eat them.

Вариант 2 (с. 30)

Уровень А

I. 1d 2c 3b 4a

Текст на аудирование

Gaston and His Friends

Gaston is a big elephant. He lives in the forest. Gaston has not got friends. He wants to have friends very much. He wants to find friends in the forest.

In the forest Gaston sees animals. He sees a monkey. She can jump. Gaston sees a hare. He likes to play. Gaston is very big and the animals don't want to be his friends.

A big bear wants to eat up the animals. Gaston helps the animals. The animals are happy. They say, 'Gaston, thank you. You can be our friend.'

II. 1, 3, 4

III. 1, 3, 4, 5, 6, 7

Уровень В

I. 1a 2a 3b 4a 5b

II. 3, 4, 1, 5, 2, 6

III. Gaston is walking through the forest.

The hare is playing.

The bear wants to eat the animals.

Уровень С

The animals want Gaston to be their friend because he is strong, brave and helpful.

Схема оценивания работ

Задание	Проверяемые умения и навыки	Баллы	Оценка			
			«5»	«4»	«3»	«2»
Уровень А						
I	Аудирование	4				
II	Чтение	6				
III	Техника чтения	7				
Уровень В						
I	Чтение	5				
II	Чтение	6				
III	Чтение	3				
Уровень С						
	Письменная речь	1				
ИТОГО			32	28—32	22—27	16—21

Контрольно-измерительные материалы для 3-го класса

Вариант 1 (с. 33)

Уровень А

- I. 1. It was summer.
2. The sixth egg didn't break.
3. A big grey duckling came out.
4. "Let's go and visit the hen", said Mother duck.
5. The ugly duckling was very sad.
6. "Look! This duckling is silly! He has got short legs!" said the hen.

Текст на аудирование

Ugly Duckling

It was summer. Mother duck had six eggs. Five eggs broke and five yellow ducklings came out. But the sixth egg didn't break. 'Oh, dear! This egg is very big,' said mother duck. Later, the sixth egg broke. A big grey duckling came out. 'Oh, no! This duckling is ugly!' shouted mother duck.

'Come on, ducklings. Let's go and visit the hen,' said mother duck. She looked at the ugly duckling and she said, 'Walk behind your brothers and sisters. I don't want anybody to see you. You're ugly!' The ugly duckling was sad.

The hen saw the ducklings. She saw the ugly duckling, too. The hen laughed. 'Look! That duckling is silly!' said the hen. 'He has got short legs. He's grey. His beak is silly. He's an ugly duckling!' Everybody laughed. The ugly duckling was very sad.

III. 1e 2a 3c 4b 5d 6f

Уровень В

IV. 1T 2F 3F 4F 5T 6T

V. 1. grey 2. insects 3. woman 4. cat 5. small 6. spring
7. bread 8. friends

Уровень С

VI. 1. swan 2. crying 3. snow 4. beautiful 5. face 6. hungry

Вариант 2 (с. 36)

Уровень А

I. 1b 2c 3a 4b 5c

Текст на аудирование

Mike: Hello!

Mother: Hello, Mike! How are you? How is Jill?

Mike: Oh, Mum, we're fine, thanks. I've got a room of my own. And Jill does, too.

Mother: Do you like your room?

Mike: Yes, it's big and nice. Oh, Mum, there is a new computer and I like to play computer games in the afternoon. There are also a lot of books on the shelves.

Mother: Very good! Is it warm in the room?

Mike: Yes, there is a big fireplace in the corner. I like to read books by the fireplace in the evening.

Mother: What's the weather like today?

Mike: It's warm and sunny. We'll have a picnic in an hour with Jill, Simon and his Granny.

II. 1b 2c 3b 4a 5c

Уровень В

III. 1. ran 2. tree 3. presents 4. opened 5. white
6. afternoon 7. had

IV. 1. like 2. took 3. has 4. went 5. travelled 6. took
7. had 8. go 9. go 10. was 11. will travel 12. will be

Схема оценивания работ

Зада-ние	Проверяемые умения и навыки	Вариант 1	Вариант 2	Оценка			
				«5»	«4»	«3»	«2»
I	Аудирование (монолог/диалог)	6	5				
II-V	Чтение	III-V 20	II 6				
III, IV, VI	Лексика, грамматика, письмо	VI 6	III, IV 19				
ИТОГО		32	30	28-32	22-27	16-21	15

**Контрольно-измерительные материалы
для 4-го класса**

Вариант 1 (с. 39)

I. 1F 2F 3T 4F

Текст на аудирование

Bill stayed at home last evening. His sister Mary was in the country with her aunt. His parents weren't at home either. They were at the theatre. Nobody stayed at home with Bill and he was afraid.

He decided to call his friends and invite them to come. But they also weren't at home. His friend Nick was at the swimming pool and his friend Peter was at a baseball match.

Bill was very upset. Even his cat was in the street playing with the other cats. Poor Bill!

II. 1. reading 2. on Sunday 3. by bus 4. green

Текст на аудирование

Диалог первый:

A: Kate! I know you are good at drawing.

B: Me? No, it's Ann's hobby. I love reading.

Диалог второй:

A: What day is it today, Father?

B: Saturday. Why?

A: We wanted to go to the football match on Saturday, didn't we?

B: No, George, we decided to go to the football match on Sunday.

Диалог третий:

A: How do you get to school, Paul?

B: I usually get to school on foot. Yesterday I was late and got to school by bus.

Диалог четвертый:

A: There is a brown sweater on the bench. Maybe it's Ann's.

B: No, Ann's sweater is green. The brown one is Jane's.

III. b

IV. 1. clever 2. picked 3. can 4. idea 5. newspaper

V. 1. takes 2. helps 3. visits 4. likes 5. spent 6. went
7. saw 8. ate 9. had

Вариант 2 (с. 41)

I. 1F 2T 3F 4T

Текст на аудирование

Betsy stayed at home last evening. Her brother Sam went to see a football match. Her parents weren't at home either. They were at the cinema. Nobody stayed at home with Betsy and she was afraid.

She decided to call her friends and invite them to come. But they also weren't at home. Her friend Nancy was in the country and her friend Jane was in the swimming pool.

Betsy was very upset. Even her dog was in the street playing with the other dogs. Poor Betsy!

II. 1. playing football 2. on Sunday 3. on foot 4. black

Текст на аудирование

Диалог первый:

A: Mike! I know you are good at rollerskating.

B: Me? No, it's Collin's hobby. I love playing football.

Диалог второй:

A: What day is it today, Mother?

B: Friday. Why?

A: We wanted to go to the theatre on Friday, didn't we?

B: No, Polly, we decided to go to the theatre on Sunday.

Диалог третий:

A: How do you get to school, George?

B: I usually get to school by bus. But it was warm and sunny yesterday and I got to school on foot.

Диалог четвертый:

A: Somebody left a brown bag in the classroom. Maybe it's John's.

B: No, John's bag is black. The brown one is Tom's.

III. b

IV. 1. met 2. puppies 3. sandwich 4. hour 5. school

V. 1. am writing 2. have 3. will have 4. is decorating
5. is helping 6. makes 7. will make 8. will buy 9. will like

Схема оценивания работ

Зада-ние	Проверяемые умения и навыки	Вариант 1	Вариант 2	Оценка			
				«5»	«4»	«3»	«2»
I, II	Аудирование	8	8				
III	Чтение	1	1				
IV, V	Лексика, грамматика	14	14				
VI	Письмо	9	9				
ИТОГО		32	32	28—32	22—27	16—21	15

Контрольно-измерительные материалы для 5-го класса (с. 44)

➤ USE OF ENGLISH

1. lives 2. many 3. him 4. is 5. are 6. strongest
7. better 8. see 9. at 10. to

➤ READING

- I. 1F 2T 3F 4F 5F
II. 1c 2e 3b 4f 5d 6a
III. 1b 2f 3e 4d 5a 6c

Контрольно-измерительные материалы для 6-го класса (с. 46)

➤ USE OF ENGLISH

- I. 1. has been 2. was 3. became 4. married 5. have
6. is 7. call 8. went 9. went 10. remarried
11. have known
- II. 1. has taken/is taking 2. will arrive 3. best
4. women 5. said 6. had 7. first 8. him

➔ READING

I. 1. London 2. About 9 million people 3. The City of London
4. The West End 5. The East End 6. The West End 7. Newton
8. Darwin 9. In the centre of the West End 10. For its library
11. In Buckingham Palace

II. 1D 2B 3F 4A 5E 6C

Контрольно-измерительные материалы для 7-го класса

Вариант 1 (с. 50)

➔ READING

I. a

II. 1c 2e 3a 4f 5d 6b

III. 1b 2c 3b 4c

➔ USE OF ENGLISH

I. 1. knew 2. didn't want 3. is happening 4. are trying
5. do (you) know 6. live 7. have found 8. lives/will live
9. have got

II. 1e 2f 3i 4g 5b 6j 7a 8d 9c 10h

Вариант 2 (с. 53)

➔ READING

I. as a cooking oil, in hair conditioners, in soaps, to fix squeaky doors, to polish diamonds, to lower the risk of serious diseases, to heal stomach disorders, to treat minor wounds/diseases, to preserve fish and cheese.

II. 1 - 2 - 3 the 4 an 5 a 6 - 7 the 8 a
9 - 10 a 11 a 12 - 13 the 14 a 15 -

III. 1B 2A 3C 4D

- IV. 1. Mediterranean people 6. to lower the risk
2. treat wounds 7. to take notice
3. an oil-rich diet 8. stomach disorders
4. heart disease 9. squeaky doors
5. nutritional benefits 10. healing effect

Контрольно-измерительные материалы для 8-го класса

Вариант 1 (с. 56)

➔ READING

I. A4 B7 C1 D8 E5 F3 G2

II. 1b 2c 3d 4d 5b 6a 7a

III. 1. sharing 2. decided 3. central 4. found
5. washing 6. smallest 7. boxes 8. original 9. replaced

IV. 1b 2a 3b 4d 5a 6a 7c

Вариант 2 (с. 59)

➔ READING

I. 1. producer 2. became 3. legally 4. including
5. bought 6. favourite 7. famous 8. first 9. well

II. 1b 2a 3a 4c 5b 6a 7a

III. 3, 5, 2, 4, 7, 1, 6

➔ USE OF ENGLISH

1 have 2 on 3 enough 4 make 5 the 6 one
7 of 8 be 9 may 10 to 11 keep 12 cause 13 but
14 your 15 or

**Контрольно-измерительные материалы
для 9-го класса**

Вариант 1 (с. 63)

☞ READING

I. 1E 2D 3B 4A 5C

II. 1 generous 2 graduations 3 arrival 4 giver
5 different 6 particularly 7 unknown 8 natural

III. 1C 2A 3B 4E 5D

IV. 1 is hated 2 is passing 3 walking 4 ate 5 lawyer's
6 pointing 7 'll have 8 more sophisticated 9 called
10 is talking

V. 1b 2b 3a 4b 5b 6a 7c 8b

Вариант 2 (с. 67)

☞ USE OF ENGLISH

I. 1b 2a 3a 4c 5b

II. 1i 2f 3j 4e 5d 6a 7b 8h 9g 10c

III. 1d 2a 3h 4b 5c 6i 7e 8g

IV. 1a 2b 3a 4b 5b 6a

**Контрольно-измерительные материалы
для 10-го класса (с. 70)**

☞ READING

I. A4 B6 C1 D2 E7 F5

II. 1T 2F 3F 4T 5F 6T 7F 8F 9F 10T

☞ USE OF ENGLISH

I. 1 are reporting 2 took 3 has flown back 4 becoming
5 highest 6 were scaled 7 fourth 8 best

II. 1g 2d 3j 4c 5b 6e 7i 8a 9h 10f

**Контрольно-измерительные материалы
для 11-го класса**

Вариант 1 (с. 74)

➔ USE OF ENGLISH

I. 1 piled 2 are doing 3 are swamped 4 completing
5 are nearing 6 are/be done 7 is called 8 will reach
9 have been talking 10 has been ruined

II. 1b 2c 3d 4a 5e

➔ READING

I. 1b 2g 3f 4a 5c 6d 7e

Вариант 2 (с. 76)

➔ USE OF ENGLISH

I. 1 was sitting 2 were made 3 wearing 4 could
5 was examining 6 had happened 7 had been developed
8 look up 9 began 10 to live

II. 1 impossible 2 floods 3 government 4 highest 5 natural
6 screens 7 nearby 8 usable 9 to live

➔ READING

I. 1b 2d 3b 4a 5b 6d 7c 8c 9b

II. 2

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АНГЛИЙСКИЙ ЯЗЫК
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